Catalog Entry

EDUC 642: Conceptualizing, Planning and Teaching 6-8

Abbreviation: CONCEPT, PLAN, & TEACH

Three (3) Hours Lecture

Course Description:
Provides an on-going focus on the teaching/learning process during the graduate internship experience. The goal is to promote reflective teaching practices as students conceptualize, plan, and implement lessons in middle level classrooms. Students plan in disciplinary and interdisciplinary groups and examine alternative teaching materials, strategies, and methods of assessment.

Prerequisite: Admission to Teacher Education Program
Co-requisite: EDUC 643 Internship in Teaching, Middle School Education

Detailed Description of Content of Course

1. Orientation

2. Planning
   (a) Responsibilities
   (b) Class description
   (c) Objectives
   (d) Strategies/Activities
   (e) Materials/Resources
   (f) Assessment/evaluation/reflection

3. Microteaching
   (a) Sharing with peers
   (b) Getting feedback
   (c) Making modifications

4. Working in the field
   (a) Collaborating with mentor teacher/university
   (b) Teaching students
   (c) Self-evaluation

5. Reflection
   (a) Learning to teach
   (b) Planning for the future
**Detailed Description of Conduct of Course**

EDUC 642 will be taken during the graduate internship semester to build upon field experience and extend opportunities for faculty and pre-service teachers to continue working on conceptualizing what to teach, deciding how to teach, and planning and implementing lessons. Pre-service teachers reflect on their studies in curriculum and instruction, reading, mathematics, and science, and incorporate these into the student teaching experience.

Pre-service teachers report to the classrooms daily and every other week return to campus to attend EDUC 642 and work on developing plans, activities, and appropriate strategies for working with students. Since the course instructor also works with the pre-service teachers in the field, opportunities are provided for reflecting on the planning/teaching processes.

Pre-service teachers return to campus during the final week of the semester to reflect and evaluate their experiences and to plan for their ongoing professional development.

**Goals and Objectives of the Course**

National Council for Accreditation of Teacher Education Standards
- 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates;
- 1g. Professional Dispositions for All Candidates

National Middle School Association Standards- (1, 2, 3, 4, 5, 6, & 7)

Virginia Department of Education – Program Standards 8VAC20-542-120 – Middle School – 6-8

Having successfully completed this course, the student will independently and at a proficient level be able to:

- Understand the required knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning for grades 6-8
  NCATE 1c, g; NMSA 1-7, VDOE 8VAC20-542-120

- Use appropriate methods, including direct instruction, to help learners develop knowledge and skills, sustain intellectual curiosity, and solve problems.
  NCATE 1c, g; NMSA 1-7; VDOE8VAC20-542-120

- Understand how to apply a variety of school organizational structure, schedules, groupings, and classroom formats appropriately for middle level learners
  NCATE 1c, g; NMSA 1-7; VDOE8VAC20-542-120

- Promote the development of all students’ abilities for academic achievement and continued learning
  NCATE 1c, g; NMSA 1-7; VDOE8VA20-542-120

- Use creativity, flexibility, and self-evaluation in all aspects of professional life
  NCATE 1g; NMSA 7; VDOE8VA20-542-120

**Assessment Measures**
(1) Key NCATE assessment Lesson Plans: Students will develop daily and unit lesson plans which they will include in their professional portfolio. These will be evaluated in terms of their content, thoroughness, relevance, integration of theory, and choice of materials and strategies.

(2) Key NCATE assessment Unit Plan: Students will develop a complete unit plan.

(3) Use of resources: Students will utilize resources from media, supervising teachers, peers, and university supervisors in planning their lessons. Evaluation will be based on effectiveness, thoroughness, and relevance.

(4) Classroom Management: Students will develop a plan to address the appropriate rules and procedures needed to establish a positive learning environment.

(5) Microteaching lessons: Students will create and teach a lesson as well as conduct peer evaluations during microteaching lessons within the university classroom.

(6) Portfolios: Students will keep written reflections on their experiences. These reflections, along with lesson plans, a log of resource utilization and microteaching lessons, will comprise the students’ professional portfolio. These will be evaluated in terms of their creativity, relevance, and inquiry nature.

Other Course Information
N/A

Review and Approval

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