

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	EDEL 482
<b>Title</b>	<b>STUDENT TEACHING SEMINAR</b>
<b>Credits</b>	1-3 Credit Hours
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	<i>EDEL 482</i> serves as a support for teacher candidates in the final phase of their pre-service training. The course will incorporate student research, authentic experiences from the classroom and content area discussions.
<b>SPA Standards Addressed: Standard Domain Areas Addressed in this Course</b>  <b>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential</b>	<p>InTASC Standards Addressed:</p> <p>Standard #1: Learner Development  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #2: Learning Differences  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard #3: Learning Environments  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</p>

<p><b>knowledge, and critical dispositions</b></p>	<p><b>Standard #4: Content Knowledge</b>  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard #5: Application of Content</b>  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Standard #6: Assessment</b>  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p><b>Standard #7: Planning for Instruction</b>  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard #8: Instructional Strategies</b>  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>Standard #9: Professional Learning and Ethical Practice</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard #10: Leadership and Collaboration</b>  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>This course addresses all of the elements included in the InTASC Standards.</p>
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## **PURPOSE OF THIS COURSE**

The student teaching/internship seminar is designed to support student teachers/interns as they connect UNLV coursework with the full-time teaching experience. Topics of interest will be explored along with the development of professional habits of mind. Student teacher/s will be introduced to various school personnel/programs, develop interviewing skills and expand their management strategies.

### **Required Books and Resources:**

- Lemov, Doug (2015) Teach Like A Champion 2.0, San Francisco: Jossey-Bass.

### **Assessment Criteria**

- Participation in a learning community 70%
- Presentation and participation in class on specified topics 30%

### **Performance Assessments**

1. Participation in a learning community
  - a. The standard of performance is that student teachers/interns will be present, arrive punctually and contribute to the session in meaningful ways.
  - b. Attendance: Each absence will lower your grade by .5 of the letter grade you earn.
  - c. Late work will not be accepted. It is your professional responsibility to be prepared for your presentation.

2. Presentation in class

Topic choices will be assigned at the organizational workshop at each school site. They will be presented to each cohort in seminar.

- a. Student teacher/intern will select a topic for research and group instruction
- b. Student teacher/intern will use the UNLV lesson planning template in order to prepare his/her instruction for one seminar
- c. Student teacher/intern will fully develop his/her lesson in order to include direct instruction, instructional engagement, appropriate handouts, and clear closure.
- d. Student teacher/intern will provide handouts as resources for his/her colleagues
- e. Student teacher/intern will incorporate multiple Lemov strategies within his/her classroom presentation
- f. Each member of the team is expected to present independently and contribute to all aspects of the workshop

## PRESENTATION RUBRIC

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
Oral Presentation Skills-1	Candidate uses slang, incorrect grammar	Candidate uses correct grammar; 1-2 errors in language usage	Candidate demonstrates proper use of language
Oral Presentation Skills-2	Candidate is unable to develop instruction that is sequential for the learners	Candidate presents a clear sequence of instruction; candidate delivers instruction at an acceptable pace	Candidates sequence is clear; pacing supports wait-time; vocabulary is explained and highlighted as
Topic development	Candidate demonstrates an inadequate understanding of the topic	Candidate understands his/her topic and is able to answer colleague questions	Candidate has an understanding of his/her topic that reflects multiple sources and/or perspectives
Lesson development	Portions of the required parts of the lesson plan are not present	Lesson plan elements are all present; the instruction is thorough and engaging	Lesson plan elements are all present; instruction is thorough and engaging and the candidate is able to challenge cohort to see the application of the topic to their practice
Materials	Use of PowerPoint to speak from; copy of PowerPoint to participants	Use of technology, provides technology resources, outline of presentation	Provides technology resources, outline of presentation, support materials and bibliography

Incorporation of Lemov Strategies	No strategies used	One strategy used effectively	More than one strategy used effectively
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**GRADING SCALE:**

16 to 18	A
12 to 15	B
10 to 12	C
7 to 9	D
0-6	F

**Grade Point Allocation:**

- Participation: 70 points
- Instructional presentation: 30 points

**Point Scale:**

94-100	A
90-93	A-
87-89	B+
85-87	B
84-86	B-

Below a B-, the course must be repeated.

**SCHEDULE**

<u>Date</u>	<u>Activity</u>	<u>Reading</u>
Week 1	No seminar	
Week 2	Explain goals and expectations of seminar Discuss materials needed Establish presentation assignments and schedule	*Reading to be assigned by site facilitator
Week 3	Lesson Planning Curriculum Engine and Abbreviated Plans	

Week 4	Formative Assessment Strategies for knowing what students know as they inform instruction (Lemov) Analysis, results, modifications, documentation, reflection Progress Reports/Report Cards/Communicating with Parents	
Week 5	Bloom's Taxonomy Differentiation and Accommodation	
Week 6	Special Programs and Interventions: RTI, GATE, SPED, ELL	
Week 7	Classroom Management	
Week 8	E Portfolio Sharing work in progress (theme, artifacts included, connections to INTASC Standards)	
Week 9	Engaging all Students in Effective Instruction Role Play Scenarios	
Week 10	Kagan Structures Marzano Strategies	
Week 11	Technology Incorporating technology as an instructional tool (i.e. SmartBoard, Prezi, EdModo)	
Week 12	Mock Interview Application process for job and licensure NEPF	Ask the principal to observe a lesson
Week	ePortfolio check Guest speaker: First year teacher	
Week 14	Lemov Strategies Discuss/Role Play	Review binders
Week 15	E Portfolio Presentations at school site	

\*The Site Facilitator will assign Readings as required

## **SPECIAL NOTES**

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of

the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

### **Rebelmail**

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

### **Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

<http://www.unlv.edu/registrar/calendars>.



**Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.