Official Syllabus

DISCIPLINE: EDUC
COURSE: 442

TITLE: Teaching Grades 9-12

A. Catalog Entry
Prerequisites: EDUC 440-441, EDRD 416, EDET 445, EDSP 404
Co-requisites: EDUC 452
Credit Hours: 3

Brief Description of Course:
This course will assist student teachers to further integrate and apply their content, professional, and pedagogical knowledge and skills to devise learning experiences which are aimed at responding to the specific and unique experience of their student teaching assignment. This course will assist students to develop a specific unit taught while student teaching and respond to issues which arise in their student teaching.

B. Detailed Description of Course Content

1. Secondary Schools
   a. Concept of teaching secondary students
   b. Philosophy of teaching secondary students
   c. Characteristics of learners grades 9-12
   d. Understanding the culture of high schools
   e. Communicate with families and school personnel

2. Advanced instructional planning instruction
   a. Developmentally appropriate
   b. Long term
   c. Short term
   d. Models appropriate to subject area; models could include but be limited to: Inquiry, role playing, concept attainment, direct instruction, simulations, advance organizer, process approach to writing, writing to learn, and reader response.
   e. Theories and research
   f. Incorporating different models into lesson plans

3. Diverse Learners
   a. Cultural, ethnic and special needs
   b. Learning styles
   c. Determining appropriate instruction
   d. Writing lesson plans that provide for different learning styles
   e. Delivering effective instruction for different learning styles

4. Classroom Management
   a. Models
b. Implementation  
c. Ongoing Challenges

5. Standards of Learning and national standards in social studies, English, and math for grades 9-12.
   a. Virginia SOLs  
   b. NCSS themes, NCTE or NCTM standards  
   c. Planning instruction

6. Technology
   a. Applications from EDET 445 are integrated into planning

7. Impact of Learning on Students
   a. Alternative approaches to assessment  
   b. Matching with learning needs  
   c. Using assessment for planning instruction and monitoring student progress

C. Detailed Description of Conduct of Course

EDUC 442 is taught primarily through discussion, case studies, micro-teaching activities and readings. Students will develop a unit specific to their student teaching assignment, discussing issues related to their content, and exploring issues which arise while teaching in the secondary school. They will implement the theories and research studied in current and previous methods classes.

D. The goals and assessment for this course address:

National Council for Accreditation of Teacher Education Standards  
1b. Pedagogical Content Knowledge and Skills for Teacher Candidates;  
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates; 1d. Student Learning for Teacher Candidates; 1g. Professional Dispositions for All Candidates

National Council for the Social Studies Pedagogical Standards (1-9)

National Council of Teachers of English Standards 1-4

National Council of Teachers of Mathematics Standards 6 and 8

Virginia Department of Education – Program Standards (VDOE-SS)  
1. History and Social Science Endorsement Competencies 3a-f, 4a-d, 5  
2. English Endorsement Competencies 1-8  
3. Math 1, 8, 9, 10, 11

Virginia Department of Education - Professional Studies (VDOE-PS)  
1,2,3

Having successfully completed this course, the student will independently and at a proficient level be able to:
• Respond appropriately to the developmental stages of diverse students in grades 9-12.
  NCATE 1c; NCSS-p-1,2,4,5,6,7; NCTE 1.0, 2.1, 4.4; VDOE-PS-2,3; VDOE-Math-11

• Plan, develop and organize content into meaningful units of instruction such as debate, discussion, and persuasive writing.
  NCATE 1b, 1c; NCSS-p-3,4,5,6,8; VDOE-PS-2; VDOE-SS-3c,e.; 4a,b,c,d; NCSS Interdisciplinary Themes

• Choose from a variety of materials and utilize appropriate technology in the planning and implementation of lessons
  NCATE 1b, 1c; NCSS-p-1,2,3,4,5,6,7; NCTE—3.6, 4.0, 4.1, VDOE-PS-2; VDOE-SS-3c,d,e,f; 4a,b,c,d; VDOE—English—2; NCTM 6; VDOE-Math 8, 9

• Utilize appropriate teaching methods including the use of educational technology for instruction
  NCATE 1b, 1c; NCSS-p-1,2,3,4,5,6; NCTE—1.0, 3.6, 4.0; VDOE-PS-2; VDOE-SS-3d,e; 4a,b,c,d; VDOE—English—2; NCTM 6; VDOE-Math 9

• Design and analyze assessment data to improve introduction, student performance and achievement for diverse learners.
  NCATE 1b, 1c, 1d; NCSS-p-1,2,3,4,5,6,7; NCTE—4.10; VDOE-PS-2 VDOE-SS-3e; 4a,c; VDOE-Math 10,11

• Utilize information to construct and interpret sound planning and assessing.
  NCATE 1b, 1c; NCSS-p-1,2,3,4,5,6,7,8; VDOE-PS-2; VDOE-SS-3c,d,e; 4a,b,c,d; NCSS Interdisciplinary Themes; NCTE—4.10; VDOE-Math 1, 10; NCTM 8

• Develop effective lessons for diverse learners.
  NCATE 1b, 1c; NCSS-p-1,2,3,4,5,6,8; NCTE—1.0, 2.1; VDOE-PS-2 VDOE-SS-3c,d,e,f; 4a,b,c,d; VDOE-Math 11; NCTM 8

• Respond appropriately to improve communication between schools and families in order to increase family involvement in student learning at home and in school.
  VDOE-PS-2; NCTE—1.0

• Develop skills in classroom and behavioral management techniques and individual interventions that promote emotional well being.
  VDOE-PS-3; NCTE—2.1

• Make informed decisions regarding membership in professional organizations
  NCATE 1g; NCSS-p-8,9; NCTE—2.3,

E. Assessment Measures
- Papers: Students will write several short papers examining and exploring issues in teaching.
- NCATE Performance Assessment Unit Plan for Social Studies: Students will develop a complete unit plan.
- Classroom Management: Students will develop a plan that addresses the appropriate rules and procedures needed to establish a positive learning environment.
- Micro-teaching: Students will teach a short lesson.
- NCATE Performance: Assessment of student learning for Social Studies.
- Other types of activities to the specific discipline.

F. Other Course Information
   None