MSED 7650
Professional Practice Seminar
2 Semester Hours
Spring 2013

College of Education
Valdosta State University
Department of Middle, Secondary, Reading and Deaf 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 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.

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.

REQUIRED TEXTBOOKS

None

COURSE DESCRIPTION

Reflection of educational practices, refinement of concepts emanating from student teaching experience and completion of professional electronic teaching portfolio.

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 student will be expected to (upon completion of the course):

1. Be accountable for professional behavior at their work site. (CFS 6)

2. Be knowledgeable of legal and ethical issues of being a teacher. (CFS 2, 6)

3. Be knowledgeable of strategies for classroom management and discipline. (CFS, 2,3)

4. Be knowledgeable of procedures for applying for and interviewing for teaching positions. (CFS 6)

5. Know procedures for involving parents and community members within the educational goals and activities of the school and classroom. (CFS 1,3,6)

6. Be knowledgeable of community and school resources and methods for referral that support students' learning and well-being. (CFS 2,3,5,6)

7. Be knowledgeable of how to develop and critique pre- and posttests for a unit of study and the importance of assessing at every level of learning. (CFS 4)

8. Be knowledgeable of best teaching practices that have proven to be effective and have a positive impact on student learning. (CFS 5)

9. Demonstrate by production of an electronic professional teaching portfolio, professional teaching characteristics that exemplify VSU College of Education Conceptual Framework Principles. and Standards (CFS 5)

COURSE ACTIVITIES AND REQUIREMENTS

1. Candidates will attend all required seminar sessions at designated dates and locations. See Seminar Schedule for times and room location.

2. Candidates will participate in activities during sessions, completing forms and activities as required.

3. Candidates will peer edit drafts of conceptual framework narratives, make necessary revisions, and then upload revised copies to their electronic portfolios by the specified dates.

4. Candidates will complete electronic teaching portfolios by the specified date.

5. Candidates will develop pre- and posttests, results critique, a scope and sequence chart, a class profile and lesson plans that will be used in conjunction with a unit being taught during solo teaching. All of these items are required artifacts that will be uploaded to the electronic portfolios for CFP 8.

6. Candidates will complete a research component.

COURSE EVALUATION

Evaluation will be "S" (satisfactory) or "U" (unsatisfactory) based upon:

1. Attendance at seminars and meetings. Professionalism means being accountable for meetings, assigned tasks, and professional behavior. Any absence or late attendance without prior notification to Mrs. Fuller could result in an unsatisfactory grade for the Professional Practices Seminar. Absences must be made up.

2. <u>Participation</u> during meetings and <u>completion</u> of required documentation.

3. Submission and satisfactory rating of <u>electronic</u> <u>teaching</u> <u>portfolio</u>.

4. Satisfactory completion of <u>Teacher Work Sample</u> as determined by guidelines provided.

ATTENDANCE POLICY

Attendance is mandatory. Missed seminars and absences from school must be made up.

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 <u>APA style</u> – 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).**

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."

PROFESSIONALISM IN FIELD EXPERIENCES

It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, having no lesson plan, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the candidate will meet with the university supervisor, the student teaching coordinator for the department, and/or the department head and be issued a formal warning. If a second incident of unprofessional behavior/disposition occurs, whether the same behavior requiring the formal warning or another unprofessional behavior, the candidate will meet with the university supervisor, the student teaching coordinator for the department, the student teaching coordinator for the College of Education, and/or the department head and be issued a Concern Form and Action Plan. A third incident of unprofessional behavior or failure to carry out the Action Plan will result in the candidate's removal from the field placement. If at any time there is a violation of the Code of Ethics for Georgia Educators, the candidate will be removed immediately from the field placement without following the above steps. Removal from the field placement at any time for any of the following reasons: third incident of unprofessional behavior, violation of the Code of Ethics, or the mentor's request for removal will result in a failing grade in the course.

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 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 due to a documented disability

must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) 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.

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.

DIRECTIONS FOR POSTING TO LIVETEXT

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.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.

2. Select **Reviews** tab, then open the document you sent to yourself.

3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.

   - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   - Graduate programs: COE Advanced Observation Instrument – Self-Assess

4. **Select Document**.

5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).

6. From the **Milestone** drop-down menu, select **Final** (final observation).

7. From the **Reporting Type** menu, select **Official**.

8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Student Teaching)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review.**

How to Complete Forms in LiveText

1. From the **Forms** and **Inbox** tabs, click on the forms to complete.
2. Follow directions to complete the form.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

<u>INSTRUCTOR</u>

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1031 COE Building
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Office Hours: M   10:30-2:00
              T   10:30 -2:00
              W   10:30-1:30

Schedule:

Thurs
MSED 7650 Jan 10th 5:00-7:00
MSED 7650 March 7th 5:00-7:00
MSED 7650 April 25th 5:00-7:00