Old Dominion University
Occupational & Technical Studies

Course: OTED 485, Student Teaching

Course Description: Classroom placement in local public school systems for students to apply content and methodologies on an experimental basis. The student is supervised/mentored by a cooperating school system teacher and university faculty member. Student teacher placement is at a middle school and senior high school. Placements are divided between a suburban and urban setting and are courtesy of the cooperating school division. NOTE: Students must have passed the appropriate PRAXIS II examination prior to reporting to their student teaching assignment.

Purpose: The purpose of the student teaching experience is to develop and apply pedagogical knowledge in the content specialty area in a field-based placement (internship). During the student teaching experience the student will observe, participate, and apply instructional strategies, disciplinary knowledge, and instructional theories in developing his or her professional skills and attitudes about the total learning environment, including observations and experiences with diverse social, cultural, and gender groups.

Purpose of Teacher Education Program: The major purpose of Old Dominion University’s education program is to prepare individuals who have knowledge of their discipline, who can plan and present state-of-the-art instruction to students of various cultural and socioeconomic backgrounds and attitudes, and who reflect commitment to teaching and learning as well as lifelong professional growth and development. The Conceptual Framework, Educator As Professional, reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.

Course Competencies

1. Develop and demonstrate skill in safely managing and maintaining a career and technical education classroom/laboratory.

2. Plan and present lessons with appropriate content and instructional methodology.

3. Exhibit enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward technology.

4. Incorporate design, problem-solving and creative abilities in planning lessons that include material resources, processes, and technological systems.

5. Work with the assigned mentor teacher to implement a career and technical education curriculum that challenges the capabilities of students.
6. Select appropriate instructional strategies and technologies to effectively teach all student populations content consistent with appropriate standards.

7. Use activity-oriented laboratory instruction, which reinforces abstract concepts through concrete experiences.

8. Conduct, supervise, and manage individual and group instruction in a classroom and or laboratory environment within the legal confines of school law (behavior management).

9. Use consultative skills in supervising laboratory activities, experiments, and design, critical thinking and problem solving learning experiences for diverse student populations.

10. Use skills, creative abilities, positive self-concepts, and individual potentials in teaching students.

11. Create instructional experiences that develop independent thinking, effective communication, professional collaboration, value discrimination, professional ethics.

12. Modify individual and group instruction to accommodate individual learning styles of students and needs of a diverse student population.

13. Exhibit professionalism through all actions taken in the student teaching experience, including work with the career and technical education student organization, instruction, school duties, and interactions with students, parents, the faculty, and administrators.

14. Engage in long-term planning that results in an articulated curriculum based on the standard CTE curriculum.

15. Participate in non-instructional or extra-curricular school or professional activities and interact with other educational personnel.

16. Participate in activities that promote technology education in the school and community.

17. Collaborate with other professionals to promote continuous personal and professional growth.

18. Continuously update the content and pedagogy knowledge base.

Course Requirements:

1. Accumulate a minimum of 225 hours of teaching time and participation in the student teaching seminar. A time sheet is to be maintained with cooperating teacher signatures. Hours will be identified according to tasks and responsibilities. Within
these hours student teachers must prepare a student teaching log that includes the following:

- Lesson plans, including instructional technology, for all lessons taught.
- Handouts and work sheets.
- Activity sheets used in classroom, laboratory, field trips and other instructional activities.
- A weekly summary of student observations and behavior modifications applied to correct situations.
- Photos of instruction, student activities and CTE student organization (TSA and DECA) activities.
- Flyers of school activities and other public relations activities.

2. Prepare a professional growth plan that includes a personal philosophy of education and technology education, goals in five year increments, potential position changes, further education, personal growth and stress management and where you would like to be in the future of the technology education profession. This should be included in your Professional Portfolio.

4. Complete a Career Planning and Placement Form. Three letters of references are required. These may include technology education faculty, cooperating teachers, other faculty, or school administrators.

5. Turn in appropriate forms on specified dates:
   - One Cooperating Teacher Evaluation forms.
   - One School Administrative Evaluation forms.
   - Be observed by university supervisor a minimum of three times, Supervisor's Reports.
   - Be video taped at least once.
   - Attend Licensure Seminar and complete appropriate licensure applications.

6. Attend all seminar sessions.
   - Orientation to Student Teaching
   - School Law (Request a copy of your schools Teacher's Handbook)
   - Instructional Strategies for Diverse Learners (Visit the library and photocopy 2 articles that address Diverse Learners, Special Needs, or the Americans with Disabilities Act)
• Classroom Management and Discipline

• Building Your Program and Using Public Relations *(Discuss with your cooperating teacher a Planned Back to School Night)*

• Career Planning, Locating Teaching Positions, Interview/Discussion with Local Supervisors *(Prepare a resume; identify geographical areas, grade level, and program interests)*

• The Teacher as Classroom Planner/Manager/ Facilitator *(Draw on one incident in your teaching experience)*.

• The Teacher as Classroom Researcher

• The Teacher as Time and Stress Manager *(Visit the library and photocopy 2 articles that address the management of teacher stress burn-out)*.

• Evaluating Student Progress. *(Bring in copies of sample assignments and evaluation strategies)*.

**Attendance**  Student teachers are required to maintain the same schedule as their cooperating teachers. They should arrive punctually every day and remain until the cooperating teacher departs. Vacation or holiday schedules are those of the assigned school, not the university schedule. There are no unexcused absences in student teaching. **If you must be absent, be sure and notify the cooperating teacher and your supervising supervisor.** See the University Handbook for other specifics.

**Grading:** Student teaching is a PASS/FAIL course. Input from the cooperating teacher and school administrator are combined with the university supervisors observations and the students participation in the required seminar are used to assign the course grade. The final grade decision is made by the university supervisor.

**Accommodating Students with Special Learning Needs:** In accordance with university policy, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss this accommodation.

**Honor Code:** "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned." By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy, approved by the Board of Visitors."
Office Hours: Instructor office hours are 1:00 to 3:00 PM Monday, Wednesday, and Friday. Other hours by appointment.

References: *Student Teaching Handbook*, Old Dominion University, Darden College of Education, current issue.