

UNLV – College of Education
Preparing Professionals for Changing Educational Contexts

Department of Teaching and Learning

Course Information

| | | |
|------------------------|--|----------------|
| Secondary Practicum II | CIS 602 | 3 Credit Hours |
| Summer II 2015 | Daily M-F from 7:00 am-12:00 pm for a minimum of 150 hours | |

Instructor

| | | |
|---|----------------------------------|------------------------------|
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Course Description

Secondary School based Practicum where students apply content acquired in methods courses to field-based experiences. CIS 602 is designed for students entering the Secondary Alternative Route to Licensure program. This course examines contemporary trends for developing classroom expertise with observations and the ability to apply content acquired in methods courses to field-based experiences. Specifically, focusing on theory and practice in fostering personal and professional development of pre-service teachers.

InTASC Standards Addressed

| 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,i,j,k | l,m,n,o |
| Standard #3: Learning Environments | a,b,c,d,e,f,g,h | i,j,k,l,m | n,o,p,q,r |
| Standard #4: Content Knowledge | c,d,e,f,g,h,i | j,k,l,n | o,p,q,r |
| Standard #5: Application of Content | c,d,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 | p,q,r,s |

| | | | |
|--|---------------------|-----------|-----------|
| 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,h,i,j | l,m,n,o | p,q,r,s,t |

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 for teaching
- Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the secondary classroom.
- Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.
- Understand and utilize the UNLV Department of 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 Materials:

Lemov, Doug. (2015). *Teach Like A Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass.

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

Supplemental Texts and/or Materials

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

- Absence Form
- Collaborative Assessment Log
- Community Service Log
- Field Experience Handbook
- Nevada Educators Performance Framework (NEPF)
- Performance Evaluation Form
- Performance Evaluation Criteria
- Performance Evaluation Rubric
- Professional Dispositions Form
- Professional Dispositions Rubric
- Secondary Lesson Planning Rubric
- Secondary Lesson Planning Template
- Time Record

Purpose of this course

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).

Assessment Criteria- 300 points

Dispositions Evaluation: 30

Evaluation of Instruction: 50 (NEPF=25, Performance Evaluation=25)

Lesson Planning/Assessment/Results: 150

Lemov Strategies Assignment: 20

Service: 10

Weekly Reflection: 40

| Course Assignments | Due Date | Subtotal |
|--|---------------------------|--------------------|
| 1. Weekly Reflection Log (4 at 10 points each) | Ongoing | 40 |
| 2. Lesson Plans | | 150 |
| #1 | 6/12 | (25) |
| #2 | 6/19 | (50) |
| #3 | 6/26 | (50) |
| #4 | 6/30 | (25) |
| 3. Evaluation of Instruction (Performance Evaluation by PSMT) (NEPF by site facilitator) | 6/19, 6/30 2 dates TBD | 50 (25) (25) |
| 4. Dispositions | 6/19 | 25 |
| 5. School Service (2.5 hours) | Week 4 | 15 |
| 6. Lemov Strategies (4 at 5 points each) | Week 4 | 20 |
| Total | | 300 |

The site facilitators according to the rubrics and information provided in this syllabus will grade assignments.

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, students must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. **If a student 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 intern and work towards their 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 Student Teaching and will repeat the CIS 602 field experience. A grade of “B-“ will not be acceptable.

A grade of less than B requires that a student repeat this course.

Late papers/assignments will not be accepted

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. 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.

Performance Assessments

1. 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 candidate. 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:** _____

| 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 | | | |

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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 |

2. 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.

In addition, 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.**

Pre-service Induction Program U.N.L.V. -- Collaborative Assessment log

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

NAME: _____

MENTOR: _____

GRADE LEVEL/ SUBJECT AREA: _____

DATE: _____

Check all that apply:

☐ analyzing student work ☐ modeling lessons ☐ planning lesson ☐ conference

☐ discussing standards ☐ observing instruction ☐ problem solving ☐ reflecting

☐ using technology ☐ observing Veteran teacher ☐ providing resources ☐ developing/reviewing professional goals

What's Working:

Current Focus– Challenge– Concerns:

Pre-service Mentor 's Next Steps:

Intern's Next Steps:

DUE: _____ goal met _____ goal in progress _____ goal not met _____

DUE: _____ goal met _____ goal in progress _____ goal not met _____

CIRCLE WHAT IS OBSERVED DURING COLLABORATIVE ASSESSMENT:

PP: Planning & preparation

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

IN: Instruction

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

CE: Classroom Environment

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

PR: Professional Responsibilities

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

Mentor signature _____

Intern signature _____

3. Lesson Planning (150 points)

Teacher candidates are required to use the Secondary Lesson Planning Template. All lessons throughout the semester must be approved 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 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.

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

Detailed assessment is to include the following:

Formative:

Use of work product

Item analysis/Attach sample product

Student analysis

Next steps/lesson plan

Results of next steps

Reflection about your teaching approach and implications for future practice

Use of Formative Assessment strategies other than work product:

Identify the strategy and describe

Student analysis

Next steps/lesson plan

Results of next steps

Reflection about your teaching approach and implications for future practice

Summative:

Describe and attach results including an item analysis and reflection

UNLV/Department of Teaching & Learning
Secondary Lesson Plan Template

| | | | |
|-----------------|--|-----------------|--|
| UNLV Student: | | PSMT Name: | |
| Course & Grade: | | Lesson Topic: | |
| Date: | | Estimated Time: | |

1.State Standard(s):

2.Teaching Model(s):

3.Objective(s):

4.Materials and Resources:

5.Instructional Procedures:

a. Introduction:

b. Activities or Learning Experiences:

c. Closure:

d. Extension and Contingency Plans:

6.Accommodations and Modifications:

7.Assessment and Evaluation of Learning:

8.Homework Assignment:

9.Reflection:

Secondary 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, eg: "Direct Instruction"

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.

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).

5. Instructional Procedures: General Guidelines

This section includes the **a.** Introduction, **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?
- *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?

Specific Guidelines

- 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.
- 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.
- 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. Accommodations and Modifications: 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(s):

- a. Use of work product
 - i. Item analysis/Attach sample product
 - ii. Student analysis
 - iii. Next steps/lesson plan
 - iv. Results of next steps
 - v. Reflection about your teaching approach and implications for future practice
- b. Use of formative assessment strategies other than work product
 - i. Identify the strategy and describe Student analysis
 - ii. Next steps/lesson plan
 - iii. Results of next steps
 - iv. Reflection about your teaching approach and implications for future practice

Summative Assessment(s):

Describe and attach results including an item analysis and reflection

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.

For methods courses: professors may require a reflection that focuses on your process in developing the lesson especially taking into account your choice of content in relation to the assigned/chosen method.

Template Approved 09/13

Lesson Plan Rubric

Note: Total scores: _____ out of 36. The score will be converted into a 25 or 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
Secondary Lesson Plan Rubric**

Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards is 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 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. | N/A | N/A |
| 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. Introduction | Addresses all of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge. | Addresses most of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge. | Addresses few of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge. |
| b. Activities & Experiences | Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. | 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 delineated. |
| 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 & 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 one. | Does not provide either an extension or contingency plan. |

3.

| Lesson Plan Component | Level 3—Target | Level 2—Acceptable | Level 1—Unacceptable |
|--|--|--|---|
| 6. Modifications & Accommodations (INTASC 2, 3, 6, 7) | 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 (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 and learning, formative and summative assessments are listed). | 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 learning, formative and summative assessments are listed). | 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 learning, formative and summative assessments are listed). |
| 8. Homework (INTASC 6, 7) | 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 (INTASC 9) | In-depth notes relating to challenges, strengths and weaknesses of the lesson plan as well as suggested modifications for future replication. | Notes relating to challenges, strengths and weaknesses of the lesson plan and suggested improvements for future replication. | Superficial notes relating to either strengths and weaknesses of the lesson and/or suggested improvements for future replication. |
| 9. Reflection—for methods courses (INTASC 9) | 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 instruction and evaluation of learning. | 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 delivery of instruction and evaluation of learning. | 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 evaluation of learning. |

4. Lemov Strategies Assignment (4x5 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 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. Start a "card" for each strategy. As you use it, note its effectiveness or challenges and the date. Examples:

| Strategy | Effectiveness Rating + = effective - = challenging | Date Implemented/Reflection/Comments |
|--|--|---|
| No Opt Out A sequence that begins with a student unable to answer a question, is explored to provide additional information until, at the end, the student can answer the question with confidence | + | (2/5/11) Asked student A if the drawing was 'one' or 'two' point perspective. His response was incorrect, so I asked Student B who responded correctly and then had him explain 'why.' Then, came back to student A, asking him the same question on a different one-point example. This time, his answer was correct and he was able to give me the reason why: one vanishing point. <u>Next step:</u> use the same technique on different content and, to involve more of the class, get several other students to respond before returning to the original responder. |
| Stretch It Build on other questions you pose in order to drive home a main point – provide | + | It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12) |

| | | |
|---|---|---|
| informational clues to spark deeper questioning and critical thinking | | |
| Stretch It | - | My questions did not stimulate the students enough; I need to be better prepared next time. The kids seemed confused about what I was asking. |

| | | |
|---|---|--|
| Right is Right Only allowing correct responses to be accepted | - | This was challenging; I didn't have enough information myself to ask a better follow-up question. (3/14/12) <u>Next step:</u> Prepare a list of correct ideas to feel confident in addressing student responses |
| Precise Praise Providing specific praise to students exhibiting good work habits such as following the directions, working quietly; ideally, working to provide this to every student during a sessions | + | (3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept of momentum and provided a confidence boost. <u>Next step:</u> use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted. |

***Note: You will need to create definitions in your own words – please, do not copy from the student examples above.**

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

Rubric: Lemov Assignment

| Criteria | Not Acceptable (1) | Acceptable (2) | Target (3) |
|-----------|--|--|---|
| Structure | Cards loose and disorganized and the # of strategies less than the | Cards in binder; required number of strategies | Cards in binder, organized and neatly maintained; required number of strategies present; detailed |

| | minimum required | present | 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

5. Service (2 hours= 10 points)

- During the assignment to a campus, each UNLV student is to contribute to the school by earning a total of 10 service points during the Practicum. Five points represent one 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).

UNLV – College of Education
Preparing Professionals for Changing Educational Contexts

Office of Field Experiences
Community Service Log

Name: _____

School: _____

Site Facilitator: _____

| Date | Activity | Hours | Signature |
|------|----------|-------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | Total hours | |

6. Weekly Reflection

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 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?

Attendance:

1. Student Attendance: The standard of performance is that students will be present on campus at their expected time. Their commitment to the program is a minimum of 150 hours over 5 weeks (Practicum 2).
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.

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:** _____

| Date | Time Arrived | Time Left | Major Activity | Time at School | Mentor Teacher Initials |
|-------------|---------------------|------------------|------------------------------|-----------------------|--------------------------------|
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| | | | | | |
| | | | Total hours at school | | |

CIS 602 CALENDAR-SUMMER 2015

| Activity | Date |
|---|--|
| Orientation for Teacher candidates | 6/8, 7:00-8:00 am, Fremont MS- Room 706 |
| Teacher candidates report to assigned school site daily | 6/8-6/30 7:00 am- 12:00 pm |
| Teacher candidates meet with site facilitator on UNLV campus (CEB 203) | 6/10, 6/17, 6/24 from 1:00-3:30 pm, and/or additional dates and times to be determined |
| First of four lessons to be taught during the semester; small group work can begin at any time. More than 4 lessons can be taught but 4 are required. All lessons require that plans be submitted to the PSMT before being taught for approval. | 6/12 |
| First CAL due | 6/12 and weekly after this date |
| Dispositions evaluation by PSMT due | 6/19 |
| Mid-term Performance Evaluation by PSMT and SF due | 6/19 |
| Time Record, Service Log, and Lemov Binder, due to Site Facilitator | By 6/30 (date to be arranged by Site Facilitator) |
| Last day in field Final Performance Evaluation by PSMT and SF Grade recommendation due to Site Facilitator | 6/30 |
| Grades submitted by SF to Professor Paretti | 7/7 |

| CIS 602 Calendar – Summer 2015 | | Teacher Candidate: |
|--|-------------------------|---|
| UNLV Site Facilitator Checklist | | Mentor Teacher: |
| ACTIVITY | DUE DATE | NOTES: |
| Weekly Reflection Log | Ongoing | Site Facilitator will determine date and time due |
| 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 6/30/15) | |
| Collaborative Assessment Log #1 | Week of 6/12/15 | Site Facilitator will determine date due |
| Collaborative Assessment Log #2 | Week of 6/19/15 | |
| Collaborative Assessment Log #3 | Week 6/26/15 | |
| Collaborative Assessment Log #4 | Week of 6/30/15 | |
| Professional Disposition Evaluation by PSMT | Due 6/19/15 | |
| Mid-term Performance Evaluation by PSMT and SF | Due 6/19/15 | |
| Field Experience Hours (150 hours) | 7/2/15 | |
| School Service Log (2 hours) | 7/2/15 | |
| Lemov Binder | TBA | Site Facilitator will determine date due |
| Final Performance Evaluation by PSMT and SF | 7/2/15 | |
| PSMT Grade Recommendation to SF | 7/2/15 | |
| Grade Submitted by SF to Professor Paretti | 7/7/15 | |

UNLV/College of Education Policies

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:

<http://studentconduct.unlv.edu/misconduct/policy.html>.

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** before or after class 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 no later than the end of the first two weeks of classes, **January 30, 2015**, 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>.

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. If course

10 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 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>.

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.