SPEC 8040
Using Advanced Technology for Professional Development in Special Education
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(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.

REQUIRED TEXTBOOKS

All required readings provided by the instructor through the online Learning Modules
LiveText Portfolio

COURSE DESCRIPTION

The application implementation of advanced technology applications, hardware, software, and the Internet, for professional training and staff development programs in the field of special education.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

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.

COURSE OBJECTIVES

Advanced candidates will:

1. use multiple measures to analyze staff development needs that improve planning, instruction, and management and write and implement a technology based assessment to identify needs. (CFS IV)

2. write a vision for a staff development sequence that promotes identified goals and objectives for serving students with disabilities and/or their families. (CFS I, V)

3. list and evaluate, using an evaluation procedure provided, specific technology resources available at the school site and district level that could support a coherent staff development sequence. (CFS IV, VI)

4. write an organized plan of the components to conduct a personnel preparation effort. (CFS II, VI)

5. write and implement (as field experience component) a well-organized plan that uses current and available technology for conducting a staff development sequence. (CFS II, V)

6. use suitable technology based productivity tools and content to complete a technology supported staff development sequence. (CFS II)

7. write formative and summative measures to evaluate a staff development sequence. (CSF IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Discussion Board Questions and Responses to Colleagues. Write responses to issues related to advanced technology and professional development in the education of children and youth with disabilities POSTed by the course instructor on the discussion board (DB). These responses while limited in length (maximum 250 words) are not opinion. Responses are considered formal writing and should be documented with appropriate APA citations. This means that they should be grammatically correct and have no errors in punctuation and spelling. Unit Discussion Questions are found on the discussion board-Post your response to the discussion board. Discussion postings, one (1) initial post and two (2) posts responding to colleagues. (CO 1-7)

2. Learning Modules Units (LMU) Labs: Each LMU is self-contained and provides specific content needed to complete the LMU labs. Each lab is designed to help develop the specific information and skills needed to complete a staff development project. Labs are located in each unit. (CO 1-7)

3. Technology Needs Assessment. Assess a class and/or school to determine current needs of professional, paraprofessional staff and/or parents in a specific skill (approved by course instructor and building principal). Describe findings in a written report. Results will serve as baseline data for the staff development project. (CO 1)

4. Web-supported Staff Development Project: Use the staff development skills and technology based tools learned in modules and labs and results of needs assessment (#3 above) to write and demonstrate to the class a staff development instructional sequence training professional staff or parents. This includes implementation of the instructional sequence and evaluation of results. Website or PowerPoint format should contain 25 – 35 pages or slides, least five current references (no older than five years and from professional journals—you may include additional references that do not meet the above requirements), at least 15 links to supporting information, and use APA format. A minimum of five hours training is required. For example, mentoring a new teacher using an evidence-based technique/strategy, co-teaching (across disciplines) using an evidence-based technique/strategy or paraprofessional or parent training for specific skill acquisitions. (CO 2-7)

General Requirements.

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.

2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.

3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.

4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.

5. Each class member is responsible for all information on the course syllabus.

6. Each class member is responsible for all information on the tentative course schedule.

7. Assignments are NOT accepted late.

COURSE EVALUATION
*Assignments to be submitted to LiveText portfolio.

Assignment	Point Value	Assignment
1.	90	Discussion Board (DB) Questions 6 @ 15
2.	120	Learning Module Unit (LMU) Labs 6 @ 20
3.	40	*Technology Needs Assessment
4.	100	*Web supported Staff Development Project & Evaluation
.	350	TOTAL

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

    Grading Scale
    A = 350-315
    B = 314-280
    C = 279-245
    D = 244-210
    F = 209 and below

ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as "raising your hand in class").

PROFESSIONALISM

Students are expected to abide by the Code of Ethics developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can 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 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.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: