Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Title</th>
<th>EDEL 482</th>
<th>2 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching seminar</td>
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<td></td>
</tr>
</tbody>
</table>

| Fall 2012              | Day, Time Established by the site facilitator at each school site per their own schedule |

Instructor

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois B. Paretti, Ed. M.</td>
<td>CEB 338</td>
<td>702-895-3095</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>E-Mail:</th>
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</thead>
<tbody>
<tr>
<td>Monday: 9:30-11:30, 1:00-2:00 Tuesday: 9:30-11:30 or by appointment</td>
<td><a href="mailto:Lois.Paretti@unlv.edu">Lois.Paretti@unlv.edu</a></td>
</tr>
</tbody>
</table>

Course Description **EDEL 482** serves as a support for teacher candidates in the final phase of their pre-service training. The course will incorporate student research, authentic experiences from the classroom and content area discussions.

COE Principles Addressed

1. Content Knowledge: The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work.

2. Individual Development: The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students.

3. Diverse Learners: The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of Diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients.

4. Planning Processes: The COE graduate understands planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system.
5. **Strategies and Methods:** The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement.

6. **Learning Environments:** The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments.

7. **Communication:** The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning.

8. **Assessments:** The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner’s continuous intellectual, social, and physical development. They develop fair assessments of student achievement.

9. **Collaboration, Ethics, and Relationships:** The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual’s learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth.

10. **Reflection and Professional Development:** The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner.

**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 (Deering 2007)
Results: INTASC 2,3,4,5,6,7,8,9, and 10

Prospective elementary teachers in this course will address the following NCATE 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
**Purpose of this course**

The internship seminar is designed to support Interns as they connect UNLV coursework with the full-time teaching experience. Topics of interest will be explored along with the development of professional habits of mind. Interns will be introduced to various school personnel/programs, develop interviewing skills and expand their management strategies.

**Required Books and Materials:**


**Assessment Criteria**

- Participation in a learning community 60%
- Presentation in class on specified topics 40%

**Performance Assessments**

1. **Participation in a learning community**
   a. The standard of performance is that Interns will be present, arrive punctually and contribute to the session in meaningful ways.
   b. Attendance: Each absence will lower your grade by .5 of the letter grade you earn.
   c. Late work will not be accepted. It is your professional responsibility to be prepared for your presentation.

2. **Presentation in class**
   Topic choices will be assigned at the organizational workshop at each school site. They will be presented to each cohort in seminar.
   a. Intern will select a topic for research and group instruction
   b. Intern will use the UNLV lesson planning template in order to prepare his/her instruction
   c. Intern will fully develop his/her lesson in order to include direct instruction, instructional engagement, appropriate handouts, and clear closure.
   d. Intern will provide handouts as resources for his/her colleagues
   e. Intern will incorporate multiple Lemov strategies within his/her classroom presentation
   f. Each member of the team is expected to present independently and contribute to all aspects of the workshop
## Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation Skills-1</td>
<td>Candidate uses slang, incorrect grammar</td>
<td>Candidate uses correct grammar; 1-2 errors in language usage</td>
<td>Candidate demonstrates proper use of language</td>
</tr>
<tr>
<td>Oral Presentation Skills-2</td>
<td>Candidate is unable to develop instruction that is sequential for the learners</td>
<td>Candidate presents a clear sequence of instruction; candidate delivers instruction at an acceptable pace</td>
<td>Candidates sequence is clear; pacing supports wait-time; vocabulary is explained and highlighted as needed.</td>
</tr>
<tr>
<td>Topic development</td>
<td>Candidate demonstrates an inadequate understanding of the topic</td>
<td>Candidate understands his/her topic and is able to answer colleague questions</td>
<td>Candidate has an understanding of his/her topic that reflects multiple sources and/or perspectives</td>
</tr>
<tr>
<td>Lesson development</td>
<td>Portions of the required parts of the lesson plan are not present</td>
<td>Lesson plan elements are all present; the instruction is thorough and engaging</td>
<td>Lesson plan elements are all present; instruction is thorough and engaging and the candidate is able to challenge cohort to see the application of the topic to their practice</td>
</tr>
<tr>
<td>Materials</td>
<td>Use of PowerPoint to speak from; copy of PowerPoint to participants</td>
<td>Use of technology, provides technology resources, outline of presentation</td>
<td>Provides technology resources, outline of presentation, support materials and bibliography</td>
</tr>
<tr>
<td>Incorporation of Lemov Strategies</td>
<td>No strategies used</td>
<td>One strategy used effectively</td>
<td>More than one strategy used effectively</td>
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</tbody>
</table>
Grading Scale:

16-18  A
12-15  B
10-12  C
7-9    D
0-6    F

Grade Point Allocation:

Participation: 60 points
Instructional presentation: 40 points

Point Scale:

94-100  A
90-93   A-
87-89   B+
85-87   B
84-86   B-

Below a B-, the course must be repeated.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>August 27</td>
<td>Explain goals and expectations of seminar</td>
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<td></td>
<td></td>
<td>Discuss materials needed</td>
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<td></td>
<td></td>
<td>Establish presentation assignments and schedule</td>
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<td>2</td>
<td>September 4</td>
<td>Lesson Planning</td>
<td></td>
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<td></td>
<td></td>
<td>Curriculum Engine and Abbreviated Plans</td>
<td></td>
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<td>3</td>
<td>September 10</td>
<td>Formative Assessment</td>
<td></td>
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<td></td>
<td></td>
<td>Strategies for knowing what students know as they inform instruction (Lemov)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Analysis, results, modifications, documentation, reflection</td>
<td></td>
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<tr>
<td>4</td>
<td>September 17</td>
<td>Bloom’s Taxonomy</td>
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<td></td>
<td></td>
<td>Differentiation and Accommodation</td>
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<tr>
<td>5</td>
<td>September 24</td>
<td>Special Programs and Interventions:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>RTI, GATE, SPED, ELL</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>October 1</td>
<td>Classroom Management</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>October 8</td>
<td>E Portfolio</td>
<td></td>
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<tr>
<td>8</td>
<td>October 15</td>
<td>Engaging all Students in Effective Instruction</td>
<td></td>
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<tr>
<td>9</td>
<td>October 22</td>
<td>Kagan Structures</td>
<td></td>
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<tr>
<td>10</td>
<td>October 29</td>
<td>Marzano Strategies</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>November 5</td>
<td>Mock Interview</td>
<td>Ask principal to observe a lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application process for job and licensure</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>November 13</td>
<td>Technology</td>
<td>Incorporating technology as an instructional tool</td>
</tr>
</tbody>
</table>
| Week 13  
| November 19 |  
| Lemov Strategies  
| Discuss/Role Play |  
| Review binders  

| Week 14  
| November 26 |  
| Reflections  
| Guest speaker: First year teacher |  

| Week 15  
| December 3 |  
| E Portfolio Presentations |  

Readings will be assigned by the Site Facilitator as required.

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**College of Education Policies**

**ADA Accommodations** – For all faculty and staff (professional and classified) ADA accommodation determinations, please contact EEO/AA Compliance Office, located in Flora Dungan Humanities (FDH), Room 514, (702) 895-3656. See [http://hr.unlv.edu/policies/ada.html](http://hr.unlv.edu/policies/ada.html) for additional information.

**Classroom Policies/Rules** – It is a faculty member's discretion and prerogative to determine what is and is not acceptable behavior in his or her classroom (e.g., late arrival, wearing hats). Also, classroom occupants are at the discretion of the instructor (per UNLV General Counsel). If faculty do not wish to permit students to bring their children to class, they may want to note it on their syllabus. Although there is no policy prohibiting bringing children to class, it falls within the Student Conduct Code, Section Two, III. K. and L. relating to “disrupting” the classroom and/or university operations. See [http://studentconduct.unlv.edu/](http://studentconduct.unlv.edu/).

**Consensual Relationships** – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see [http://hr.unlv.edu/policies/consensual.html](http://hr.unlv.edu/policies/consensual.html).

**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://financialaid.unlv.edu/apps/Academic_Calendar/Calendars.asp](http://financialaid.unlv.edu/apps/Academic_Calendar/Calendars.asp)

**General Classroom Procedures** – Faculty members are expected to hold class meetings that are:

- Consistent with the course schedule. When faculty members must miss an occasional class (e.g., for professional meetings, due to sickness, or for the observance of a religious holiday), they are expected to reschedule that class meeting or to arrange for a replacement, or provide alternative instruction or assignments (see complete Missed Classes policy and procedures at: [http://provost.unlv.edu/policies.html#list_m](http://provost.unlv.edu/policies.html#list_m));

- Maintain a predictable number of office hours which shall be posted and the faculty
shall be available to students, colleagues, and others;

Evaluate academic performance fairly;

Counsel students;

Carry through with their workload commitment in accordance with UNLV, college/school, and department/unit bylaws. Faculty members should have prior approval from their supervisor before missing/rescheduling classes and/or missing other scheduled duties, with the exception of emergencies (see complete Missed Classes policy and procedures at: http://provost.unlv.edu/policies.html#list_m);

Continue their professional development; and

Meet their obligations to the university community.

Grading/Exams/Grade Posting – All syllabi should clearly indicate processes for grading, exams, and grade posting. In keeping with the Family Educational Rights and Privacy Act (FERPA), grades should not be posted unless you can ensure complete confidentiality for individual students. Please remember that Social Security numbers are not adequate protection of privacy. The preferred method for posting grades is to assign random numbers to the students and scramble the listings so that they are not in alphabetical order.

Mid-semester Grades – Mid-semester grades will be reported using MyUNLV for students in all 09X, 100, and 200 level courses. For Fall 2012, grade rosters will open in MyUNLV on October 1 for entering mid-semester grades. All mid-semester grades must be entered into MyUNLV by 5pm on October 19. This deadline will allow Academic Success Center (ASC) Staff and Academic Advisors in each Advising Center to contact students in need in sufficient time to allow them to register for mid-semester courses. Additionally, this timetable allows for adjustments prior to the November 2 final drop date. The ASC Academic Success coaches and tutors will also work with advisors to provide additional support and resources to students who are struggling in one or more courses.

Although assignment of mid-semester grades is not required, the Executive Vice President and Provost strongly urges those teaching pre-junior level courses to participate and the tool is available for all undergraduate courses.

If you do not have a login for MyUNLV, please contact pstraining@unlv.edu.

Mid-Semester Courses - For Fall 2012, instruction of mid-semester courses will begin November 5 and end December 7. This will allow for five weeks of instruction before final exams begin. As in prior semesters, these classes should include a minimum of 750 minutes of classroom instruction per credit. Please send mid-semester course scheduling information to scheduling@unlv.edu in the Registrar's Office by October 15. This timetable allows for scheduling and advertising. Note that this semester these courses will be FTE generating courses just as any others that are taught in a department. Thus, each department will need to complete the employment documents for its courses.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences no later than the end of
the first two weeks of classes, September 7, 2012, to be assured of this opportunity. Faculty may
give students an additional week, but are encouraged to set a clear deadline.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the
opportunity to make up assignments, but the student must provide official written notification to
the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the
examination at an alternate time would impose an undue hardship on the instructor or the
university that could reasonably have been avoided. There should be a good faith effort by both
faculty and student to come to a reasonable resolution. When disagreements regarding this policy
do arise, they can be appealed to the department chair/unit director, college/school dean, and/or
the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: band,
drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school
dean, and/or the Executive Vice President and Provost.

**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, 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.

**Saturday Classes Holiday Schedule** – In general, if a holiday falls on a Monday, then Saturday
classes meet. If a holiday falls on a Friday, then Saturday classes do not meet. To review the
Faculty Senate policy detailing when Saturday classes are considered holidays, please see
“Saturday Classes Holiday Policy” in the alphabetical listing,
http://provost.unlv.edu/policies.html#list_s.

**Student of Concern** – Faculty may come in contact with students whose behavior may cause
concern. A process has been developed to deal with such situations and training is also available
by contacting the Office of Student Conduct at 895-2308. To report an issue, go to
http://studentconduct.unlv.edu/. For immediate, emergency assistance from UNLV Police
Services, dial 911 on a UNLV land-line phone or 895-3668 option 2 from a cell phone.

MB/gg revised 5.2012

**Teaching Evaluations** – In order to evaluate the effectiveness of teaching at UNLV, course
evaluations are required to be administered at the end of each course. Teaching evaluations are
a very important piece of assessment data and it is important that the reliability, validity, and
legitimacy of these instruments be maintained. The minimum standards for administering these
evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined in the
document “Minimum Standards for Teaching Evaluation by Students.” This document has been
approved unanimously by the Academic Council of Deans and the Executive Vice President and
Provost as reflecting the minimum standards that apply to all departments/schools/units when
administering student evaluations of teaching.

To review the policy, please see “Evaluations by Students - Minimum Standards for” in the
alphabetical listing at:

http://provost.unlv.edu/policies.html#list_e
Textbooks/Faculty Requiring Own Textbook(s) for Class – In order for faculty members to assign their own textbook for use in one of their classes, it must be approved by the faculty member’s dean. These guidelines were developed to protect both faculty and students. The policy and form can be found at: http://provost.unlv.edu/policies.html#list_t. Approval is granted by completing the request form and obtaining the requisite signatures prior to submitting book orders each semester. An approval is good for three years, so it will not be necessary to complete a form for the same book/class during that time period. The offices of the deans maintain these records.

Requirements specified by the NSHE attorneys are as follows: 1) published books must be properly copyrighted by the authors; 2) published books are available for open sale; 3) UNLV faculty do not make sales directly to students; and 4) published books being assigned as texts in a course are approved for such use by the Dean of the College/School concerned. NOTE: This does not apply to course packets that go through Reprographics/Design Services and the UNLV Bookstore. They are covered by another policy, see http://repro.unlv.edu/print/academic_printing_service.php.

UNLV Email Communication

UNLV Today – a daily e-newsletter that delivers information to UNLV faculty and staff via their Lotus Notes e-mail account. Information shared in UNLV Today includes upcoming events, training, benefit changes, organizational changes, and more. You can submit an item for consideration via http://www.unlv.edu/facultystaff/unlvtoday.

UNLV Official – an electronic mail list that disseminates information the entire campus must receive. Subscription to the UNLV Official list is automatic and occurs at the time an employee e-mail account is established. Our expectation is that employees will read these daily.