

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SEGC 6000
INTEGRATION AND MANAGEMENT OF INSTRUCTION IN THE CLASSROOM
3 SEMESTER HOURS

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 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.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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 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 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

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Online resources provided by instructor.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

1. The teacher candidate uses knowledge of curriculum, learner differences, including cultural diversity, and ongoing assessment data to plan for student access to same essential content. (InTASC S1, S2, S4, S6; DL 2.2, 2.3, 3.1, 3.2, 3.3)
2. The teacher candidate uses systematic formal/informal formative and summative assessment as an ongoing diagnostic activity to measure student growth. (InTASC S6; AL 1.1, 1.2, 2.2, 2.3, 3.1, 3.3)
3. The teacher candidate will use on-going data analysis and reflection to plan differentiated instruction lessons to improve student learning (InTASC S6, S7, S8, S9; AL_{3.1}, EDL 3.1, FL 3.1, 3.2, 3.3, 3.4)
4. The teacher candidate utilizes a variety of strategies, including digital tools and resources, to differentiate across content, process, product, and learning environments in order to positively affect student learning. (InTASC S7, S8, S9; CPL 2.3, 3.1, TL 2.2)

5. The teacher candidate uses a variety of management strategies to positively affect student learning. (InTASC S1, S2, S3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

1. **Activities:** Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner.
2. **Assignments:**

Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.
3. Discussion questions: Students will be required to post responses to discussion questions on designated weeks. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure. Discussion question responses posted after the designated class week is over will result in a 50% point reduction of the total points earned for the response. Postings more than one week late will earn 0 points.
4. Student questions and responses: When assigned, students will post at least one original question over the reading or assigned topic, and will respond to at least two questions posted by classmates. Questions must be posted by Friday in order to earn full points. Questions posted after Friday will earn half of the available points. Responses will be evaluated based upon the quality of the response. A rubric will be provided that details the point structure. Responses must be posted within the designated class week in order to qualify for points. Questions and responses to classmates' questions that are posted after the designated class week is over will earn 0 points.
5. Classroom Management Inventories: Complete two Classroom Management Inventories that require candidates to video themselves in their classroom and self-assess their management of transitions and feedback to students in several classroom grouping arrangements/instructional formats. Guidelines and instructions for successful completion of this assignment will be provided **Failure to complete and properly submit the video portion of the assignment will result in 0 points being awarded on this assignment, regardless of the performance on the written portion of the assignment.**
6. Initial selection of students: Select and describe the students (which can include students with IEPs, those being evaluated for RTI, those receiving other services, and students participating in the general education curriculum) to plan for, teach, and evaluate for five weeks. Based on components of Task 1 of edTPA, students will include some preliminary assessment information and select differentiated instruction strategies from the four areas (content, process, product, and environment) to use in the first week of lessons. Guidelines and instructions for successful completion of this assignment will be provided (CO 1)

7. **Five weeks of differentiated instruction:** Using components of Tasks 1, 2, and 3 of edTPA, students will complete five weekly differentiated instruction plans and progress reports that include: target instructional objectives; assessment data of targeted students; instructional strategies that address Tomlinson's four domains of DI: content, process, product, and learning environment; pretest and post-test data on student performance on the targeted objectives; reflection of student performances; and revisions for the upcoming week. Students will submit the first, third, and fifth lesson for evaluation. Guidelines and instructions for successful completion of this assignment will be provided. (CO 1-5)

8. **Video lesson:** Using the edTPA Lesson Plan format, students will develop a complete lesson plan for the lesson taught during the 5th week of the five weeks of differentiated instruction and data collection, video themselves teaching this lesson, and write a reflective commentary through which they will examine evidence of the effects of their planning, instruction and assessment on their students' learning. Students will also submit the videoed lesson plan and related lesson materials to LiveText. Guidelines and instructions for successful completion of this assignment will be provided. **Failure to complete and submit the videoed lesson and meet the Live Text requirements will result in a failing grade in the course, regardless of successful performance on all other assignments.** (CO 1-5)

9. **Final Reflection:** Using components of Tasks 1, 2, and 3 of edTPA, students will summarize the differentiated instruction interventions used during the five weeks of instruction. The Final Reflection will be evaluated using the Differentiated Instruction Performance Rubric in Livetext. (CO 1-5)

COURSE EVALUATION

Assignments	Points
Discussion Questions 3 @ 20 pts. each	60
Student Questions and responses 1 @ 20 pts. total Question = 1 @ 5 pts. each Responses = 2 @ 7.5 pts. each	20
DI Assignment	20
Selection of Students and Strategies	50
Lesson plans and progress reports 3 @ 50 pts. each	150
Classroom Management Inventory 2 @ 30 pts. each	60
Video and reflective commentary	100
Final reflection	100
Total	560

Grading Scale:

- 93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates..

A NOTE ABOUT LATE ASSIGNMENTS

Assignments that are not turned in by their due date will result in point reductions. Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must log into the course each week and submit assignments on time.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office 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

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>.