

Syllabus – EDUC 402

Directed Teaching in the Secondary School

INSTRUCTOR INFORMATION:

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COURSE CATALOG DESCRIPTION:

EDUCATION 402. Required of all students seeking licensure to teach secondary school (grades 6-12). See prerequisites for student teaching. 12 credits.

TEXTBOOK / INSTRUCTIONAL RESOURCES:

Clinical Experience Placements Handbook, available for download from the OPS website

COURSE OBJECTIVES:

The teacher candidate in a clinical experience (student teaching) placement will be able to:

1. Know, understand, and use the major concepts, principles, theories, and research related to theatrical instruction, including but not limited to critique and performance (CAEP Standards)
2. Know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among theatre students (CAEP Standards)
3. Know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as they pertain to theatre (CAEP Standards)
4. Plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (CAEP Standards)
5. Understand how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (CAEP Standards)

6. Use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments (CAEP Standards)
7. Use their knowledge and understanding of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction (CAEP Standards)
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 student (CAEP Standards)
9. Aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; will continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally (CAEP Standards)
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 (CAEP Standards)
11. Effectively use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings (INTASC Principle 1a)
12. Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts (INTASC Principle 1c)
13. Use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes (INTASC Principle 3b)
14. Seek to understand students' families, cultures, and communities, and use this information as a basis for connecting instruction to students' experiences (INTASC Principle 3e)
15. Carefully evaluate how to achieve learning goals, choose alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (INTASC Principle 4a)
16. Use a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies (INTASC Principle 8a)

COURSE CONTENT OUTLINE:

Which specific assignments does the university supervisor and program area want assigned/linked to this course for grading?

SCHEDULE:

Follow the schedule of your cooperating teacher(s) during the student teaching placement. Your day should mirror that of the cooperating teacher(s) – report time, duty

assignments, teaching load, planning time, faculty meetings, conferences, professional development opportunities, etc.

COURSE REQUIREMENTS (due dates, meetings, etc.):

Teacher candidates are required to attend the following in order to receive full credit for student teaching:

1. Orientation Meeting (one year in advance of student teaching)
2. Follow-Up Meeting (one semester in advance of student teaching)
3. Mock Interviews (one semester in advance of student teaching)
4. Seminar Day (just prior to the start of student teaching placements)
5. Wrap-Up Day (just after the conclusion of student teaching placements)

Teacher candidates may elect to attend the following to maximize the student teaching experience and opportunities for employment:

1. Education Recruitment Day (during spring semester each year)

Student teaching assignments are due at the dates/times established by the instructor, unless otherwise specified in writing by the instructor as the course/placement proceeds or with prior approval for any deviation in submission. Student teaching assignments are to be submitted electronically using Blackboard and added to the candidate's professional development portfolio.

All written submissions must be in Times New Roman 12 point font, with standard, one-inch margins and follow the APA format for publication where appropriate. Please pledge your work as follows: "I pledge..." followed by your name or electronic signature.

GRADING POLICY:

A	90-100	B	80-90	C	70-80
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ATTENDANCE POLICY:

It is imperative that teacher candidates follow the schedule of the assigned cooperating teacher(s). If the teacher candidate has an unexpected emergency or illness, s/he must follow the established protocol to report the absence to the cooperating teacher(s), school, and Longwood representative(s) as far in advance as possible so other arrangements can be made. The teacher candidate is responsible for making up any missed time and should coordinate those plans with the cooperating teacher and Longwood representative(s).

ACCOMMODATIONS:

Students requiring modifications may submit a plan from the Longwood University Disability Resource Center. The instructor will provide necessary accommodations to assist students with documented disabilities. Information is available at <http://www.longwood.edu/disability/>

EXPECTATIONS OF PROFESSIONAL BEHAVIOR:

This course includes a professional field experience in which students are expected to demonstrate professional behavior at all times. This includes, but is not limited to, professional standards of dress, adherence to all school rules and policies, participation in mentor class

activities as requested by mentor teachers, and ethically sound interaction with students at all times.

HONOR CODE STATEMENT:

The Longwood University Honor Code prohibits lying, cheating, stealing, and plagiarism. Students are expected to abide by this code at all times. All written work submitted in this course must be pledged, meaning that students are to do their own independent work unless an assignment is clearly designated as collaborative. Any violations of the stipulations or the ethical and moral essence of the Code of Honor will not be tolerated.