

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIE 601 - 1001
Title	ELEMENTARY TEACHER DEVELOPMENT SEMINAR
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	CIE 601 is designed for candidates entering the Elementary Alternative Route Licensure program. This course examines contemporary trends for developing classroom expertise with 150 hours of field experiences in an elementary classroom. It focuses on theory and practice in fostering personal and professional development for candidates. CIE 601 is aligned with two other teacher education courses. For this reason, the assignments for this course are generated from the course syllabi and should be reviewed by you and your pre-service mentor for CIE 601 in order to meet the requirements of the individual courses. Site Facilitators may also assign work based on the needs of students your site (Effective 1/10).
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please	<p>The Learner and Learning</p> <ul style="list-style-type: none"> • <u>Standard #1</u>: 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. • <u>Standard #2</u>: Learning Differences. The teacher uses understanding of individual differences and diverse cultures

<p>insert three subcomponents to them (performance, essential knowledge, and critical dispositions</p>	<p>and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <ul style="list-style-type: none"> • <u>Standard #3: Learning Environments</u>. 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>Content</p> <ul style="list-style-type: none"> • <u>Standard #5: Application of Content</u>. 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>Instructional Practice</p> <ul style="list-style-type: none"> • <u>Standard #7: Planning for Instruction</u>. 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. • <u>Standard #8: Instructional Strategies</u>. 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>Professional responsibilities</p> <ul style="list-style-type: none"> • <u>Standard #9: Professional Learning and Ethical Practice</u>. 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. • <u>Standard #10: Leadership and Collaboration</u>. 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.
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COURSE OBJECTIVES

By the end of this course, you will be able to:

- Demonstrate mastery of lesson planning based on different instructional objectives, teaching models, and student diversity;
- Differentiate the teacher-centered and student-centered teaching models, classroom management and classroom assessment;

- Demonstrate the acquired teaching skills and dispositions;
- Demonstrate meeting the InTASC standards listed below;
- Identify your teaching strengths and weaknesses through reflection on your teaching practice.

REQUIRED TEXTBOOK

Textbook for the face-to-face class:

Arends, R. I. (2015). *Learning to Teach*. 10th Edition. Boston, Mass.: McGraw Hill. ISBN: 978-0-07-811030-6

Textbook for your field experience:

Lemov, D. (2015). *Teach like a champion 2.0*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-90185-4.

SUPPLEMENTAL MATERIALS

To complete this course, you must be able to use WebCampus to communicate with the instructor and classmates. The following are available on the Advising and Field Placement Center website under EDEL 481: Student Internship, Documents and Forms:

(<http://education.unlv.edu/ofe/tl/undergraduate/>)

- Absence Form
- Collaborative Assessment Log
- Dispositions Form
- Dispositions Rubric
- Elementary Lesson Planning Rubric
- Elementary Lesson Planning Template
- Performance Evaluation Form
- Performance Evaluation Criteria
- Professional Training Guide/Handbook
- Service Log
- Time Record

LIBRARY SOURCES

You 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/>.

ATTENDANCE POLICY

I understand that we all get sick and busy. However, our class meets weekly so missing one class is equivalent to missing a week's worth of class. **You will be able to miss one class without jeopardizing your grade. If you are absent more than once, you will receive a half a letter**

grade deduction in your final grade (For example A to A-, B to B-). You can't contribute to class if you do not attend!

TECHNOLOGY POLICY

Electronic devices may only be used for class-related activities. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your grade.

ASSIGNMENTS & GRADING

Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

- 180-200 A
- 160-179 B
- 140-159 C
- 120-139 D
- 138 and below F

Assignment Guidelines: All assignments must be written in Times New Roman 12 point font and follow APA (6th edition) formatting guidelines. Please keep in mind that they reflect your professionalism and therefore should be completed in a scholarly manner. **Assignments must be submitted electronically via Webcampus and are due by the time and date indicated.** Failure to turn in an assignment by the assigned date will result in a 20% reduction of the total points for the assignment. Assignments more than one week late will not be accepted. If there is an emergency contact me as soon as possible. Failure to follow any of these guidelines will result in a reduction in points for the assignment. For the field experience assignments, the Site Facilitator will combine the scores and send them to the course instructor. The course instructor will combine the course assignments scores and the field experience scores and submit the final grades for students.

Course Assignments	Due Date	Subtotal
1. Field Experience Online Discussions	Ongoing	30
2. Artifact Bag of Me	09/06 in class	15
3. Lesson Plan #1	09/20	10
4. Lesson Plan #2	10/11	10
5. Lemov Strategies (5 at 7 points each)	12/13	35
Total		100

Field Experience Assignments (150 hours)	Due Date	Subtotal
1. Five completed lessons planned (5 each = 25 points): Assessed by the Site Facilitators	Completed by Week 15	25
2. Fifteen Weekly Reflection Log (2x15=30): Assessed	Ongoing,	30

by the Site Facilitator	completed by Week 15	
3. Dispositions: Assessed by the Mentor Teacher in week 10	Week 10	10
4. School Service (2 hours): Signed by the Mentor Teacher	Week 15	5
5. Mid-term and Final Performance Evaluation of teaching: (15 points for mid-term and 15 points for Final, total 30 Points): Assessed by the mentor teacher	Week 8/Week 15	30
Total		100

TENTATIVE COURSE SCHEDULE

Week	Date	Topic	Reading	Assignments
1		Introduction to the course; Field Experience Expectations	N/A	Beginning-of-Semester Discussion Week 1
2		Student learning in diverse classrooms	Arends, Chapter 2	Field Experience Discussion Week 2 Artifacts Bag and Museum Exhibition of Me: Modeling how to get to know your students
3		Teacher planning and instruction	Arends, Chapter 3	Field Experience Discussion Week 3
4		Teacher-centered approaches to teaching	Chapter 7&8	Field Experience Weekly Discussion Week 4 Lesson Plan #1 Due
5		Student-centered teaching: Concept and inquiry-based teaching	Arends, Chapter 9	Field Experience Discussion Week 5
6		Mock Teaching		Mock Teaching Lesson #1 in class
7		Student-centered teaching: Problem-based learning	Arends, Chapter 11	Field Experience Discussion Week 7 Lesson Plan #2 Due

Week	Date	Topic	Reading	Assignments
8		Classroom management & community Due to Presidential Debate, No Face-to-Face Class on Campus. Class run Online	Arends, Chapters 4&5	Field Experience Discussion Week 8 Mid-term field performance evaluation by Mentor Teacher Due
9		Lesson Implementation in placement classroom		Discussion on lesson(s) taught
10		Student-centered teaching: Classroom discussion	Arends, Chapter 12	Field Experience Discussion Week 10
11		Online Lesson Implementation and Online Discussion		Online discussion on lesson(s) taught
12		Student assessment	Arends, Chapter 6	Field Experience Discussion Week 12
13		Online due to CCSD Thanksgiving Week School leadership and collaboration	Arends, Chapter 14	Field Experience Discussion Week 13
14		Multiple approaches to teaching and differentiation	Arends, Chapter 13	Field Performance Final Evaluation by Mentor Teacher Due
15		Review, Reflection, and Celebration	N/A	End-of-Semester Discussion Week 15
16		Final		Lemov Strategies Due

COURSE ASSIGNMENTS EXPLANATION

(1) Artifact Bag and Museum of Me (15 Points)

You will be participating in an activity that is called Artifact Bag and Museum of Me in order to practice a strategy of getting to know the students. On September 6 you will need to bring an artifact bag with you. What is an artifact bag you ask? It is a plain bag “paper or plastic” without any distinguishing markings that holds between 6 to 8 artifact/sources. Please start collect artifacts

now for the artifact bag activity. The artifacts/sources are about you. The artifacts you choose should help a classmate answer the following questions:

1. Who is this person?
2. What is their life like?
3. What can I learn about them as an individual?

So include artifacts that reveal something about yourself, who you are, your history and culture, your likes, career, character traits, etc. Your task on September 1 will be to look at someone else's artifact bag and answer these big questions.

Here are some examples of artifacts (This is not a complete list – creativity is desirable):

1. favorite quote(s), song(s), sports team, holiday, maps, hobbies, books, pets- (just a photo please)
2. location of where this person live- or grew up (e.g., a map)
3. academic interests
4. examples of work

Please don't include your name in your artifacts. You don't want your peers to know immediately who this person is. In addition to the artifacts bag, you'll use PowerPoint to prepare for the classroom exhibition. I want you to explain the significance of each artifact as it relates to the three big questions listed above. Each slide (explanation/significance card) should hold only one artifact explanation. Include detailed but sufficient explanations (when possible provide contextual information, such as dates). You will then print out your "explanation/significance cards" as a handout and cut each slide out so you have a series of "explanation/significance cards." Bring them to class on September 1st but do not include them in your artifact bag.

(2) Field Experience Discussions (30 points)

This course is concurrent with field experience, which requires 150 hours at your designated field experience site. Weekly discussions are organized in class so that you will have opportunities to link the theories and knowledge of learning to teach. The discussion topics will vary based on observations in the classroom. Topics may include issues of instruction, diversity, collaboration, classroom management/procedures, etc. Please see **Appendix A** for the specific discussion questions for each week. Because the emphasis of these discussions will vary, please come to class each week with a one-page reflection either electronically or in hard copy based on the assigned topic.

(3) Lesson Plans (2x 10 points = 20 points)

You are required to plan for classroom instruction based CCSD curriculum and concurrent with relevant topics and content being taught in your field experience placement. It is imperative that you identify the Nevada Academic Content Standards and concepts, Next Generation State Standards, or Common Core State Standards you will address in each lesson plan in collaboration with your mentor teacher. In order to gain a broad perspective in teaching it is **REQUIRED** that you teach **at least one literacy lesson, one math lesson and one science or social studies lesson**. Because each field experience is different the needs of the students will vary, therefore some lesson

may be small group, some maybe whole group. It is also **REQUIRED** that you teach at least one whole group lesson. You must follow the Elementary Lesson Planning Template (See **Appendix B & C** for detailed description) found online at <http://education.unlv.edu/ofe/tl/undergraduate/> as well as the Lesson Plan Rubric (see below).

Lesson Plan Component	Level 3 – Target	Level 2 - Acceptable	Level 1 - Unacceptable
1. State Standards (INTASC 1, 7)			
	Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.
2. Teaching Model (INTASC 6, 7, 8)			
	Teaching model listed matches syllabus requirement.	Teaching model not listed.	Teaching model not listed.
3. Objectives (INTASC 4,5)			
	Objectives are appropriately sourced from district curriculum documents if possible and meet all of the "SMART" objective descriptors.	Objectives are appropriately sourced from district curriculum documents if possible and meet most of the "SMART" objective descriptors.	Objectives are appropriately sourced from district curriculum documents if possible and meet few of the "SMART" objective descriptors.
4. Materials & Resources (INTASC 3, 7)			
	Describes all of the materials and resources required.	Describes most of the materials and resources required.	Lists few of the materials and resources required.
5. Instructional Procedures (INTASC 3, 4, 5, 6, 7, 8)			
a. Motivation and Engagement	Addresses all of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational techniques, and links	Addresses most of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.	Addresses few of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques,

Lesson Plan Component	Level 3 – Target	Level 2 - Acceptable	Level 1 - Unacceptable
	to prior knowledge.		and links to prior knowledge.
b. Learning activities and experiences	Addresses all of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.	Addresses most of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.	Addresses few of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.
c. Closure	Encompasses all of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses most of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses few of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.
d. Extension and Contingency	Provides reasonably planned extensions and contingencies based on the lesson plan description.	Provides either a reasonably planned extension or reasonably planned contingency based on the lesson plan description and omits	Does not provide either an extension or contingency plan.
6. Modifications & Accommodations (<i>INTASC 2, 3, 6, 7</i>)			
	Provides at least two reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.	Provides at a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.	Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.
7. Assessment (<i>INTASC 1, 2, 6, 7</i>)			
	Meets all of the requirements as	Meets most of the requirements as detailed in	Meets few of the requirements as detailed

Lesson Plan Component	Level 3 – Target	Level 2 - Acceptable	Level 1 - Unacceptable
	detailed in the lesson description and based on field experience level: (follows teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).
8. Homework (<i>INTASC 6, 7</i>)			
	Meets all of the requirements as provided in the Lesson Description alignment to objectives, assessment, materials.	Meets most of the requirements as provided in the Lesson Description alignment to objectives, assessment, materials.	Meets few of the requirements as provided in the Lesson Description alignment to objectives, assessment, materials.
9. Reflection – if taught in field experience (<i>INTASC 9</i>)			
	In depth notes relating to strengths, challenges and insights of the lesson plan as well as suggested modifications for future replication.	Notes relating to challenges, strengths, challenges and insights of the lesson plan and suggested improvements for future replication.	Superficial notes relating to either strengths, challenges and insights of the lesson and/or suggested improvements for future replication.

(4) Lemov Strategies (5x 7 points = 35 points)

You 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 of you with daily experience and reflection on these techniques.

Materials: Small (3x5 or 4x6) Binder; File card

Process:

- Read the entire text as an overview to the acquisition of the 62 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 you teach.** The Site Facilitator will check and review your progress and check that the strategies are documented in the five lessons you will teach. **Five strategies are required in this assignment.**
- Start a “card” for each strategy. As you use it, note its effectiveness or challenges and the date. (see examples below *)
- 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!

Strategy	Effectiveness Rating: + = Effective - = Challenging	Date Implemented/Reflection/Comments
<p>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</p>	+	<p>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.</p>
<p>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</p>	+	<p>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.</p>

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

FIELD EXPERIENCE ASSIGNMENTS/EXPECTATIONS

It is critical that you have a rich field experience. Each week you are required to complete 10 hours of field experience for 15 weeks with a **total of 150 hours**. It is **strongly** recommend you attend one whole week or at least two full days in class. This allows time for you to see the ins and outs, daily routines and workings of an elementary classroom.

*Note: You must have your weekly schedule approved by your Preservice Mentor Teacher (PSMT), Site Facilitator and professor by Friday of the second week of the semester. Please submitted your schedule via email to your site facilitator and the course instructor.

The following assignments are to be submitted to your Site Facilitator and/or completed in conjunction with your Preservice Mentor Teacher. All assignments must be completed and submitted by specified dates. Your ARL Field Experience Handbook also details weekly expectations and other pertinent roles and responsibilities that must be met throughout the

semester. Your field experience handbook is an important tool that must be read and followed in order for you to gain full credit for the field experience portion of this course!

(1) Five Complete lessons planned (5 X 5 points = 25 points)

You are required to teach a minimum of 5 lessons which you plan within the CCSD curriculum and concurrent with your experiences in your coursework. Your site facilitator will assess these five lesson plans. The two lesson plans you develop for the course can be used for this assignment. You are recommended to start teaching the five lessons after your mock teaching on October 4. The lesson plan template is to be used and the rubric is the standard for assessment. **At least one of the lessons must incorporate the use of technology.** You are required to use the Elementary Lesson Planning Template. All lessons throughout the semester must be approved the week in advance of the lesson being taught by the teacher mentor. You are reminded to complete the reflection portion of the template after each teaching experience. **In addition, you are required to identify the Lemov strategies used.**

(2) Weekly Reflection Log (15 X 2point = 30 points)

It is important for you to reflect on your teaching, your interactions with students and other issues in education you might identify. Throughout the 15 weeks of your field experience you will maintain a weekly reflection log that will include thoughts about a variety of topics in education. These could include useful management strategies your teacher utilizes that you would like to try, a lesson that you really connected with, a failure or success in a lesson you taught, notes about classroom procedures etc. Because this is a tool for you it should reflect things that you find important and insightful. The following format is suggested: date, explanation of what you observed/taught, personal connection or reaction, and what you gained from this observation/teaching. Your site facilitator will assess your weekly reflection log. Please communicate with your facilitator about how you are expected to submit the weekly reflection log.

(3) Dispositions (5 points): Completed by your Preservice Mentor Teacher (PSMT)

Evaluation is based on the criteria detailed in the Professional Dispositions Rubric below. You will receive 0.1, 0.5 or 1 point(s) for each disposition criteria. *For example if you receive a Target for Disposition 1 (Practices appropriate personal hygiene) you will earn 1 point for this disposition. If you earn 1 point for all the 10 dispositions, you total score is 10 points.

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
1. Practices appropriate personal hygiene (appearance, grooming, attire)	Rarely meeting the CCSD dress code	Generally meeting the CCSD dress code	Consistently meeting the CCSD dress code
2. Maintains good punctuality/	More than four instances of not	1-2 instances of not meeting timelines,	Meeting all expectations for

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
attendance	meeting timelines, completing tasks or being punctual	completing tasks or being punctual	timelines, completing tasks and punctuality
3. Demonstrates ethical behavior, is tactful and maintains confidentiality	Speaks freely without regard for tact and/or confidentiality	1-2 instances of not demonstrating tactfulness and/or confidentiality	Demonstrates tact and confidentiality
4. Is responsible, reliable, dependable and prepared	Cannot be consistently counted upon to meet deadlines or keep professional commitments	Generally meets deadlines and keeps professional commitments	Always meets deadlines, keeps professional commitments to colleagues and students
5. Demonstrates collaborative skills (including respecting and valuing the contributions of others)	Prefers to be a “lone” participant in professional work; gossips about colleagues; tends to be critical of others and policy	Works with others in a positive way but does not consistently contribute to group thinking; keeps gossip to a low level; generally willing to grow	Strong group participant; works with others receiving input and contributing to group thinking; is loyal to those who are not present; embraces growth
6. Is receptive to feedback/suggestions	Asks only procedural questions; shows a high level of sensitivity to critique and input re: performance	Asks questions that are both procedural and reflective; accepts critique and input re: performance in a generally positive manner	Asks questions that are both procedural and reflective; invites critique and input re: performance in a positive manner and acts upon that feedback within his/her practice
7. Takes responsibility for personal actions; is honest and truthful	Does not take responsibility with integrity; blames others	Self-evaluates but only in an affirming way; makes small changes, generally procedural	Self-evaluates in a realistic way; makes changes based on reflection
8. Demonstrates	Frequently uses	Generally speaks	Speaks correctly as a

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
effective and appropriate interpersonal communication skills, both oral and written	inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	correctly avoiding slang; limits the dropping of the last sound from words; uses conventions correctly including grammar and syntax	role model for children; consistently edits work for correct conventions, construction and grammar; is a role model for the profession
9. Acts as a positive role model	Does not respect others either due to their role in the school, diversity or as colleagues	Works well with others and respects the other levels of school personnel; respects diversity	Works well with others and respects all school personnel; respects diversity and models respect for others
10. Demonstrates a commitment and enthusiasm to the profession	Does the minimum required work	Generally demonstrates initiative and enthusiasm; is reflective and willing to grow	Demonstrates initiative; is enthusiastic, reflective and willing to grow; views teaching as a learning process

(4) School Service Log/Reflection (2 hours = 5 points)

Establishing a rapport with the families and the community that your school serves is an integral part of teaching, which fosters connections with teachers, staff, students, parents and administration. You are required to attend a school event in order to gain a better understanding of whom the school you are working at serves. Events such as Academic Night, the Book Fair, PTA (Parent Teachers Association meeting), Field Day, Skate Night etc. are examples of school events you might be able to attend. After attending an event write a 2-page reflection describing the event and what you gained from it.

(5) Mid-term and Final Performance Evaluation (15 X 2= 30 points)

Your mentor teacher will evaluate your field performance in following four areas: Planning and preparation, learning environment, instruction, and professional dispositions. The evaluation will be based on the Performance Evaluation

Rubric: <http://education.unlv.edu/ofe/documents/rubric.pdf>

Your mentor teacher will submit your mid-term and final evaluation to the field experience portal.

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). 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/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Appendix A: Field Experience Weekly Discussion Questions

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

BEGINNING-OF-SEMESTER DISCUSSION (Week 1): Teaching, Diversity, and Discipline

1. Why did you decide to become a teacher? What classroom teaching do you think involves?
2. What does student diversity mean?
3. What prior experiences have you had related to teaching or working in diverse settings?
4. What is your perception of the learning abilities of kids with diverse backgrounds?
5. What is your perception of classroom discipline?

CLASSROOM ROUTINE (Week 2) - (Details are important!)

1. **Starting procedures:** What does the teacher do as students arrive in the classroom? Does she/he have instructions on the board or activities for engagement? How are class roll, lunch count, etc. conducted?
2. **Distribution of materials:** Are instructional materials ready for use? What are student responsibilities regarding materials?
3. **Restroom procedures:** May students move freely to the restroom? Are passes available to use under certain guidelines? Must the teacher give permission before a student may be excused?
4. **Lunch procedures:** How are students dismissed at the end of each period, for lunch, for special circumstances, etc.? How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?
5. **Other "housekeeping tasks":** How are students guided in the upkeep of the room and learning materials?

RECORD KEEPING (Week 3)

1. **Attendance:** Are there any special codes used by the teacher? Does she/he allow students to assist?
2. **Grading:** (Watch carefully how the teacher grades papers – accuracy is a must!) Does the teacher use different types of evaluation symbols? (e.g., 100%, $\sqrt{+}$) How is the grade book set up? (Tests in red ink, computer program, etc.) How does she/he deal with participation grades?
3. **Tardy policy:** How is the policy enforced? What does the teacher/school feel are acceptable excuses for tardiness?
4. **Referrals:** Are there any disciplinary actions conducted by your mentor teacher? If yes, who are the students being disciplined? Why? How are other referrals (e.g., speech, counselor) handled?

TEACHING PROCEDURES (Look for a sequence of events that allows the students to achieve objectives.)

1. **Lesson (Week 4):**
 - a) Introduction and teaching
 - How is the purpose of the lesson set?

- How does the teacher motivate students' interest?
- How does the teacher relate lesson content to the students' prior knowledge?
- What type of questioning is used to determine student understanding?

b) Student activities

- How are students monitored for degree of understanding?
- What learning activities are students engaged with?
- Are all the students given equal opportunities to participate in the activities?

c) Enrichment/re-teach activities

- What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
- What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d) Closure

- How does the teacher involve the students in a brief review of the lesson objective?

e) Evaluation

- How does the teacher evaluate whether the lesson's goals were achieved?
- How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials (Week 5)

- a) How does the teacher grade homework?
- b) What is the policy for students who have been absent?
- c) How does your mentor teacher differentiate homework assignments based on students' home environment differences (Example: homelessness, single parent, non-English speaking families, etc.)

3. Transition techniques/Fillers (Week 7)

- a) What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- b) If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

CLASSROOM MANAGEMENT (Week 8): Influenced by school and individual teacher policies

1. Discipline plan

1. What are the rules?
2. How were they chosen?
3. How are they enforced? (praise, consequences)
4. Please use the following table to tally the students who are disciplined and how they are disciplined, including both verbal and non-verbal clues. Use this chart for the whole week when you are in the classroom.

Name of the Student	Time	Reason	Discipline Approach

2. Based on your tally, please talk about the pattern of discipline: Do you see some students were disciplined more than the others? Do you see some students were given more positive reinforcement than the others?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES (Week 9)

1. Seating arrangement: How does the teacher determine seating? (alphabetical, discipline) Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)
2. Grouping: Does your mentor teacher mix students with different abilities and backgrounds together? How does the teacher determine this grouping?
3. How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
4. Do students of different backgrounds and abilities have equal attention of the teacher?
5. How does the teacher bring all students into the learning environment and keep them on-task? How does the teacher redirect off-task behaviors?
6. What nonverbal signals are used?
7. How is the classroom discipline plan implemented?

ASSESSMENT (Week 12)

1. How are students' work assessed in general?
2. Are there some "good" students who always get an "A" no matter what is the quality of their work?
3. Are there some "bad" students who always get a low grade no matter what good work they do? Are there moments that they are questioned whether or not they did the work themselves?

PARENT/TEACHER INTERACTION (Week 13)

1. How does the teacher communicate expectations of the child to parents?
2. How does the teacher communicate with parents who have different cultural and linguistic backgrounds?

END-OF-SEMESTER DISCUSSION (WEEK 15): Final reflections

1. How have your perceptions about teaching changed now that you have had a semester of experience in the classroom as a preservice teacher?
2. What is your perception of diversity now? What is your perception of classroom discipline?

3. How have your understanding of diversity AND its relationship to discipline impacted your teaching in diverse classrooms?
4. Based on what you have learned this semester, what are some ways in which you can be an inclusive and culturally responsive teacher?
5. How has your commitment to teaching diverse students changed from the beginning of the semester to the end of the semester?

Appendix B: Elementary Lesson Plan Detailed Description

1. State Standards: Standards refer to state approved, subject and grade level specific, documents. Lessons must address at least one standard. District level curriculum documents usually link objectives to standards; however, you may also identify appropriate standards by consulting the state Department of Education's listing of approved state standards for your content area.

2. Teaching Model: For methods courses, this may be dictated via a methods instructor's syllabus. Simply put the name of the teaching method(s) here, e.g., "Direct or Indirect Instruction" – Cooperative learning.

3. Objective(s): If you are placed in a field experience, objectives should be sourced from specific district specific curriculum documents. When providing an objective, also provide any specific numbering that refers to district curriculum and state standards. Include four parts; Audience, Behavior, Degree, Condition. If you are not using a district specific curriculum document: using Bloom's (revised) taxonomy, clearly state the objective(s) of the lesson. The objectives should be SMART (student---centered, measureable, attainable, reasonable, and teachable). Make sure you consider higher levels of learning and ensure that you have considered and addressed cognitive, affective and psychomotor domains (as applicable). Also, align the standards from #1 above to your objectives. Which objective(s) meet which standard(s)

4. Materials & Resources: Use a variety of modes and materials (e.g., use of internet, textbooks, handouts, overhead transparencies, PowerPoint, videos, guest speakers). Include description of quantity, distribution and collection strategies.

5. Instructional Procedures: General Guidelines This section includes the a. Motivation/Engagement, b. Activities or Student Learning Experiences, c. Closure, and d. Extension and Contingency Plans.

- Indicate an estimated time for each step in the instructional procedures.
- Steps: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate examples? Are examples concrete?
- Management issues: Where and how will the transitions in the lesson occur? How will you begin? What is your quiet signal?
- Technology use: What technological aids are you use to help students' understanding? Is there evidence of technology and audio---visual use/integration?
- Student learning: Are there opportunities for active learning? Are you addressing different modes, styles and ways of learning? Are students sufficiently prepared for student practice? Is there sufficient student practice (where appropriate)? Are these aligned to the objectives of the lesson? Is there sufficient teacher feedback during student practice? Specific Guidelines a.
- Motivation/Engagement: Explain how you will establish set and how much time the lesson will take. Explain how the objectives of the lesson will be communicated to students. Describe the motivational techniques will you use. Explain how this lesson links to prior knowledge, learning experiences, and other lessons. What is your hook to engage the students? b. Activities or Learning Experiences: State how the activities or learning experiences help students meet the objective(s) of the lesson. Estimate how much time each step will take. Describe the motivational techniques you will use. Explain how the activities or learning experiences link to prior knowledge, learning, and lessons. Clearly outline Lemov, Kagan and Questioning Strategies.

Specific Guidelines

- **Motivation/Engagement:** Explain how you will establish set and how much time the lesson will take. Explain how the objectives of the lesson will be communicated to students. Describe the motivational techniques will you use. Explain how this lesson links to prior knowledge, learning experiences, and other lessons. What is your hook to engage the students?
- **Learning Activities or Experiences:** State how the activities or learning experiences help students meet the objective(s) of the lesson. Estimate how much time each step will take. Describe the motivational techniques you will use. Explain how the activities or learning experiences link to prior knowledge, learning, and lessons. Clearly outline teacher and student actions for each step of the instructional procedure. Identify Lemov, Kagan and Questioning Strategies.
- **Closure:** State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons. In your closure, you should refer to the objectives that were introduced in the beginning of the lesson.
- **Extension and Contingency Plan:** Describe what you and the students will do if time remains in the lesson, especially if the students have achieved mastery or understanding of the content. How can you extend their learning in the remaining time? List some extensions to the lesson and the procedures for them. Describe your contingency plan if you need to cut the lesson short due to unforeseen circumstances. What can you cut or move without drastically changing the learning outcomes?

6. Modifications and Accommodations: Explain how you modify the lesson and/or accommodate the classroom environment for diverse learners (e.g., special needs students, ELL, differences in learning styles, different abilities, cultural differences). In the field, as much as possible, refer to your mentor teacher for specific students' IEPs and/or 504 accommodations in order to align the lesson to their specific needs.

7. Student Assessment: Generally, the assessment tools should be based on the teaching model and aligned to the instructional procedures and objectives of the lesson. State how you will review and check for student understanding during and at the end of the instructional process. Use a variety of ways to check for student understanding. Provide an accounting of formative and summative assessments in the lesson.

Recommended Assessment Strategies Formative Assessment: Use of student artifact

- I. Item analysis/Attach sample of student work
- II. Teaching strategy used
- III. Next steps/new effective re---teaching strategy
- IV. Results of next steps
- V. Reflection about your teaching approach and implications for future practice

Summative Assessment: Describe method for summatively assessing students

- I. Summative assessment of achievement based on objective
- II. Have students achieved desired objectives?
- III. Have you used effective questioning techniques to promote critical thinking?

IV. Did you use a variety of assessments in order to accommodate different learning styles?

Data collection procedures for formative and summative assessments may include observations, interviews, graphic organizers, performances, products, tests, drawings, written communications, etc. Be sure to specify how you will collect the data and what data you plan to collect. For example, if you plan to "observe" students, be sure to identify what you are looking for and create a checklist for record--keeping purposes. If you plan to interview them, develop your questions. If you plan to assess an activity, product or writing, develop a rubric.

8. Homework: Describe the homework assignment, how it is aligned to the instructional objectives and process, and how it should be assessed. If you do not have a homework assignment provide an explanation, for example "No homework necessary because lesson objectives were met during class time."

9. Reflection: if the lesson is taught in the field, then this reflection should be completed after the lesson was taught. Consider how your expectations were or were not met and consider. Include: strengths, concerns and insights.

Appendix C: REQUIRED LESSON PLAN TEMPLATE

Student Name: _____ Mentor Name: _____

Subject: _____ Topic: _____

Date: _____ Time: _____

- I. Standards:

- II. Teaching Model:

- III. Objective(s):

- IV. Materials/Resources:

- V. Instructional Procedures/Methods:
 - a. Introduction:

 - b. Activities or Learning Experiences:

 - c. Closure:

 - d. Extension/ Contingency Plan:
- VI. Accommodations/Modifications:
- VII. Assessment/Evaluation of Learning
- VIII. Homework Assignment
- IX. Post-Lesson Reflection

Appendix E: Office of Field Experiences Professional Dispositions

Disposition	Not Acceptable (1)	Acceptable (2)	Target (3)
Practices appropriate personal hygiene (appearance, grooming, attire)			
Maintains good punctuality/ attendance			
Is responsible, reliable, dependable and prepared			
Demonstrates ethical behavior, is tactful and maintains confidentiality			
Is receptive to feedback/suggestions			
Demonstrates collaborative skills (including respecting and valuing the contributions of others)			
Acts as a positive role model			
Demonstrates effective and appropriate interpersonal communication skills, both oral and written			
Takes responsibility for personal actions; is honest and truthful			
Demonstrates a commitment and enthusiasm to the profession			
Total Score			

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/>.