OFFICIAL SYLLABUS

DISCIPLINE: EDUC
COURSE: 450

Catalog Entry
EDUC 450: Student Teaching: Grades PreK – 6.

Six to twelve (6-12) hours - Field Experience and Seminar.

Prerequisite: Meets eligibility for student teaching (see p. 109).

Course Description:
Provides extensive clinical experience on one or more grade levels appropriate to the certification area. Experience begins with observation and limited participation; culminates in assumption of full responsibility in the classroom. Special seminars are regularly scheduled to enhance professional development of student.

Detailed Description of Content of Course
A clinical experience on one or more levels in grades PreK-6; begins with observation and limited participation and culminates in assumption of full responsibility in the classroom. Special seminars are regularly scheduled to enhance the professional development of students enrolled in the student teaching program. Provides a period of experience in professional, clinical practice in grades PreK – 6 during which the student tests and reconstructs the theory which the student has evolved and during which the student further develops personal teaching style.

Detailed Description of Conduct of Course
Student teacher placements are made in appropriate grade/subject areas. Opportunities are provided to practice teaching diverse learners under the supervision of approved cooperating teachers and university supervisors. The experience begins with observation and limited participation and culminates in assumption of full responsibility. The student teaching experience will provide for a minimum of 300 clock hours with at least 150 hours spent supervised in direct teaching activities (VA D.O.E. Matrix – 8VAC20-542-80 [VPS 2.b]).

Goals and Objectives of the Course
Goals, objectives, and assignments in this course address the following NCATE Standards:

- NCATE Standard 1b – Pedagogical Content Knowledge and Skills for Teacher Candidates
- NCATE Standard 1c – Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- NCATE Standard 1d – Student Learning for Teacher Candidates
- NCATE Standard 1g – Professional Dispositions for All Candidates
- NCATE Standard 3b – Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- NCATE Standard 3c – Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

- NCATE Standard 4a – Design, Implementation, and Evaluation of Curriculum and Experiences
- NCATE Standard 4d – Experiences Working with Diverse Students in P-12 Schools

Objectives below also include the following Association for Childhood Education (ACEI) standards:

- ACEI Standard 1.0 – Development, Learning, and Motivation
- ACEI Standard 2.5 – The Arts
- ACEI Standard 2.6 – Health Education
- ACEI Standard 2.7 – Physical Education
- ACEI Standard 3.1 – Integrating and applying knowledge for instruction
- ACEI Standard 3.2 – Adaptation to diverse students
- ACEI Standard 3.3 – Development of critical thinking and problem solving
- ACEI Standard 3.4 – Active engagement in learning
- ACEI Standard 3.5 – Communication to foster collaboration
- ACEI Standard 4.0 – Assessment for Instruction
- ACEI Standard 5.1 – Professional growth, reflection, and evaluation
- ACEI Standard 5.2 – Collaboration with families, colleagues, and community agencies

Goals, objectives, and assignments in this course address the Virginia Department of Education [VDOE] Teacher Licensure Standards:

- Virginia Department of Education Program Status Matrix – 2007 Early/Primary Prek-3 Education, Elementary Education, PreK-6, and Middle Education (8VAC20-542-80 Virginia Professional Studies)
- Virginia Department of Education Program Status Matrix – 2007 Elementary Education PreK-6 (8VAC20-542-110 Virginia General Content)

International Society for Technology Education, National Educational Technology Standards
for Teachers (ISTE/NETS-T)

Having successfully completed this course, the student will:

1. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1.0);
2. Know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students (ACEI 2.5; VA D.O.E. – 8VAC20-542-110 [VGC 1.b, VGC1.d], VGC[2.d]);
3. Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health (ACEI 2.6);
4. Know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster

active, healthy life styles and enhanced quality of life for elementary students (ACEI 2.7);

5. Plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum curricular goals, and community (ACEI 3.1);
6. Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (ACEI 3.2; VA D.O.E. – 8VAC20-542-110 [VGD 2.a]);
7. Understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (ACEI 3.3);
8. Use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments (ACEI 3.4; VA D.O.E. – 8VAC20-542-110 [VGC 2.c]);
9. Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3.5);
10. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4.0);
11. Be aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decision and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally (ACEI 5.1);
12. Know the importance of establishing and maintaining a positive, collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children (ACEI 5.2);
13. Demonstrate skills in the area of curriculum and instructional procedures which contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes, selection and use of materials, including media and computers; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy; evaluation of pupil performance [and relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance}. The teaching methods, including for second language learners, students with limited English proficiency, gifted and talented students, and those students with disabling conditions shall be appropriate for the level of endorsement (preK-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments (Know and use methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school and the Standards of Learning (or Foundation Blocks for Early Learning)shall be included (VA D.O.E. – 8VAC20-542-80 [VPS 2.a]);

14. Know and use methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school and the Standards of Learning (or Foundation Blocks for Early Learning)shall be included (VA D.O.E. – 8VAC20-542-80 [VPS 2.a]);
15. Demonstrate proficiency in the use of educational technology for instruction, research, and communication (VA D.O.E. – 8VAC20-542-80 [VPS 2.a]; VA D.O.E. – 8VAC20-542-110 [VGC 1.j]; ISTE/NETS-T 1-5);
16. Complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes (VA D.O.E. – 8VAC20-542-80 [VPS2.a]);
17. Demonstrate skills in classroom [and behavior] management (VA D.O.E. – 8VAC20-542-80 [VPS 2.c]);
18. Demonstrate ability to utilize effective classroom and behavior management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment (VA D.O.E. – 8VAC20-542-80 [VPS 2.c], VA D.O.E. – 8VAC20-542-110 [VGC 1.e]);
19. Demonstrate the ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children with limited English proficiency, and children with diverse cultural needs (VA D.O.E. – 8VAC20-542-110 [VGC 1.c,1. f]);
20. Demonstrate their commitment to professional growth and development through reflection, collaboration, and continuous learning (VA D.O.E. – 8VAC20-542-110 [VGC 1.h]);
21. Demonstrate the ability to analyze, evaluate, and apply quantitative and qualitative research and communication (VA D.O.E. – 8VAC20-542-110 [VGC 1.i]);
22. Adapt instruction to diverse learners using a variety of techniques (VA D.O.E. – 8VAC20-542-80 [VPS2.c]; VA D.O.E. – 8VAC20-542-110 [VGS 1.c]); and
23. Evaluate instructional materials, instruction, and student achievement (VA D.O.E. – 8VAC20-542-80 [VPS 2.c]).

Assessment Measures

Assessment in student teaching is both formative and summative and is completed collaboratively by the classroom teacher and University faculty. Evaluation is based upon the INTASC Standards for Beginning Teachers which are embedded in the *Teacher Candidate Evaluation* form. Other assignments include:

- Participation in seminar class (discussions and small-group activities)
- Completion of Child Abuse Certificate training
- Key NCATE Performance Assessment: Lesson Planning (Healthy Body/Healthy Mind portfolio)
- Key NATE Performance Assessment: Building School, Family, and Community Connections project
- Key NCATE Performance Assessment: *Professional Characteristics and Dispositions* form
- Key NCATE Performance Assessment: *Teacher Candidate Evaluation* form