Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIS 602
Title	Secondary Practicum II
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	Secondary school Practicum where students apply content acquired in methods courses to initial field-based experiences. CIS 602 is the initial placement in a 21st Century School to complete a minimum of 150 hours of pre CIS 602 is aligned with department courses. For this reason, the assignments for this course are generated from the course syllabi and should be reviewed by the teacher candidate and their pre-service mentor for CIS 602 in order to meet the requirements of the individual courses. Site Facilitators may also assign work based on the needs of students at their site (Effective 1/10).

SPA Standards Addressed: Standard Domain Areas Addressed in this Course

INTASC Principles Addressed in this

InTASC Standard	Performance	Knowledge	Dispositions
Standard 1: Learner Development	a, b, c	d, e, f, g	h, i, j, k
Standard 2: Learning Differences	a, b, c, d, e, f	g, h, j, k	l, m, n, o
Standard 3:	a, b, c, d, e, f,	i, j, k, l, m	n, o, p, q, r

Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions	Learning Environments	g, h		
	Standard 4: Content Knowledge	c, d, e, f, g, h, i	j, k, l, m	o, p, q, r
	Standard 5: Application of Content	c, d, e, f, g, h, i	j, k, l, m, o	q, r, s
	Standard 6: Assessment	b, c, d, e, f, g, i	j, k, n, o	q, r, s, t, u, v
	Standard 7: Planning for Instruction	a, b, c, d, e, f	g, h, i, j, k, l, m	n, o, p, q
	Standard 8: Instructional Strategies	a, b, c, d, e, f, g, h, i	j, k, l, m, n, o	q, r, s, t, u, v
	Standard 9: Professional Learning and Ethical Practice	a, b, c, d, e, f	g, h, i, j, k	l, m, n, o
	Standard 10: Leadership and Collaboration	a, b, c, d, e, f, g, j, l	l, m, n, o	p, q, r, s, t

Knowledge INTASC 1 and 5
• Working knowledge of general teaching models including expository, inquiry, demonstration and integration
• Recognition of effective teaching practices
• Differentiation between instructional and managerial dimensions of teaching

Performance: INTASC 1,2,3,and 7
• Demonstration of lesson planning, teaching and exhibit presentation
• Demonstration of teaching strategies
• Integration of relevant technology into teaching demonstrations

Dispositions: INTASC 3,9, and 10
• Demonstration of strategies that promote responsibility, motivation and appreciation of diversity
• Collaboration with colleagues for purposes of effective teaching/learning experiences for themselves and for secondary

	students
	Results: INTASC 1,2,3,4,5,6,7,8,9,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 forteaching • 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 Curriculum and Instruction 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

REQUIRED BOOKS AND MATERIAL

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

Tomlinson, Carol Ann (2014) The Differentiated Classroom. Alexandria, VA: ASCD.

SUPPLEMENTAL TEXTS/MATERIALS

The following are available on the Education Student Services Center website):
http://education.unlv.edu/essc/

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

ASSESSMENT CRITERIA

Dispositions Evaluation (30 points)
Evaluation of instruction (Performance Evaluation Form) (70 points)
Lesson Planning/Assessment/Results (100 points)
Lemov Strategies Assignment (20 points)
ePortfolio (0 points)
Service (20 points)
Reflection (60 points**)**

PERFORMANCE ASSSSMENTS

1. Dispositions Evaluation (10 criteria x 3 points=30 points)

To be completed by by the Pre-Service Mentor Teacher (PSMT) and submitted online after reviewing with teacher candidate.

Office of Field Experiences
Professional Dispositions

Student Name:

Pre-service Mentor: **Date:**

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 (includes 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:			

Office of Field Experiences
Professional Dispositions Rubric

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
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
Maintains good punctuality/ attendance	More than four instances of not meeting timelines, completing tasks or being punctual	1-2 instances of not meeting timelines, completing tasks or being punctual	Meeting all expectations for timelines, completing tasks and punctuality
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
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
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	Works with others in a positive way but does not consistently contribute to group thinking; keeps gossip to a low level	Strong group participant; works with others receiving input and contributing to group thinking; is loyal to those who are not present
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
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	Self-evaluates in a realistic way; makes changes based on reflection
Demonstrates effective and appropriate interpersonal communication skills, both oral and written	Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work is not adequate	Generally speaks correctly avoiding slang; limits the dropping of the last sound from words; uses conventions correctly	Speaks correctly as a role model for children; consistently edits work for correct conventions, construction and grammar
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
Demonstrates a commitment others 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 opportunity

2. Evaluation of Instruction (70 points)

Instruction will be evaluated by the Pre-service mentor teacher at midterm (10/21) and at the end of the semester (12/8) by submitting the Performance Evaluation online.

In addition, the PSMT will complete the (ungraded**) Collaborative Assessment Log (CAL).** Formative assessment should be provided on a bi-weekly basis after the third week of school (beginning 9/22) as the student and the PSMT meet to assess progress and set goals. The teacher candidate 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. Lesson Planning (5 lessons x 20 points =100 points)

Teacher candidates are required to teach a minimum of 5 lessons which they plan within the CCSD curriculum and concurrent with their experiences in their coursework.
The Secondary Lesson Plan Template is to be used and the rubric is the standard for assessment. In addition, candidates are required to identify the Lemov strategies used and specify Bloom questions for every lesson.

All lessons throughout the semester must be approved the week in advance of the lesson being taught. Teacher candidates are reminded to complete the reflection portion of the template after each teaching experience.

Teacher candidates are required to plan for classroom instruction based CCSD curriculum and concurrent with relevant topics and content being taught in their field experience placement. It is imperative that teacher candidates identify the Nevada Academic Content Standards and concepts they will address in each lesson plan in collaboration with their mentor teacher. At least one of the lessons must incorporate the use of technology.

Each field experience is different, and the needs of the students vary, therefore, some lesson may be small group, some maybe whole group. It is also REQUIRED that teacher candidates teach at least one whole group lesson. In addition, teacher candidates are expected to plan and instruct at least five full days.

Secondary Lesson Plan Template

Your name:
_____

Cooperating Teacher:
_____

Subject & Grade Level	**Lesson Topic**

Date	**Estimated Time**

1. Standards

2. Teaching Model

3. Objective(s)

4. Materials/Resources

5. Instructional Procedures

    a. Introduction
    b. Activities or Learning Experiences
    c. Closure
    d. Extension/ Contingency Plan

6. Accommodations/Modifications

7. Assessment/Evaluation of Learning

8. Homework Assignment

9. Post-Lesson Reflection

Secondary Lesson Plan Description

1. Standards: Refer to the Nevada State and/or CCSD standards and write the standard number(s) and the standard(s) that your lesson addresses.

2. Teaching Model: Use the teaching models you have learned from the textbook, Learning to Teach (8th edition) by Richard Arends. The Objective(s), Materials & Resources, Introduction, Activity or Learning Experiences, Closure, Extension/Contingency Plan, Assessment/Evaluation of Learning, and Homework Assignment should be consistent with the teaching model that you use. The teaching model should be appropriate for meeting the lesson objectives.

3. Objective(s): Using Bloom's (revised) taxonomy, clearly state the objective(s) of the lesson. The objectives should be SMART (student-centered, measurable, 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).

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

5. Instructional Procedures: This section includes the Introduction, Activities or Student Learning Experiences, Closure, and Extension/Contingency Plan. Estimate the time for each step in the instructional procedures. Use logically sequenced procedures, build on prior knowledge/experiences and assessments, and use formal introduction and closure. Specify clearly, concisely and in sufficient detail the procedures, activities, approaches, and strategies of the lesson. Consider and include the following in the design of your procedures, where appropriate:

- Steps: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate examples?
- Management issues: Where and how will the transitions in the lesson occur? Where will the materials/resources be housed and how will they be distributed?
- 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?

A. **Introduction:** 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.

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 teacher and student actions for each step of the instructional procedure.

C. **Closure:** State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons.

D. **Extension/Contingency Plan:** Describe what you and the students will do if time remains in the lesson. List some extensions to the lesson and the procedures for them. Describe your contingency plan, if appropriate.

6. Accommodations/Modifications: Explain how you accommodate diverse learners (e.g., special needs students, ELLs, differences in learning styles, different abilities, cultural differences) and how you will differentiate instruction.

7. Student Assessment: 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

8. Homework: Describe the homework assignment, how it is aligned to the instructional objectives and process, and how it be assessed.

9. Post-Lesson Reflections: Reflect on your lesson and note what challenged you most in the process of planning. If you have used the lesson plan in the field experience, you must also note the strengths and weaknesses of the lesson, describe how students performed and whether they achieved the objective(s). Suggest how you might modify or improve the lesson.

UNLV/Department of Teaching & Learning Secondary Lesson Plan Rubric

Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC)
Model Core Teaching Standards are indicated for each component.

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	Identifies most relevant and applicable content area standards as provided by the Nevada Department	Identifies few relevant and applicable content area standards as provided by the Nevada Department
2. Teaching Model Nevada Department (INTASC 6, 7, 8)			
	Teaching model listed matches syllabus	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	Objectives are appropriately sourced from district curriculum documents if possible and meet	Objectives are appropriately sourced from district curriculum documents if possible and meet
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)			
Motivation/ Engagement	Addresses all of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational	Addresses most of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational	Addresses few of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational
Activities & Experiences	Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clear.	Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson Process is mostly clear.	Follows some steps/phases of the teaching model and outlines some teacher and student actions.
Closure	Encompasses all of the requirements as described: definite end	Encompasses most of the requirements as described: definite	Encompasses few of the requirements as described: definite end to lesson

	to lesson, ensures links between current and prior learning, lets students know what to expect in future sessions.	end to lesson, ensures links between current and prior learning, lets students know what to expect in the future.	ensures links between current and prior learning, lets students know what to expect in the future.
Extension & 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.	Does not provide either an extension or contingency plan.

6. Modifications & Accommodations (INTASC 2, 3, 6, 7)

	Provides at least two reasonable modifications or accommodations to the lesson.	Provides at a reasonable modification or accommodation to the lesson that will aid student ability to learn.	Does not provide any reasonable modifications or accommodations to the lesson.

7. Assessment (INTASC 1, 2, 6, 7)

	Meets all of the requirements as 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	Meets most of the requirements as 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	Meets few of the requirements as 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

8. Homework (INTASC 6, 7)

	Meets all of the requirements as provided in the Lesson Description alignment to objectives	Meets most of the requirements as provided in the Lesson Description alignment to objectives	Meets few of the requirements as provided in the Lesson Description alignment to objectives

9. Reflection – if taught in field experience (INTASC 9)

	In depth notes relating strengths, challenges, insights of the lesson plan as well as modifications for future replication.	Notes relating to challenges, strengths, challenges and of the lesson plan and suggested for future replication.	Superficial notes to either strengths, challenges and of the lesson and/or suggested for future replication.

9. Reflection – for methods courses (INTASC 9)			
	Reflects on the advantages and challenges of writing a lesson plan based in the assigned model for the chosen content. Specific attention is paid to the process of planning the delivery of the instruction.	Reflects on only the advantages or challenges of writing the lesson based in the assigned model with little regard for the chosen content. Come attention is paid to the process of planning the delivery of the instruction.	Superficially reflects on writing the lesson based in the assigned model with little regard for the chosen content. Little attention is paid to the process of planning the delivery of the instruction.

Lesson Plan Rubric

Note: Total scores: _____ **out of 36.**
The score will be converted into 50-point score. If your score is 33 based on this rubric, then you will get 45 out of 50 points (33/36); if your score is 29, then you will get 40 out of 50 points (29/36); if your score is 25, then you will get 35 out of 50 points (25/36).

4. Lemov Strategies Assignment (10 strategies x 2 points= 20 points)

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 card

Process:
1. Read the entire text as an overview to the acquisition of the 62 strategies.
2. 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 10 strategies are required.
3. Start a "card" for each strategy. As you use it, note its effectiveness or challenges and the date.

Example:

Strategy	Effectiveness Rating + for effective - for challenging	Date implemented Reflections/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.
Stretch It Build on other questions you pose in order to drive home a main point – provide informational clues to park deeper thinking.	+	It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12).
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).
Precise Praise Providing specific praise to students exhibiting good work habits such as following directions, working quietly, etc.	+	(3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept momentum and provided a confidence boost. Next step: use a chart or other tracker to help identify which students have completed what.

*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!

Rubic: Lemov Assignment

Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
Structure	Cards loose and disorganized and the # of strategies less than the minimum	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 step.

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

5. E-Portfolio (0 points)
   a. During the Practicum, candidates will begin to establish goals for the electronic portfolio. Establish a Google website using a professional address. Do not use "cutie pie 11" or anything remotely similar. SueBrown@google.com is an example.
   b. Continue to archive artifacts from the field and coursework for use during the final stage of this project.
   c. Create the identifying information for the e-portfolio and an organizational structure as described on the 21c portfolio website:
   https://sites.google.com/a/unlv.nevada.edu/21cportfolio/ You will attend a workshop to review this assignment and help you create the website. The site facilitators will schedule benchmark checks during the semester. The ePortfolio will be completed during the student teaching semester.

Service (10 hours x 2 points= 20 points)
   o   During the semester assignment to a campus, each UNLV student is to contribute to the school by earning a total of 20 service points. Each point represents 1/2 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 Teacher candidates 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).

6. Weekly Reflection Log (15 x 4 points= 60 points)
As teacher candidates it is important 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 as a teacher candidate find important and insightful.
Candidates will reflect on their experiences and submit a written reflection to the site facilitator each week by the time designated by the site facilitator. This should include a description of the classroom activities, and any questions or concerns that arise. Consider the question: How did I grow as a teacher?
The following format is suggested: date, explanation of what you observed, personal connection or reaction, and what you gained from this observation.

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, teacher candidates must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. **If a teacher candidate is performing at an unsatisfactory level** in the judgment of the Pre-Service Mentor Teacher, **he/she must contact 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 candidate and work toward his/her success. If a Pre-Service Mentor Teacher is unsure of how to evaluate an intern, and requests support, it will be provided. A grade evaluation worksheet is attached to this syllabus. It is expected that the grade recommendation from the PSMT will match the ongoing feedback/goal setting reflected in the Collaborative Assessment Log.

Effective Fall 2011, any student who does not earn a grade of "B" or better will not proceed to Internship and will repeat the CIS 602 field experience. A grade of "B-" will not be acceptable.

Assignments	Due Date	Subtotal
1. Dispositions		30
2. Evaluation of Instruction: - Midterm - Final		70 (35) (35)
3. 5 Complete Lessons planned and taught (5 x 20 points)	Ongoing	100
4. Lemov	Ongoing/Collected by _____	20
5. ePortfolio	Ongoing	0
6. Service		20
7. Weekly Reflection Log (15 x 4 points)	Ongoing	60
TOTAL		**300**

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

300-274	A	273-270	A-	269-264	B+	263-244	B
243-240	B-	239-234	C+	233-214	C	213-210	C-
209-204	D+	203-184	D	183-180	D-	179 and below	F

A grade of less than B requires that a student repeat this course.
Late papers/assignments will not be accepted

ATTENDANCE

1. The standard of performance is that teacher candidates will be present on campus at their expected time. Their commitment to the program is a minimum of 120 hours over 15 weeks. Practicum 2 students are required to commit one morning and one full day to their campus each week. This can be arranged (with the PSMT and the SF) by staying all day on a Tuesday or Thursday (Effective Fall 2012).
2. If an absence occurs the student must do the following:
    a. Contact the PSMT on his/her cell phone by 7:00 AM
    b. Call or email the Site Facilitator (based on his/her instructions) by 7:00AM
    c. Fill out an absence form to be signed by the PSMT and SF and turned in to Mrs. Paretti indicating the reason for the absence and when the time is to be madeup.
    d. If all of the steps outlined above are not taken, the 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 teacher candidates are expected to dress professionally and in compliance with the CCSD expectations which are posted on their website:
http://ccsd.net/district/policiesregulations/pdf/4280_R.p \

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.

SPECIAL NOTE
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/.

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.)