A. Catalog Entry:

EDUC 452: Secondary Student Teaching

12 Credit Hours – Field Experience

Prerequisite: Successful completion of early field experience.

Clinical experience on one or more grade levels in secondary grades; begins with observation and limited participation and culminates in assumption of full responsibility in the classroom. Taken in conjunction with Teaching Grades 9-12, EDUC 442.

B. Detailed Description of Content of Course

 Begins with observation and limited participation, culminating in assumption of full responsibility in the classroom. Provides a period of experience in professional, clinical practice at the secondary level during which the student tests and reconstructs the theory which he/she has evolved and during which he/she further develops personal teaching style.

C. Detailed Description of Conduct of Course

A clinical experience in secondary grades in English, Mathematics or Social Studies. Opportunities are provided to practice under the supervision of approved cooperating teachers and university supervisors. The experience begins with observation and limited participation, culminating in assumption of full responsibility.

D. Goals and Objectives of Course

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 (NCSS)

National Council of Teachers of English (NCTE) 1.0, 2.0, 3.0, 4.0

National Council of Teachers of Mathematics 8, 16 (NCTM)

Virginia Department of Education – Program Standards (8VAC 20-542-)
1. (330) History and Social Science Endorsement Competencies 3a, 3f, 4a, 4d, 5 (VDOE-SS)
2. (280) Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English 1, 2, 3, 4, 5, 6, 8 (VDOE-English)
3. (370) Mathematics Endorsement Competencies 1, 4, 5, 7-11 (VDOE-Math)

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

- Deepen the pre-service teacher's understanding and perspective of the educational process in secondary education through full time teaching supported by guided supervision from school and university personnel
  - NCTE 1.0;
  - NCTM 8,16;
  - NCSS 1 – 9; VDOE-SS 3 a-f, 4a-d

- Enable pre-service teachers to put into practice in a clinical setting, the code of professional conduct and ethical standards characterizing the teaching profession
  - NCTE 1.0, 2.3;
  - NCSS 8,9

- Demonstrate content knowledge, pedagogical knowledge, and theoretical knowledge in the design, development, and implementation of instruction
  - NCTE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; VDOE—English 1, 2, 3, 4, 5, 6, 7, 8;
  - VDOE-Math 7, 9, 10, 11;
  - NCSS 1 – 9; VDOE-SS 1

- Facilitate the transition from student to practicing professional. Upon completion of this course students will have demonstrated competency in each of the exit criteria
  - NCTE—1.0, 2.0, 3.0, VDOE—English 1-8;
  - NCTM 8, 16;
  - NCSS 1 – 9; VDOE-SS 3 a-f, 4 a-d

- Demonstrate professional dispositions in working with students, families and colleagues such as creating supportive learning environments, and demonstrate proficiency in appropriate grammar usage in both writing and speaking
  - NCTE—1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6;
  - NCTM 16; VDOE-Math 12;
  - NCSS 1 – 9; VDOE-SS 5

- Provide instruction using a variety of instructional techniques
  - NCTE—1.0, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9; VDOE—English 1, 2, 3, 4, 5, 8;
  - VDOE-Math 1, 9-11; NCTM 8,16
  - NCSS 1 - 9; VDOE-SS 3 a-f, 4 a-d
• Effectively teach the processes in organizing content in Social Studies, English or mathematics.
  o NCTE—3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.5, 4.6, 4.8, 4.9;
  VDOE—English 1-8;
  o NCTM 8; VDOE-Math 7
  o NCSS 1–9; VDOE-SS 1 a-d, 2 a-j, 3 a-f, 4 a-d.

E. Assessment Measures:

Assessment in student teaching is both formative and summative. Summative assessment involves the collective evaluations of classroom teachers and University faculty. Formative evaluation is based upon the competencies articulated in the Blocking semester, i.e., EDUC 440, EDSP 404, EDET 445 and EDRD 416.

F. Other Course Information