DISCIPLINE: EDME
COURSE: 413
TITLE: Conceptualizing, Planning and Teaching

A. Catalog Entry:

EDME 413. Conceptualizing, Planning and Teaching

Two (2) credit hours – Seminar

Prerequisite: Successful completion of early field experience

This course provides an on-going focus on the teaching/learning processes during the student teaching experience. The goal is to continue 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.

B. Detailed Description of Content of Course:

1. Orientation
   (a) Student teaching experience
   (b) Course expectations
   (c) Review of previous learning experiences.

2. Observations
   (a) Field-students, materials, teaching
   (b) Concepts – what is being taught?
   (c) Questioning

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

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

5. Working in the field
   (a) Collaborating with mentor teacher/university
   (b) Teaching students
   (c) Self-evaluation
6. Reflection
   (a) Learning to teach
   (b) Planning for the future

C. Detailed Description of Conduct of the Course:

EDME 413 will be taken during the student teaching semester to build upon the Junior Clinical 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 EDME 413 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 on-going professional development.

D. Goals and Objectives of the Course: The goals and assessment for this course address:

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, 5, 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 1. c, 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 1 c, 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 1, c, g; NMSA 1-7; VDOE8VAC20-542-120

• Promote the development of all students’ abilities for academic achievement and continued learning 
NCATE 1, c, 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 (6)

E. Assessment Measures

(1) Lesson plans. As part of EDME 413, students will develop daily lesson plans designed to meet the needs of diverse learners, three of which will include reflections, which they will include in their professional portfolio. For EDME 413 students will, both in discussion with their peers and in personal writing, reflect on the content, thoroughness, relevance, integration of theory, and choice of materials and strategies.

(2) NCATE Performance Assessment Unit Plan: Students will develop a complete unit plan to meet the needs of diverse learners. After implementing the plan in their student teaching placement, students will write a reflection on the content, thoroughness, relevance, integration of theory, and choice of materials and strategies.

(3) Use of resources. Students will utilize resources from media, supervising teachers, peers, and university supervisors in planning their lessons and will reflect on the effectiveness, thoroughness, and relevance of selected media through seminar discussions and in writing.

(4) Classroom Management: Students will develop a plan to address the appropriate rules and procedures needed to establish a positive learning environment for all students and will write a reflection on what worked well, what they would keep the same, and what they would change in the future.

F. Other Course Information

G. Approval and Subsequent Review

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<tr>
<td>4/13/95</td>
<td>Reviewed</td>
<td>Dr. Robert Lockwood, Chairman</td>
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<td>8/14/06</td>
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<td>Dr. Elizabeth D. Dore, Coordinator</td>
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