

MSED 7800: PROFESSIONAL DEVELOPMENT SEMINAR II
3 SEMESTER HOURS
Summer 2009
College of Education

Valdosta State University

Department of Middle, Secondary, Reading and Deaf Education

Course Description: Prerequisites: MSED 7000, MSED 7010, and MSED 7650

Capstone course to be taken within last two semesters of program of study. Analysis of an individual's teaching plan in relationship to National board Standards, master's program outcomes, and school improvement plans.

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.

Contact Information:

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* **The best way to contact me is by e-mail.** I check my mail frequently and will respond to you as quickly as possible.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

www.nbpts.org/the_standards/

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 Textbook:

Required reading / articles as designated by instructor

LIVE TEXT software is required.

COURSE OBJECTIVES:

Numbers on parentheses refer to the COE Conceptual Framework Standards.

By the end of the course the student will:

1. Evaluate personal teaching plan and curriculum; knowledge of pedagogy and content; teacher philosophy and dispositions through readings, reflections, and portfolio artifact analysis. (I-V).
2. Analyze state and national reform efforts that address issues of diverse learners, multicultural populations, and accountability for teachers (II-V).
3. Analyze individual professional growth related to pedagogy, curricula, and national Board Standards (VI).
4. Develop a plan for continued professional development (VI).

COURSE ASSIGNMENTS:

- 1. Weekly Assignment Based on National Board Standard (20% of grade)**
- 2. Content Position Paper – Best Practice (20% of grade)**
- 3. Philosophy of Education & Reflective Comparison of Earlier Philosophies & Growth (10% of grade)**
- 4. LIVE TEXT Assignments (50% of grade)**

Portfolio – Content Assignment

Standard I: Content & Curriculum

Possible Artifacts: Article reviews, position paper, research paper, demonstration of content expertise

Portfolio – Artifact II Psychology assignment PSYC 7010

Standard II: Knowledge of Students & Their Learning

Portfolio – Artifact IV Assessment RSCH 7100

Standard IV: Assessment

Portfolio- Artifact VI Ethics and Issues Assignment LEAD 7210

Standard VI: Professionalism

Portfolio – Artifact VI Professional Growth

Standard VI: Professionalism

Portfolio – Artifact VI Professional Contribution

Standard VI: Professionalism

Portfolio – Artifact VI Philosophy of Growth

Standard VI: Professionalism

GRADING SCALE

If “0” points are accumulated in any of the above categories, the student will be ineligible to receive a grade of “A.”

90-100	A
80-89	B
79-70	C
69-0	F

ATTENDANCE POLICY

You are expected to attend every class for the full session. This is an activity-based class; you must participate to be successful. As per VSU policy, a student who misses more than 20% of the class work of the course will receive a failing grade in the course. *Moreover, any student who misses more than the equivalent of one day's class hours will receive a one-letter reduction in grade.* Coming in late or leaving early constitutes an absence. This class is part of your professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered.

Electronic devices must be turned off and put away during class. No tobacco products of any kind are allowed during class.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Your work will be checked electronically for plagiarism.

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.

The full text of this policy is available in the College of Education Dean's Office, EC room 227.

The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

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 Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

ACADEMIC INTEGRITY

These are professional expectations for all students in the Department of Middle Grades and Secondary Education.

Professionalism:

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. It is expected that all 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 action will be taken.

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents.

Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Assignments will be revised until these standards have been met. If you need assistance with your writing skills, help is available from the Writing Center on campus.

Continuous reviewing is important and much of it will be done electronically.

Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

Course Requirements and 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. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

Course Calendar

June 10 Wed

- Syllabus
- Course overview
- Personal goals for course
- Live Text check
- Philosophy
- Search – article in content pedagogy

June 15 Mon Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Content Assignment – Position Paper – Best Practice 20% grade

June 17 Wed Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Content Assignment

June 22 Mon Proposition 1: Teachers Are Committed to Students and Their Learning Artifact II Psychology assignment PSYC 7010

June 24 Wed Proposition 1: Teachers Are Committed to Students and Their Learning

June 29 Mon Proposition 5: Teachers Are Members of Learning Communities

Portfolio – Artifact VI Professional Contribution

July 1 Wed Philosophy of Growth

Portfolio – Artifact VI Philosophy of Growth

**Assignment: Philosophy of Education
& Reflective Comparison of Earlier Philosophies & Growth (10% of grade)**

July 6 Mon Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning

Portfolio – Artifact IV Assessment RSCH 7100

July 8 Wed Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
Effective Assessment – Alignment – State Assessment

Due Position Paper – Best Practice

July 13 Mon Proposition 4: Teachers Think Systematically about Their Practice and Learn From Experience / COE VI
Portfolio – Artifact VI Professional Growth

July 15 Wed Proposition 4: Teachers Think Systematically about Their Practice and Learn From Experience / COE VI
Portfolio – Artifact VI Professional Growth

July 20 Mon COE VI Professionalism
Artifact VI Ethics and Issues Assignment LEAD 7210

Due: Philosophy of Education and Growth Reflection

July 22 Wed Workshop Day

July 27 Mon Finalize all Live Text – Due in class check

July 29 Final Class Session - Presentation Position Papers