OFFICIAL SYLLABUS

DISCIPLINE: EDUC
COURSE: 430

Catalog Entry
EDUC 430: Field Applications of Professional Studies in the Elementary Classroom.

Six (6) hours - Field Experience and Seminar.

Prerequisite: Admission to Teacher Education Program.

Corequisites: EDUC 410, EDUC 425, EDRD 414.

Course Description:
Provides clinical experience in an elementary classroom with a qualified clinical faculty member and a cohort leader/field supervisor. Field experience begins with observation and limited participation and culminates in two-week classroom immersion experience and teaching of an instructional unit of study. Provides opportunities for interns to make applications from previous and concurrent pedagogy courses. Involves learning about classroom management strategies and creating classroom cultures that promote student learning. Provides opportunities for interns to make applications from previous and concurrent pedagogy courses. Involves applications of teaching practices appropriate for diverse students.

Detailed Description of Content of Course
The initial clinical experience on one or more levels in grades PreK-6; begins with observation and limited participation and culminates in two-week classroom immersion experience and teaching of an instructional unit of study. Weekly seminars are scheduled to enhance the professional development of students enrolled in this early field experience and include the following topics:
Classroom Management
Teaching Diverse Learners
Professional Development: Professional growth, reflection, and evaluation
Communicating with Families
Applications of Planning, Pedagogy, and Assessment

Detailed Description of Conduct of Course
Early field experience placements are made in appropriate grade/subject areas. Opportunities are provided for teaching diverse learners under the supervision of approved clinical faculty teachers and university supervisors. The experience begins with observation and limited participation and culminates in two-week classroom immersion experience and teaching of a student-designed instructional unit which is based on the Virginia Standards of Learning. Weekly seminar meetings focus on classroom management, preparation for teaching diverse learners, and the professional development of teacher candidates.

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 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 2.4 – Social Studies
- 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 (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);

- Virginia Professional Studies
- Virginia Department of Education Program Status Matrix – 2007 Elementary Education PreK-6 (8VAC20-542-110 Virginia General Content)

**Having successfully completed this course, the student, with close supervision and guidance, will develop the following skills and knowledge:**

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 students’ development, acquisition of knowledge, and motivation (ACEI 1.0);

2. Know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences,
and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world (ACEI 2.4);

3. Plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum curricular goals, and community (ACEI 3.1);

4. 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);

5. Understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving (ACEI 3.3);

6. Use their knowledge and understanding of individual and group motivation and behavior among students at the pK-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments (ACEI 3.4);

7. 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);

8. 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);

9. 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);

10. 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); 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]);

11. 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
12. Demonstrate proficiency in the use of educational technology for instruction (VA D.O.E. – 8VAC20-542-80 [VPS 1.j]);

13. 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 [VPS 2.a]);

   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. – 8VAC20-542-110 [VCG 1.e]);

15. 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 [VCG 2.a]);

16. Adapt instruction to diverse learners using a variety of techniques (VA D.O.E. – 8VAC20-542-110 [VGC 1.f])

**Assessment Measures**

Assessment of teaching in the early field experience is both formative and summative and is collaboratively completed 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 course assignments include:

- Class participation in discussions and small group activities
- Key NCATE/ACEI Performance Assessment: Implementation of the Work Sampling Unit
- Lesson planning
- Key NCATE Performance Assessment: *Professional Characteristics and Dispositions* form
- Key NCATE Performance Assessment: *Teacher Candidate Evaluation* form