

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

SEGC 6030

**Integrated Instruction: Evidence-Based Methods and Strategies for Instruction
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 educator 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

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Lewis, R.B., & Doorlag, D. H. (2011). *Teaching Students with Special Needs in General Education Classrooms* (8th ed.). Upper Saddle River, NJ: Pearson Publications.

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

In preparation for meeting the educational needs of children with mild disabilities at the elementary, middle and secondary the teacher candidate will:

1. Identify appropriate instructional objectives based on student learner knowledge and skills aligned with IEP goals, content standards, and ongoing assessments; (InTASC S1, S2, S 4, S5, S6, S7)
2. Describe, develop and evaluate instructional materials; (InTASC S7)
3. Identify methods for modifying tasks, curricula, and/or the presentation of tasks; (InTASC S1, S2, S4, S7, S8)
4. Identify, justify, and demonstrate the use of research-validated strategies for instruction based on relevant research and theory; (InTASC S7, S8, S9) **CPL_{2.1}**
5. Describe and demonstrate efficient methods for curriculum based data collection and monitoring of student achievement; (InTASC S6) **AL_{3.3}**
6. Demonstrate educational decision making based on data; (InTASC S6, S7, S9) **AL_{3.3} , EDL_{3.1}**
7. Demonstrate the skill of information analysis, synthesis and evaluation of methods and/or materials for students with mild disabilities; (InTASC S6) **AL_{3.3}**

8. Identify the components of the role of the teacher of students with mild disabilities; (InTASC S10)
9. Provide evidence for the planning, instruction, and assessment using components of the edTPA tasks; (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9) **EDL_{3.1}**
10. Provide evidence for reflection on and analysis of evidence of the impact of instruction on individual learning using components of the edTPA tasks; (InTASC S6, S9) **EDL_{3.1}, AL_{3.3}**
11. Demonstrate professional/ethical behavior of a teacher; ((InTASC S9, S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Requirements:

- a. Students will read the assigned chapters for each week and post assignments/activities on time.
- b. Students will interact in a professional manner with others in the class and in the completion of their assignments and activities.

2. Suggested Assignments:

a. **Strategies Summaries:** Students will complete three summaries of validated instructional strategies. Two summaries of research articles must be from each of *the major content areas (reading and math)*. The course instructor will provide the format for the reporting of these strategies. These summaries are due on the date indicated in the weekly content folders. (CO 1, 2, 3, 4, 5)

b. **Implementation of Strategies:** Students will use three well-researched, data validated instructional strategies, to teach content from three content areas (each strategy from a different content area). *One of the strategies for implementation must be in math content area.* The student will select the strategy and the content based on knowledge of the strategy and pre-test of child's knowledge of content. The student will collect data on the implementation of the strategy and evaluate the outcome of the implementation. The instructor will provide models of data collection and the report format. (CO 1, 2, 3, 4, 5, 6, 7)

The strategy summary and implementation in math content area will serve as Key Course Assessment CPL_{2.1} *(This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.)

c. **The Videotaped Lesson:** Using the edTPA Lesson Plan format and components of Task 1, Task 2, and Task 3 of the edTPA, students will develop a complete lesson, videotape themselves teaching this lesson, and engage in writing reflective commentaries through which they will examine evidence of the effects of their planning, instruction and assessment on child's learning. The lesson needs to incorporate one of the implemented evidence-based strategies in reading or math. **Behavior may not** be used for the videotaped lesson. The video must be prepared and submitted following the provided further in the semester directions. Students will also submit the videotaped lesson plan and related to the lesson materials into **LiveText**. **Failure to complete and submit the videotaped lesson and meet the Live Text requirements may result in a failing grade in the course, regardless of the successful performance on all other assignments.** Program Requirement. **LiveText** is a program requirement and **MUST** be completed prior to the closing of current semester. Detailed instructions for completing this assignment and the **LiveText** requirements will be provided further in the semester. (CO 1, 2, 3, 4, 5, 6,

7, 8, 9, 10,11). (**Reading or Math must be demonstrated**)

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 online, 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. **Assignments have designated locations and times for submission and will not be accepted via email. Refer to Course Schedule/Calendar for assignment due dates.**

The Student Success Center: The Student Success Center (SSC) provides free peer tutoring in core courses. Help is available to all VSU students. Call 333-7570 to make an appointment.

Technical Assistance

Technical support is available to you through the GeorgiaVIEW Brightspace by D2L HelpCenter (DHC). For technical questions and end user support, please visit the [Desire2Learn Help Center \(DHC\)](#). The DHC is available 24 hours a day, 7 days a week, 365 day a year.

ALL requests for DHC support must be initiated by telephone. (If necessary, follow-ups can be conducted via email.) To speak with a DHC Help Center agent, 24x7x365, call the University System of Georgia Support Hotline: **TOLL FREE 1-855-772-0423**
TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315 (Appropriate adaptive technology (hardware) necessary to use this number.)

Course Site Maintenance: Don't get unprepared! Plan ahead.

Note GoVIEW Site http://www.usg.edu/georgiaview/maintenance_schedule/Fall_2017 for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

COURSE EVALUATION

Modules (assignments) 40 points (CO 1, 2, 3, 4, 5)

Strategies Summaries (6 total from 3 content areas – 20 points each) 120 points (CO 1, 2, 3, 4, 5)

Implementation of Strategies (50 points each) 150 points (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

The strategy summary and implementation in math content area will serve as Key Course Assessment CPL_{2.1} * (This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) (70 points)

The Videotaped Lesson (100 points) (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11).

Grading Scale

A = 93 -100%

B = 83 – 92%

C = 73 - 82%

D = 63 – 72%

F = 62 – 0%

N. B. As the instructor of this course I reserve the right to add, delete or modify objectives, assignments, and grading depending upon the progress made by the class.

ATTENDANCE POLICY

Students are expected to follow the syllabus regarding online discussions and submissions. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. **Our class week will run from Tuesday night at 6:00 P.M. through the following Monday until 11:45 P.M.** The required logins must be made during the time frame of our class week in order to meet weekly attendance requirement. Students will be expected to **login at least twice during each week of class.** The University policy regarding absences will be followed; i.e., **absences for 6 or more class sessions will put a student at risk for failing the course.**

Students are required to back up work to avoid problems with computers, servers, etc. **Maintain copy of all work.** Contact IT Help for problems related to technology. Note GoVIEW Site for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

Late submissions of assignments within less than three days from their due date will result in a 10% reduction of the total points earned for the assignment. **Submissions later than three days from the due date will not be accepted and thus will not earn any points.**

PROFESSIONALISM

All assignments should conform to the professional standards expected of university students.

You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

- Spelling, punctuation, syntax, grammatical, and typographical errors will result in point deductions from the total score, regardless of the point value of the assignment.
- All assignments prepared outside of class must be produced using a word processing computer program (Microsoft Word is best), 12-point font, and double-spaced (unless otherwise noted) and include the teacher candidate's name, course number and section, and date. This includes any e-mail assignments sent to the instructor.
- All assignments must be the original work of the student submitting the work. All assignments must be completed by the student during the current semester and not submitted to another instructor to fulfill requirements for any other course. References and citations (using APA 6th edition format) are required when referring to the work of others. (See [POLICY STATEMENT ON PLAGIARISM AND CHEATING](#), which follows).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.

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>.