SEED 2999

ENTRY TO THE EDUCATION PROFESSION

0 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

<u>D</u>ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

<u>E</u>quity Principle: All learners deserve high expectations and support.

<u>P</u>rocess Principle: Learning is a lifelong process of development and growth.

<u>O</u>wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

<u>S</u>upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

<u>I</u>mpact Principle: Effective practice yields evidence of learning.

<u>T</u>echnology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>S</u>tandards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to

authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

 Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

In lieu of a textbook, all students are required to purchase access to the College of Education and Human Services technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course (https://www.livetext.com/).

COURSE OBJECTIVES

1. Students will meet all admission to teacher education requirements and document meeting those requirements.

2. Students will demonstrate knowledge of expectations of the profession including current codes of ethics, professional standards and practice and relevant laws and policies (INTASC S9, $EDL_{1.1}$).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will meet all admission to teacher education requirements and document meeting those requirements. These requirements are:

1. Have a major leading to teacher certification. Thus, for example, if you are pursuing the early childhood

education certification you should be majoring in Early Childhood Education or if you are pursuing the Spanish certification you should be majoring in Spanish with a concentration in Foreign Language Education. Whether your major is correct can be determined by viewing your transcript in BANNER. Questions about whether your major is an approved teacher education program can be directed to the COEHS Advising Center at (229) 259-5502.

2. Either exempt or earn passing scores for all components of the GACE Program Admission Assessment (test numbers 200, 201, 202, or Combined Tests 700) OR GACE Basic Skills Assessment (approximate cost of $128). Additional information about this assessment can be found in the GACE Program Admission Assessment BlazeVIEW course module. These test scores must also be posted on the "Teacher Education Admission Information" page in BANNER in order to be admitted into Teacher Education. This upload is automatically completed by VSU Information Technology but if these test scores do not appear on the "Teacher Education Admission Information" page in BANNER within one week of receiving your passing scores, please contact the COEHS Advising Center at (229) 259-5502 or COE_advisingcenter@valdosta.edu.

> **Minimum test scores needed to exempt the GACE Program Admission Assessment and GACE Basic Skills Assessment are:**
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> - SAT: 1000 (Math and Reading)
> - ACT: 43 (Math and English)
> - GRE before August 1, 2011: 1030 (Verbal and Quantitative)
> - GRE on or after August 1, 2011: 297 (Verbal and Quantitative)

3. Register for and complete the GaPSC Educator Ethics Entry Assessment (cost of $30). Prior to taking the assessment, review the GaPSC Educator Ethics Entry Assessment BlazeVIEW course module. This assessment score must also be posted on the "Teacher Education Admission Information" page in BANNER in order to be admitted into Teacher Education. This upload is automatically completed by VSU Information Technology but if this assessment score does not appear on the "Teacher Education Admission Information" page in BANNER within one week of receiving your scores for all modules, please contact the COEHS Advising Center at (229) 259-5502 or COE_advisingcenter@valdosta.edu.

Note: As soon as you have met the above requirements, you can apply for admission to Teacher Education. Instructions for doing this can be found in the Application for Admission into Teacher Education BlazeVIEW course module.

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4. Once you have been admitted to Teacher Education, you will receive an email regarding the application for the GaPSC Pre-service Certificate. **You must be issued the GaPSC Pre-service Certificate or hold a valid GaPSC Provisional Certificate prior to the end of the semester to earn a grade of 'S' in 2999.** All candidates are required to hold a valid GaPSC Pre-service Certificate or valid GaPSC Provisional Certificate in order to enroll in professional coursework courses. *Note: If you already hold a valid GaPSC Provisional Certificate, you do not need to apply for a GaPSC Pre-service Certificate.*

5. Provide evidence of current professional liability insurance and have it documented on the "Teacher Education Admission Information" page in BANNER by turning it in to the COEHS Advising Center (Education Center, Room 1020), faxing it to the COEHS Advising Center at (229) 245-3722 or emailing it to COE_advisingcenter@valdosta.edu. *Note: If you are an employed teacher, you may be able to obtain a signed waiver of liability insurance from your school system administrator. See the Liability Insurance BlazeVIEW course module for more information about liability insurance.*

6. Purchase and activate a LiveText account (available for purchase at the VSU Bookstore or at www.livetext.com) if you have not purchased LiveText in a previous semester or program. The LiveText version you will need to purchase is LiveText Student Membership - Field Experience Edition and the cost is $113. *If you have purchased LiveText for your undergraduate program at a different institution, you can still use this same account for this program. Call LiveText Support at 1-866-548-3839, ask for support or select #3, and ask to be added to the "VSU-College of Education" domain. If you did not previously purchase the field experience*

edition for your account, you can purchase it as an add-on for your account for $15-$18 via LiveText Support.

7. Complete the [LiveText](#) BlazeVIEW course module in this course if you have not completed the online module in a previous semester.

8. Complete the required Entry Educator Disposition Form in LiveText. Review the [LiveText](#) BlazeVIEW course module for more information. Check your "Teacher Education Admission Information" page in BANNER if you are not sure about your completion status. Review the module for due dates for completing this LiveText form and assignment.

9. Claim enrollment in your program through your Georgia Professional Standards Commission's MyPSC account and submit a screenshot of the claimed program in the [Screenshot of Enrollment Claimed](#) BlazeVIEW assignment. Information on this process can be found in the [How to Claim Enrollment](#) course file.

10. Review your program of study/curriculum by following the instructions listed in the [Program of Study/Curriculum Check Sheet](#) BlazeVIEW course module and complete the Program of Study/Curriculum Check Sheet Confirmation quiz. This requirement may have been satisfied a previous semester so check your "Teacher Education Admission Information" page in Banner if you are not sure about your completion status.

You must earn a grade of 'S' in 2999 in order to continue in your program.

COURSE EVALUATION

In order to earn an 'S' (satisfactory grade) in this course, the following assessments/activities must be satisfied:

Have a major leading to teacher certification.

Either exempt or earn passing scores for all components of the GACE Program Admission Assessment (test numbers 200, 201, 202, or Combined Tests 700) OR GACE Basic Skills Assessment.

Register for and take the GaPSC Educator Ethics Entry Assessment (cost of $30).

Apply for and be admitted into Teacher Education.

Apply for and be issued the GaPSC Pre-service Certificate. *Note: If you already hold a valid GaPSC Provisional Certificate, you do not need to apply for a GaPSC Pre-service Certificate.*

Provide evidence of current professional liability insurance or a signed waiver of liability insurance from your school system administrator.

Purchase and activate a "Student Membership - Field Experience Edition" LiveText account if you have not purchased LiveText in a previous semester or program.

Complete the [LiveText](#) BlazeView course module.

Complete the Entry Educator Disposition Form in LiveText.

Claim enrollment through your MyPSC account and submit a screenshot of the claimed program in the associated BlazeView assignment.

Complete the Program of Study/Curriculum Check Sheet Confirmation quiz.

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

PROFESSIONALISM

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & 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/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.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course.