

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

**SEGC 6110
Professional Capstone Course
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

Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in LiveText portfolio describing how the assignments have contributed to their development as teachers.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LiveText Inc. (2004). College LiveText education solutions. La Grange, IL: United Learning Inc.

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

Candidates will:

1. Review their Livetext portfolios to ensure that they have completed all sections of their portfolio and have posted the required documents (InTASC S9).
2. Identify course assignments (artifacts) that meet each of the six groups of InTASC standards (InTASC S9).
3. Write personal reflections describing how the assignments/artifacts have contributed to the development of his/her knowledge and skills for each group of InTASC Standards (InTASC S1-S9, **AL_{2.2}**, **CPL_{2.1}**, **CPL_{2.2}**, **DL_{2.1}**, **EDL_{2.2}**).
4. Write a narrative that addresses how the candidate's disposition (attitudes, beliefs, professionalism) has changed/improved, or how they have been reinforced through participation in this program (InTASC S10, **CPL_{2.2}**, **EDL_{2.2}**).'
5. Complete and submit the Student Teacher/Intern CSPI-Candidate Survey for Program Improvement form and the COE Exit Disposition Survey in LiveText for participation in the program assessment system (InTASC S9).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (examples)

1. Compare the courses listed in your LiveText portfolios against the courses listed in your program of study to confirm that your portfolio lists the required courses and electives; make modifications as needed. (CO 1)

2. Confirm that you have (1) an artifact (major assignment) from each course completed in your program of study attached under the corresponding course tab in your portfolio, and (2) that you have completed the description, impact, and reflection for each artifact. (CO 2)
3. Confirm that your educational philosophy is complete and is attached in your portfolio. (CO 1)
4. Select artifacts from three different classes to use as supporting evidence for meeting each of the six groups of InTASC Standards. You must provide *three* pieces of evidence for each Standard. See the specific guidelines provided for selecting artifacts as evidence and the number of times you can use each artifact. (COs 3 & 4)
5. For each of the six groups of InTASC Standards, write a single-spaced narrative (personal reflection) in LiveText describing how the artifacts from the three classes have increased/improved your knowledge and skills as an educator with respect to those standards. Your narrative for each standard should be at approximately one-and-a-half to two pages in length, and should include examples and student performance data when available from the artifacts you selected to support your reflections. See the specific guidelines provided for writing the reflections. Please be sure to check grammar and spelling, as excessive grammatical or spelling errors (as judged by the instructor) will result in a reduction in the rating earned on each reflection in which errors are present. (COs 3 & 4)
6. Write a narrative (minimum two single-spaced pages) that addresses how you have gained depth of knowledge and understanding of ethics and professional dispositions. The narrative should relate how your learning experiences have led to gains in depth of knowledge and understanding, and should describe how and resources and feedback from multiple sources are sought out and used (COs 3 & 4) **EDL_{2a} *This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***
7. Complete the Student Teacher/Intern CSPI-Candidate Survey for Program Improvement form and the COE Exit Disposition Survey. (CO 5)
8. Attempt GACE Ethics Exit Assessment (test 360) for program completion (that is before the end of this course) but pass the assessment to be eligible for certification. (CO 5)

COURSE EVALUATION

Grading Policy

A	At least five reflections exceed expectations.
B	At least three reflections exceed expectations.
C	All reflections meet expectations.
D	One reflection does not meet expectations and/or candidate missed three or more deadlines (i.e. due dates) for submitting reflections
F	More than one reflection does not meet expectations and/or candidate missed three or more deadlines (i.e. due dates) for submitting reflections

Please note additional grading policies:

- **Candidates who fail to complete and submit the required forms in Livetext will not receive a grade in the class until the forms have been submitted.**
- **Candidates who fail to complete and submit the Ethics Exit Assessment will not receive a grade in the class until the assessment has been submitted.**
- **Candidates who miss two deadlines (i.e., due dates) for submitting reflections will have their grade reduced by one letter grade from the grade earned.**
- **Candidates who miss three or more deadlines (i.e. due dates) for submitting reflections will receive a failing grade in the class.**

ATTENDANCE POLICY

Students are expected to adhere to the time lines established for completing the Capstone project in order to be successful in the class. Organization and time management are critical components for success in online classes. Candidates must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. This 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

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.

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

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.)

PROFESSIONALISM

Teacher candidates are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, candidates are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.