OFFICIAL SYLLABUS

DISCIPLINE: EDUC
COURSE: 640

A. Catalog Entry

EDUC 640: Internship in Teaching, Secondary Education (grades 6 – 12)
Prerequisites: Completion of Licensure Coursework and Admission into the Teacher Education Program
Co-requisites: None
Credit Hours: (6) Six Practicum

Brief Description of Course:
Provides extensive clinical experience on one or more grade levels appropriate to the certification area for graduate students seeking teaching licensure in secondary education (grades 6 – 12). Experience begins with observation and limited participation; and culminates in assumption of full responsibility in the classroom.

B. Detailed Description of Course Content

A graduate-level, clinical experience on one or more levels in grades 6 - 12 begins with observation and limited participation and culminates in assumption of full responsibility in the classroom. The course allows candidates to apply and reflect on their content, professional and pedagogical knowledge, skills and professional dispositions in a variety of settings. Students will use everyday materials to explore and practice effective pedagogy to develop and demonstrate proficiencies that support learning by all students. This approach provides experience in professional, clinical practice during which the graduate student tests and reconstructs the theory which the student has evolved and during which the student further develops a personal teaching style. These practices will utilize the Specialty Program Associations and the Virginia Department of Education standards listed below.

Topics will emphasize:

1. Schools and Learners
   a. Concept of teaching middle and secondary students
   b. Philosophy of teaching middle and secondary students
   c. Characteristics of learners in middle and secondary grades
   d. Understanding the culture of schools
   e. Communication with families and school personnel

2. Advanced Instructional Planning
   a. Developmentally appropriate
   b. Long and short term
   c. Knowledge of models appropriate to discipline such as inquiry, role playing, concept attainment, direct instruction, simulations, advanced organizers, process approach to writing, reading and writing across the content areas, and reader response.

3. Diverse Learners
   a. Cultural, ethnic, and special needs
   b. Learning styles
   c. Designing and delivering appropriate and effective instruction
4. Classroom Management
   a. Models
   b. Implementation
   c. On-going challenges
5. Technology
   a. Integrating into short and long term planning
6. Impact of Learning on Students
   a. Alternative approaches to assessment
   b. Using assessment for planning instruction and monitoring student progress

C. Detailed Description of Conduct of Course

Student teacher placements are made in appropriate grade/discipline 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 supervised in direct teaching activities according to the VA DOE matrix appropriate to each discipline area.

EDUC 640 is a clinical experience that requires students to design, implement and evaluate projects related to the roles for which they are preparing. Candidates will learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. Students will be working with their supervising teacher to develop lesson plans and deliver instruction specific to their pedagogical area.

D. Goals, objectives and assignments in this class address the following National and State Standards:

Goals and Objectives of the Course
Goals, objectives and assignments in this class address the following National and State Standards:
VGC – Virginia Department of Education General Content
VPS – Virginia Department of Education Professional Studies
TSIP – Technology Standards for Instructional Personnel
NCTM – National Council of Teachers of Mathematics
NCSS – National Council for Social Studies
NCTE – National Council of Teachers of English
NSTA – National Science Teachers Association
NCATE National Council for Accreditation of Teacher Education
  • 1b – Pedagogical Content Knowledge
  • 1c – Professional and Pedagogical Knowledge and Skills for Teacher Candidates
  • 1d – Student Learning for Teacher Candidates
  • 1g – Professional Dispositions

Having successfully completed this course, the candidate will be able to:
  1. Incorporate state and national standards in planning and instruction
     • NCSS p – 3, 4, 5, 6, 8
2. Apply theories of learning and integration into instruction and incorporate technologies in learning, contextualize teaching, and draw effectively on representations from the students’ own experiences and cultures.

- NCSS p1, 2, 3, 4, 5, 6, 7
- NCTE 3.6, 4.0, 4.1
- VGC – Math 8 & 9
- VGC 1b, 2.d, 5b, 5f
- VPS 2
- TSIP I, II, III
- NCATE 1b

3. Plan instruction and assessments based on research of how students learn by differentiating instruction for learners at different stages of development and abilities and by selecting appropriate objectives, activities, and teaching materials.

- NCSS – p1, 2, 4, 5, 6, 7
- NCTE 1.0, 2.1, 4.4
- VGC – Math 11
- NSTA – 5a, 5b, 5c
- VGC – 1a, 1f
- VPS 2
- TSIP I
- NCATE 1c

4. Apply classroom [and behavior] management techniques and individual interventions, including techniques that promote the emotional well being, maintaining behavioral conduct consistent with norms, standards and rules of the educational environment. These techniques will address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

- VPS 3

E. Assessment Measures

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

- Completion of Child Abuse Certificate training
NCATE Task: Supervising teachers and professors will evaluate students as they carry out their professional duties utilizing the Student Teaching Evaluation form and the Disposition of Candidates form.

- Develop and create lesson plans
- Students will research a chosen topic related to their classroom experience. They will present a written analysis of the research and its implications for their teaching, and lead a discussion with their peers on their research findings.
- Other activities appropriate to the specific program and content areas

To differentiate EDUC 640 taken by graduate teacher candidates seeking secondary licensure from EDUC 452 taken by undergraduate teacher candidates seeking secondary licensure, instructors will select one of the following additional assessment measures:

- Graduate teacher candidates will participate in a professional learning community with other graduate teacher candidates to study current issues in education. This study will involve in-depth reading assignments and either online or face-to-face discussions. Graduate teacher candidates will then be charged with planning and presenting at a seminar to their undergraduate peers to be held during the student teaching semester. Graduate teacher candidates will work with their cohort leaders to select an appropriate format for these presentations.

- Graduate teacher candidates will develop an action research proposal to be carried out during the student teaching experience. This will be an investigation into how real classroom practice impacts the development of a unit plan thus comparing the theoretical with actual practice.

F. Other Course Information

N/A