

*UNLV – College of Education*  
*Preparing Professionals for Changing Educational Contexts*

**CIE 601-1001**  
**Elementary Teacher Development Seminar**  
**Summer 2015**

**INSTRUCTOR: Lois Paretti, Ed. M.**

**OFFICE: CEB 224**

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**CLASSROOM: CEB 205**

**DAY & TIME: Minimum of 150 completed hours field experience**

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**COURSE DESCRIPTION & PURPOSE**

CIE 601 is designed for students entering the Elementary Alternative Route to Licensure program. This course examines contemporary trends for developing classroom expertise with observations in an elementary classroom. Specifically, focusing on theory and practice in fostering personal and professional development of pre-service teachers.

CIE 601 is also the initial placement in a 21<sup>st</sup> Century School in order to complete a minimum of 150 hours of professional development in the field. CIE 601 is aligned with two other 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 CIE 601 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).

**INTASC STANDARDS ADDRESSED**

**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 elementary students

**Results: INTASC 1,2,3,4,5,6,7,8,9,and 10**

Prospective elementary teachers in this course will address the following criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:

- Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners
- Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children's learning in schools
- Applying knowledge of the teaching/learning process in organizing for teaching
- Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary 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

### **GENERAL COURSE OBJECTIVES**

Students 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.
- ∞ Identify your teaching strengths and weaknesses through reflections on your teaching practice.
- ∞ Demonstrate the acquired teaching skills and dispositions.

### **REQUIRED TEXTBOOKS**

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

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

### **Supplemental Texts and/or Materials**

WebCampus: To complete this course, you must be able to use WebCampus to communicate with the instructor, site facilitator and classmates

The following are available on the Advising and Field Placement Center website

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

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

### **Attendance Policy:**

Candidates are expected to be present and participate in the field daily, except for the scheduled classes on campus. If you are absent from a class, you will receive a half a letter grade deduction in your final grade (For example A to A-, B to B-). You cannot contribute to class if you do not attend!

1. Student Attendance: The standard of performance is that students will be present at the designated school site at the expected time. The commitment to the program is a minimum of 150 hours over 5 weeks.
2. If an absence occurs the student must do the following:
  - a. Contact the PSMT on his/her cell phone by 6:00 AM
  - b. Call or email the Site Facilitator on his/her cell phone by 6:00 AM
  - 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 made up.
  - 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  $\frac{1}{2}$  (i.e. A becomes A-)
  - e. Student tardiness is not tolerated. If an intern fails to arrive until the students are in class, the day is considered an absence and requires that it 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 in compliance with the CCSD expectations which are posted on their website.

**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.

## **Absence Form**

Name: \_\_\_\_\_

Date of Absence: \_\_\_\_\_

Date, Time and Name of Person(s) Notified:

School contact: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Site Facilitator: \_\_\_\_\_

Make-up Date: \_\_\_\_\_

School: \_\_\_\_\_

Site Facilitator: \_\_\_\_\_

Signature of Site Facilitator: .....

Date: .....

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**Office of Field Experiences Time  
Record**

**Student name** \_\_\_\_\_ **School** \_\_\_\_\_

**Mentor Teacher Name** \_\_\_\_\_ **Mentor Teacher Signature:** \_\_\_\_\_

<b>Date</b>	<b>Time Arrived</b>	<b>Time Left</b>	<b>Major Activity</b>	<b>Time at School</b>	<b>Mentor Teacher Initials</b>
			<b>Total hours at school</b>		

## ASSIGNMENTS, COURSE POLICIES, AND GRADING

Course Assignments	Due Date	Subtotal
1. Weekly Reflection Log (5 at 10 points Each)	Ongoing*	50
2. Lesson Plans		150
#1	6/12*	(25)
#2	6/19	(50)
#3	6/26	(50)
#4	7/2*	(25)
3. Evaluation of Instruction (Performance Evaluation by PSMT) (NEPF by site facilitator)	6/19,7/10 2 dates TBD*	50 (25) (25)
4. Dispositions	6/19	25
5. School Service (2.5 hours)	Week 5	5
6. Lemov Strategies (4 at 5 points each)	Week 5*	20
<b>Total</b>		<b>300</b>

Assignments will be graded according to the rubrics and information provided in this syllabus.

\*Site facilitators will collect and grade.

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

**Assignment Guidelines:** All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines. Please keep in mind they reflect your professionalism as a teacher candidate and therefore should be completed in a thoughtful and scholarly manner. **Assignments must be submitted electronically via the student's Rebelmail account 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.

## **COURSE ASSIGNMENTS**

### **(1) Lesson Plans (150 points)**

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. In order to gain a broad perspective in teaching it is REQUIRED that teacher candidates 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 teacher candidates teach at least one whole group lesson. In addition teacher candidates are expected to plan and instruct at least two full days.

Teacher candidates must follow the Elementary Lesson Planning Template found online at <http://education.unlv.edu/ofe/tl/undergraduate/> as well as the Lesson Plan Rubric (see below).

**UNLV/Department of Teaching & Learning  
Elementary Lesson Plan Template**

UNLV Student:		PSMT Name:	
Lesson Plan Title:		Lesson Plan Topic:	
Date:		Estimated Time:	
Grade Level:		School Site:	

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1. State Standard(s):
2. Teaching Model(s):
3. Objective(s):
4. Materials and Technology Resources:
5. Instructional Procedures:
  - a. Motivation/Engagement:
  - b. Developmental Activities or Learning Experiences:
  - c. Closure:
  - d. Extension:
6. Accommodations, Modifications and Differentiations for Diverse Learners:
7. Assessment and Evaluation of Learning:
  - a. Formative
  - b. Summative
8. Homework Assignment:
9. Reflection:
  - a. Strengths
  - b. Concerns
  - c. Insights



## 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 maybe dictated via a methods instructor's syllabus. Simply put the name of the teaching method(s) here, eg: "Direct or Indirect Instruction" – Cooperative learning; Centers

**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 teacher and student actions for each step of the instructional procedure. Identify Lemov, Kagan and Questioning Strategies.

c. 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.

d. 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 PSMT 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.

**If you are in Practicum 2 and Internship,** your formal lessons must include the detailed assessment of student work included here:

**Formative Assessment:**

- a. 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:**

- a. 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 reasons why. Include: strengths, concerns and insights.

### 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).

### UNLV/Department of Teaching & Learning Elementary

#### 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
<b>1. State Standards (INTASC 1, 7)</b>			
	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.
<b>2. Teaching Model (INTASC 6, 7, 8)</b>			
	Teaching model listed matches syllabus	Teaching model not listed.	Teaching model not listed.
<b>3. Objectives (INTASC 4, 5)</b>			
	Objectives are appropriately sourced from district curriculum documents if possible and meet all of the "SMART"	Objectives are appropriately sourced from district curriculum documents if possible and meet most of the	Objectives are appropriately sourced from district curriculum documents if possible and meet few of the "SMART"

<b>4. Materials &amp; Resources (INTASC 3, 7)</b>			
	Describes all of the materials and resources required.	Describes most of the materials and resources required.	Lists few of the materials and resources required.
<b>5. Instructional Procedures (INTASC 3, 4, 5, 6, 7, 8)</b>			
<b>a. Motivation/Engagement</b>	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.
<b>b. Activities &amp; Experiences</b>	Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. Lemov, Kagan,	Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated.	Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly
<b>c. Closure</b>	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	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.
<b>d. Extension &amp; Contingency</b>	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 one.	Does not provide either an extension or contingency plan.
<b>6. Modifications &amp; Accommodations (INTASC 2, 3, 6, 7)</b>			

	Provides at least two reasonable modifications or accommodations to the lesson that differentiate	Provides at a reasonable modification or accommodation to the lesson that differentiate	Does not provide any reasonable modifications or accommodations to the lesson that differentiate
<b>7. Assessment (INTASC 1, 2, 6, 7)</b>			
	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 and	Meets most of the requirements as detailed 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	Meets few of the requirements as detailed 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
<b>8. Homework (INTASC 6, 7)</b>			
	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,
<b>9. Reflection – if taught in field experience (INTASC 9)</b>			
	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.
<b>9. Reflection – for methods courses (INTASC 9)</b>			
	Reflects on the advantages and challenges of writing the lesson based in the assigned model for the chosen content. Specific attention is paid to the process of planning the delivery of	Reflects on only the advantages or challenges of writing the lesson based in the assigned model with little regard for the chosen content. Some attention is paid to the process of planning the	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 instruction and

## FIELD EXPERIENCE ASSIGNMENTS/EXPECTATIONS

As teacher candidates it is critical that you have a rich field experience. Each week you are required to complete 30 hours of field experience for 5 weeks with a total of 150 hours. This allows time for you to see the ins and outs, daily routines and workings of an elementary classroom.

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. Weekly Reflection Log (5 X 10 points = 50 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 5 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.

### 2. Four Complete lessons planned and taught (150 points)

Teacher candidates are required to teach a minimum of 4 lessons which they plan within the CCSD curriculum and concurrent with their experiences in their coursework. 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.

Teacher candidates are required to use the Elementary Lesson Planning Template. Lesson #1 and #4 will be submitted to the site facilitator. Lesson #2 and #3 will be submitted to the course instructor. All lessons throughout the semester must be approved in advance of the lesson being taught by the teacher mentor. Teacher candidates are reminded to complete the reflection portion of the template after each teaching experience.

In addition, candidates are required to identify the Lemov strategies used and specify Bloom or Depths of Knowledge (DOK) questions for every lesson.

Teacher candidates are also expected to plan and instruct a minimum of 2 full days.

### 3. Evaluation of Instruction ( 50 points)

Instruction will be evaluated two times by the site facilitator on the NEPF at a time to be arranged individually (2x12.5 points). Instruction will also be evaluated by the Pre-service mentor teacher, 12.5 points at midterm (6/19) and 12.5 points at the end of the semester in the field (6/30) by submitting the Performance Evaluation online. The PSMT will complete the (ungraded) **Collaborative Assessment Log (CAL)**. Formative assessment should be provided on a weekly 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.**

*(adapted from the New Teacher Center at University of California, Santa Cruz for UNLV c. 2009)*

**MENTOR:** \_\_\_\_\_

DATE: \_\_\_\_\_

Check what applies: \_\_\_\_\_ one lesson \_\_\_\_\_ overall week/two weeks

<p><b>What's Working:</b></p>     <p>Additional ideas from Mentor Teacher:</p>	<p><b>Current Focus– Challenge– Concerns:</b></p>     <p>Additional ideas from Mentor Teacher:</p>
<p><b>Pre-service Mentor 's Next Steps:</b></p>          	<p><b>Intern's Next Steps:</b></p>          <p>DUE: _____ __Goal Met __ Goal in Progress __Goal Not Met</p>          <p>DUE: _____ __Goal Met __ Goal in Progress __Goal Not Met</p>

**PP: Planning & preparation**

- . demonstrate knowledge of contents & pedagogy
- . demonstrate knowledge of students
- . setting instructional outcomes
- . demonstrate knowledge of resources
- . design student assessments

- . communicate with students
- . use questions and discussion techniques
- . engage students in learning
- . use assessment in instruction
- . demonstrate flexibility & responsiveness

- create an environment of respect & rapport
  - establishing a culture for learning
- manage classroom procedures
- manage student behavior
- organize physical space

- . reflect on teaching
- . maintain accurate records
- . communicate with families
- . participate in a professional community
- . grow and develop professionally
- . show professionalism

Mentor signature\_\_\_\_\_ Intern  
signature\_\_\_\_\_

Next observation date:\_\_\_\_\_

Focus\_\_\_\_\_

**4. Professional Dispositions Evaluation (10 disposition criteria X 3 points = 30 points)**

To be completed by 6/19 by the Pre-Service Mentor Teacher (PSMT) and submitted online after reviewing with teacher candida. Evaluation is based on the criteria detailed in the Professional Dispositions Rubric below. Teacher candidates will receive 1, 2 or 3 point(s) for each disposition criteria. For example, if the teacher candidate receives an Acceptable for Disposition 1 (Practices appropriate personal hygiene), s/he will earn 2 points.



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**Office of Field Experiences**  
**Professional Dispositions**

**Student Name** \_\_\_\_\_

**Pre-Service Mentor** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Disposition</b>	<b>Not Acceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
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			
<b>Total Score</b>			

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**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 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
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
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
Demonstrates effective and appropriate interpersonal communication skills, both oral and written	Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	Generally speaks correctly avoiding slang; limits the dropping of the last sound from words; uses conventions correctly including grammar and syntax	Speaks correctly as a role model for children; consistently edits work for correct conventions, construction and grammar; is a role model for the profession
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
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

**5. School Service Log/Reflection (2.5 hours = 5 points)**

During the assignment to a campus, each UNLV student is to contribute to the school by earning a total of 5 service points during the Practicum . Each point represents one half hour of service. Points can be accumulated by a cohort developed project, tutoring research for a teacher, creating teaching materials, volunteering at school events, committee membership, etc. 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. 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).

## **Office of Field Experiences Community Service Log**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Site Facilitator: \_\_\_\_\_

<b>Date</b>	<b>Activity</b>	<b>Hours</b>	<b>Signature</b>

## 6. Lemov Strategies (4x5 points = 20 points)

Teacher candidates 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 teacher candidate with daily experience and reflection on these techniques.

### Materials:

Small (3x5 or 4x6) Binder  
File cards

### Process:

- Read the entire text as an overview to the acquisition of the 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 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.
- 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
<b>No Opt Out</b>  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	+	(2/5/14) 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.  Next step: use the same

<b>Right is Right</b> <b>Only allowing correct responses to be accepted</b>	-	(3/14/14) This was challenging; I didn't have enough information myself to ask a better follow-up question. Next step: Prepare a list of correct ideas to feel confident in addressing student responses
<b>Precise Praise</b> <b>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</b>	+	(3/17/14) AP students enjoy receiving praise for completing each step of challenging work; it kept of momentum and provided a confidence boost. Next step: use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted.

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

Discuss your strategy use throughout the semester as you learn from/with others.

Take this binder into the classroom with you as you begin your career along and continue to develop and refine your pedagogical skills. Expect 3 years to proficiency and 5 to mastery. Be patient. Champion teachers can do these things. Be one!

**Rubric: Lemov Assignment**

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

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

Grading Scale:

24-20 points = A

19-16 points = B

15-12 points= C

Below 12 = F

### TENTATIVE CLASS SCHEDULE

<b>Week Dates</b>	<b>Class Meeting Date</b>	<b>Topics</b>	<b>Chapters</b>	<b>Assignments/ Due Dates</b>
1 6/8-12	6/8 9:00-11:00	Introduction to the course Field Experience Expectations What is Teaching?	Syllabus Arends, Chapter 1	
	6/9 2:00-4:00	Student Learning Planning and Instruction Elementary Lesson Plan	Arends, Chapters 2,3	
	6/10-12 (TBA by site facilitator)	Classroom community/ Student Engagement	Arends, Chapter 4	<b>Lesson Plan #1 Weekly Reflection CAL #1</b>
2 6/15-19	6/17 2:00-4:00	Teacher-centered Teaching	Arends, Chapter 7, 8, 9	<b>Teach Lesson #1 Lesson Plan #2 Weekly Reflection CAL #2 Dispositions Evaluation completed by PSMT 6/19</b>
3 6/22-26	6/23 8:00-10:00	Student-Centered Teaching/Cooperative Learning Problem-based Learning, Classroom Discussion	Arends, Chapter 10,11,12	<b>Teach Lesson #2 Lesson Plan #3 Weekly Reflection CAL #3 Midterm completed by PSMT 6/26</b>
4 6/29-7/2	6/30 2:00-4:00	Student Diversity and Differentiated Instruction	Arends, Chapter 13	<b>Teach Lesson #3 Lesson Plan #4 Weekly Reflection CAL #4</b>
	(TBA by site facilitator)	Student Assessment NEPF (Nevada Educators Performance Framework)	Arends, Chapter 6	
5 7/6-10	7/9 2:00-4:00	Classroom Management & Community The First Day of School	Arends, Chapter 5	<b>Teach Lesson #4 Weekly Reflection CAL #5 School Service Log Lemov Strategies Final Performance Evaluation by PSMT</b>



CIE 601 Calendar – Summer 2015		Teacher Candidate:
UNLV Site Facilitator Checklist		Mentor Teacher:
<b>ACTIVITY</b>	<b>DUE DATE</b>	<b>NOTES:</b>
Weekly Reflection Log	Ongoing	
Whole Class Lesson #1	Week 1 (Due 6/12/15)	
Whole Class Lesson #2	Week 2 (Due 6/19/15)	
Whole Class Lesson #3	Week 3 (Due 6/26/15)	
Whole Class Lesson #4	Week 4 (Due 7/2/15)	
Collaborative Assessment Log #1	Week of 6/12/15	Site Facilitator will determine date
Collaborative Assessment Log #2	Week of 6/19/15	
Collaborative Assessment Log #3	Week 6/26/15	
Collaborative Assessment Log #4	Week of 7/2/15	
Professional Disposition Evaluation by PSMT	Due 6/19/15	
Mid-term Performance Evaluation by PSMT and SF	Due 6/26/15	
Field Experience Hours (150 hours)	7/2/10/15	
School Service Log (2 hours)	7/10/15	
Lemov Binder	TBA	Site Facilitator will determine date
Final Performance Evaluation by PSMT and SF	7/10/15	
PSMT Grade Recommendation to SF	7/10/15	
Grade Submitted by SF to Professor Paretti	7/13/15	

## University and College of Education Policies & Statements

**College Accreditation:** Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

**Teacher Licensure:** Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

**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 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: “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:  
<http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

**Copyright:** The University requires all members of the University Community to familiarize themselves 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. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website:  
<http://www.unlv.edu/committees/copyright/>.

**Disability Resource Center (DRC):** The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit:  
<http://studentlife.unlv.edu/disability/>.

**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 no later than the last day at late registration of his or her intention to participate in religious holidays, which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university, which could not be avoided.

<http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1>

**Incomplete Grades:** The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of 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. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. 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:** The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**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 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](mailto:@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>.

**Any other class specific information** - (e.g., absences, make-up exams, 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

