Department of Teaching and Learning
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Course Information

Prefix & Number	EDSC 481
Title	**SECONDARY SUPERVISED STUDENT TEACHING**
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	Full time teaching as a teacher candidate in a secondary school related directly to the student's secondary education program of study. Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university site facilitators and participate in all aspects of a secondary school for a total of 12-16 credit hours.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions**	InTASC Principles Addressed: 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. 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. 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. Standard #4: Content Knowledge

	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.
	Standard #5: Application of Content 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.
	Standard #6: Assessment 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.
	Standard #7: Planning for Instruction 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.
	Standard #8: Instructional Strategies 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.
	Standard #9: Professional Learning and Ethical Practice 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.
	Standard #10: Leadership and Collaboration 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. This course addresses all of the elements included in the InTASC Principles.
	Results: InTASC ,2,3,4,5,6,7,8,9,and 10 Prospective secondary teachers in this course will address the following criteria for compliance. This will be accomplished through

| | the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:
☐ Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners
☐ Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children's learning in schools
☐ Applying knowledge of the teaching/learning process in organizing for teaching
☐ Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the secondary classroom.
☐ Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.
☐ Understand and utilize the UNLV Department of Teaching and Learning Lesson Planning Template and meet the standards of the department rubric.
☐ Develop lesson plans that align with the CCSD Standards and those of the State of Nevada
☐ Develop and demonstrate classroom management strategies that allow for whole group, small group, cooperative group, paired/shared grouping patterns that support a variety of learning opportunities for students
☐ Develop skills for assessment of learning and decision making that a data-driven classroom teacher needs in order to successfully educate students
☐ Develop a "toolbox" of teaching strategies in various content and management areas
☐ Recognize the diversity of learners that they will be expected to teach and develop and demonstrate strategies to meet their needs |
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Table 1 Learning Goals and Bloom's Taxonomy

LEARNING GOALS (InTASC)	UULOs	R	U	AP	AN	E	C
LEARNER DEVELOPMENT							
Recognize personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners (InTASC #1)	4.f		x				
LEARNING DIFFERENCES							
Integrate strategies into their teaching for their diverse learners' needs (InTASC #2)	4.e					x	
LEARNING ENVIRONMENT							
Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation. (InTASC #3)	3.a						
Demonstrate understanding of classroom management strategies that create an effective classroom and support behavioral growth in their students. (InTASC #8)	3.c			X			
Create learning experiences meaningful for learners to assure mastery of the content. (InTASC #4)	1.a & 2d						X
APPLICATION OF CONTENT							
Utilize concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC #5)	1.a			X			
ASSESSMENT							
Evaluate students' learning and decision making based on formative and summative assessment data. (InTASC #6)	2.e						
PLANNING FOR INSTRUCTION							
Develop lesson plans that support every student in meeting rigorous learning goals. (InTASC #7)	2.a						X
INSTRUCTIONAL STRATEGIES							
Apply acquired knowledge and theories of teaching and learning to the classroom teaching process (InTASC #8)	1.d			X			
PROFESSIONAL LEARNING AND ETHICAL PRACTICE							
Critically examine the professional learning that involves learners, families, other professionals, and the community. (InTASC #8)	1.e & 1.f				X		
LEADERSHIP AND COLLABORATION							
Seek 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. (InTASC #8)	5.b						X

*Note: R: Remembering U: Understanding AP: Applying AN: Analyzing E: Evaluating C: Creating

Required Textbook/Resources:

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

Tomlinson, Carol Ann (2014*)*. <u>The Differentiated Classroom</u>. Alexandria, VA:

ASCD. Wormeli, Rick. (2007). *DIFFERENTIATION*. Portland, Maine:

Stenhouse Publishers.

Supplemental Texts and/or Materials

The following are available on the Advising and Field Placement
Center website (http://education.unlv.edu/ofe/):

- Absence Form
- Collaborative Assessment Log
- Community Service Log
- Field Experience Handbook
- Performance Evaluation Criteria
- Performance Evaluation Form
- Professional Dispositions Form
- Professional Dispositions Rubric
- Secondary Lesson Planning Rubric
- Secondary Lesson Planning Template
- Time Record

Assessment Criteria:

Lesson Planning and	25%
Performance Evaluation	40%
Lemov Strategies Assignment	10%
E Portfolio	15%
Service	10%

*Note: Dispositions will only reviewed if issues arise and will result in a
lowered letter grade.

Performance Assessments

1. **Lesson Planning and Implementation**
   Student teachers/Interns are required to use the Secondary Lesson Planning
   Template during the initial period of their Student Teaching/Internship and until
   the Pre-Service Mentor Teacher feels that the Student teacher/Intern has a strong
   enough pedagogy to use the short form. All lessons throughout the semester
   must be approved in advance of the lesson being taught. Student teachers/interns
   are reminded to complete the reflection portion of the template after each
   teaching experience.

2. **Evaluation of Instruction:** Instruction will be evaluated by the Pre-service

mentor teacher at midterm (10/16) and at the end of the semester (12/4) by submitting the Performance Evaluation online. This evaluation will be discussed during a three - way conference with the student teacher/intern, the PSMT and the site facilitator.

In addition, the PSMT will complete the (ungraded) **Collaborative Assessment Log (CAL).** Formative assessment should be provided on a bi-weekly basis after the second week of school as the student teacher/intern and the PSMT meet to assess progress and set goals. The student teacher/intern is required to provide this form to the Pre- Service Mentor Teacher. It can be downloaded from the OFE website. **A copy of each CAL is to be given to the Site Facilitator upon completion.**

3. Lemov Strategies Assignment

Clinical students need to bridge the gap between the theory of creating instruction based solely on the transmission of standards and objectives to implementation in a way that provides students with rigor and success. If we truly believe that all children can learn, then we must believe that we can teach them effectively. This text was selected because it is unique in its practicality and the volume of effective, proven pedagogical strategies that are effective in all grades and subjects. This assignment is designed to provide each clinical student with daily experience and reflection on these techniques.

Materials

❖ Small (3x5 or 4x6) Binder
❖ File cards
❖ Process:

☐ Read the entire text as an overview to the acquisition of the 49 strategies.
☐ Choose the strategies that you want to learn/master during this semester. At least one strategy must be utilized during each of the lessons that are taught. The Site Facilitator will check and review the student's progress and check that the strategies are documented in the lesson plan. An additional 15 strategies are required.

☐ Start a "card" for each strategy. As you use it, note its effectiveness or challenges and the date.

EXAMPLE:

Strategy	Effectiveness Rating + = effective - = challenging	Date Implemented/Reflection/Comments
No Opt Out A sequence that begins with a student unable to answer a question, is explored to provide additional information until, at the end, the student can answer the question with confidence	+	(2/5/11) Asked student A if the drawing was 'one' or 'two' point perspective. His response was incorrect, so I asked Student B who responded correctly and then had him explain 'why.' Then, came back to student A, asking him the same question on a different one-point example. This time, his answer was correct and he was able to give me the reason why: one vanishing point. <u>Next step</u>: use the same technique on different content and, to involve more of the class, get several other students to respond before returning to the original responder.
Stretch It Build on other questions you pose in order to drive home a main point – provide informational clues to spark deeper questioning and critical thinking	+	It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12)
Stretch It	-	My questions did not stimulate the students enough; I need to be better prepared next time. The kids seemed confused about what I was asking. (2/7/12)
Right is Right Only allowing correct responses to be accepted	-	This was challenging; I didn't have enough information myself to ask a better follow-up question. (3/14/12) <u>Next step:</u> Prepare a list of correct ideas to feel confident in addressing student responses
Precise Praise Providing specific praise to students exhibiting good work habits such as following the directions, working quietly; ideally, working to provide this to every student during a sessions	+	(3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept of momentum and provided a confidence boost. <u>Next step:</u> use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted.

*NOTE: You will need to create definitions in YOUR OWN WORDS – please, do not copy from the student examples above.

- Discuss your strategy use throughout the semester as you learn from/with others.
- Take this binder into the classroom with you as you begin your career along and continue to develop and refine your pedagogical skills. Expect 3 years to proficiency and 5 to mastery. Be patient. Champion teachers can do these things. Be one!

Rubric: Lemov Assignment

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
Structure	Cards loose and disorganized and the # of strategies less than the minimum required	Cards in binder; required number of strategies present	Cards in binder, organized and neatly maintained; required number of strategies present; detailed documentation
Content	Entries are infrequent and do not display clear understanding of each strategy	Entries are regular and demonstrate an understanding of the strategies	Entries are regular, demonstrate an understanding of the strategies and reflect success/challenges and next steps

The Site Facilitator will periodically review the Lemov assignment and grade it during the final visit (at a date to be determined). The assignment will be grading according to the rubric.

4. E Portfolio

Purpose: Through connecting the learning standards with your practices, critically examine your progress in learning to teach and what aspects you need to improve to become a successful teacher.
Knowledge, Skills, and

Dispositions **Knowledge:**

This assignment will help you evaluate your acquired knowledge of learning to teach. This includes classroom management, classroom instruction, lesson planning, assessment, content knowledge, content pedagogy, technology, and learners and learning.

Skills:

The purpose of this assignment is to help you practice the following skills that are essential to your success in classroom teaching and in your professional life beyond school:

Utilize assessment data to understand student learning and to make decision about instruction

Apply theories of teaching and learning to lesson planning and classroom instruction

Utilize a variety of digital tools in instruction/ plans for student use of digital tools and Internet in lessons/evidence of student use of digital tools

Create e-portfolios with upgraded technology.

Dispositions:

This assignment will help you develop appropriate attitudes and values about teaching and becoming a successful teacher who understands and develops a commitment to the profession.

Continue the work that was started in the previous semester, and as described on the 21 e-portfolio website:

https://sites.google.com/a/unlv.nevada.edu/21cportfolio/

  a. Continue to archive artifacts from the field
  b. Choose a theme
  c. Connect 5-8 sample artifacts from the three semesters of this project and connect them to the InTASC Standards.
  d. Practice presenting the portfolio to an audience
  e. Present the portfolio on your assigned portfolio day at the end of the semester.

Grading Scale:

10 points = Satisfactory completion

 0 points= Any components not complete

E-Portfolio Evaluation Rubric (Criteria for Success)

NAME:_____   SCHOOL:____ _____

	Target (3)	Acceptable (2)	Unacceptable (1)
Standards	Addresses more than five InTASC Standards in discussion of growth as teacher and professions	Addresses five Standards related to growth as a teacher	Address less than five InTASC Standards related to growth as a teacher
Assessment	Evidence of ACSP Assessments and use of assessment data to modify instruction for student learning	Evidence of ACSP Assessments/some discussion of use of assessment data to plan lessons	ACSP and Assessments not evident
Content	Provides examples of lesson planning that integrate content pedagogy/refer to content standards/use a variety of instructional strategies /reflect on professional growth through program content	Provides examples of lesson planning with more than one instructional strategy/reflect on professional growth throughout program content	Provides examples of Lesson planning with limited use of instructional strategies/little or no discussion of accumulated professional growth
Technology	Incorporates a variety of digital tools in instruction/ plans for student use of digital tools and Internet in lessons/evidence of student use of digital tools	Incorporates digital tools in instruction/plans for student use of digital tools in lessons	Occasional to limited use of digital tools in instruction. Limited provisions for student use of digital tools or the Internet
Format/Technical Skill	Navigation of ePortfolio facilitated through menu and links/wallpaper, font, use of white space makes information easy to access/integrates use of digital tools in presentation/wallpaper reflects theme	Navigation of facilitated through menu and links/wallpaper, font, use of white space makes information easy to read	Navigation of ePortfolio limited by non-working menu and links/design and color limit readability

5. Service

- o Each UNLV student teacher/intern is to contribute to the school by earning a total of 10 service points during the student teaching/internship semester. Each point represents one hour of service.
- o Points can be accumulated by a cohort developed project, tutoring, research for a teacher, creating teaching materials, volunteering at school events, committee membership, etc.
- o Student teachers/interns are required to keep a log of their efforts and submit it to the Site Facilitator at the end of the semester (the specific date is to be determined by the SF).

Attendance:

1. The standard of performance is that student teachers/interns will be present on campus at their expected time. Student teachers/interns are expected to be present at their schools during the required hours of teacher attendance. It is suggested that students make every effort to shadow the hours of their Pre-Service Mentor Teacher if that is beyond the required hours.

2. If an absence occurs the student must do the following:

   a. Contact the PSMT on his/her cell phone by 6:00 AM

   b. Call or email the Site Facilitator (based on his/her instructions) by 6:00 AM

   c. Fill out an absence form to be signed by the PSMT and SF and turned in to faculty member indicating the reason for the absence and student teacher/when the time is to be made up.

   d. If all of the steps outlined above are not taken, the student teacher/intern will be penalized a day's absence without leave and his/her grade lowered ½ (i.e. A becomes A-)

   e. Student tardiness is not tolerated. If a candidate fails to arrive before the students are in class, the day is considered an absence and it must be made up. An attendance form needs to be filled out as in an absence.

3. PSMT's are not permitted to approve absences from campus, early departures or late arrivals. They are to be approved only by Site Facilitators.

Dress Code: UNLV student teachers/interns are expected to dress in compliance with the CCSD expectations which are posted on their website

Grading Policy

Effective Fall 2009, the Pre-Service Mentor Teachers at the Partnership Schools will make grade recommendations to the UNLV instructor of record. The UNLV evaluation form, lesson plan and rubric are the standards for evaluation. In addition, student teachers/interns must model professional behavior, a positive open response to mentor- student feedback and

work to meet all classroom/school expectations. If a student teacher/intern is performing at an unsatisfactory level in the judgment of the Pre-Service Mentor Teacher, **he/she must contact the UNLV Site Facilitator or the Coordinator of Field Experiences**. The UNLV staff will then work directly in the classroom and with the Pre-Service Mentor Teacher to support the growth of the student teacher/intern and work towards their success. If a Pre-Service Mentor Teacher is unsure of how to evaluate a student teacher/ intern, and requests support, it will be provided.

Grading Scale:

94-100	A
90-	A-
87-	B+
84-	B

STUDENT TEACHING/INTERNSHIP CALENDAR FALL 2015

Activity	Date
Student Teachers/Interns report to assigned school site	8/19
Student Teachers /Interns submit all forms, syllabi, and supplemental materials to and review jointly	8/20
Student Teachers /Interns begin planning instruction within the co-teaching model	8/20
Staff Development Day	9/4
Labor Day Holiday	9/7
First CAL due	9/11 and bi-weekly thereafter; more if needed
Mid-term Performance Evaluation by PSMT due	10/16
Three-week leadership take over	Dates determined for individual student teachers/interns at each site by the PSMT and Site Facilitator
Nevada Day Holiday	10/30
Staff Development Days	11/2-3

Veteran's Day Holiday	11/11
Exit Survey Meeting	11/19 on UNLV campus (Room TBD) EDSC: 3:00-4:30 pm
	EDEL: 4:45-6:00 pm
Thanksgiving Holiday	11/26-28
E Portfolio presentations at school sites	Dates determined for individual student at each site by the PSMT and Site Facilitator
Last day in field for Student Teachers/Interns; Tim Record, Service Log, and Lemov Binder due to Site Facilitator. Final Performance Evaluation by PSMT due Grade recommendation due to Site Facilitator	12/4
E Portfolio presentations at UNLV	12/8 at 10:00 am on UNLV campus (Room TBD)
Grades submitted by Site Facilitator to faculty	12/8

POLICIES AND 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. 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). 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/.