Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Secondary Supervised</th>
<th>EDSC 481</th>
<th>12 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Full Time/ hours of the School Partnership Site</td>
<td></td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
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<tbody>
<tr>
<td>Professor Lois Paretti</td>
<td>CEB 368A</td>
<td>702-895-3095</td>
</tr>
<tr>
<td>Coordinator of Field Experiences/ Dept. of Teaching and Learning</td>
<td>Office</td>
<td>E-Mail: <a href="mailto:Lois.Paretti@unlv.edu">Lois.Paretti@unlv.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Office Location</th>
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<table>
<thead>
<tr>
<th>Office Hours:</th>
<th>E-Mail:</th>
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<tbody>
<tr>
<td>Monday: 9:30-11:30 1:00-2:00</td>
<td><a href="mailto:Lois.Paretti@unlv.edu">Lois.Paretti@unlv.edu</a></td>
</tr>
<tr>
<td>Tuesday: 9:30-11:30 or by appointment</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

Full time teaching as a teacher candidate in an secondary school related directly to the student’s Secondary education program of study. Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university site facilitators and participate in all aspects of a secondary school for a total of 12-16 credit hours.

InTASC Standards Addressed:

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

This course addresses all of the elements included in the InTASC Standards.

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 Teaching and Learning 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 Textbook/Resource:**


**Supplemental Texts and/or Materials**
The following are available on the Advising and Field Placement Center website (http://education.unlv.edu/ofe/):

• Absence Form
• Collaborative Assessment Log
• Community Service Log
• Field Experience Handbook
• Performance Evaluation Form
• Performance Evaluation Criteria
• Professional Dispositions Form
• Professional Dispositions Rubric
• Secondary Lesson Planning Rubric
• Secondary Lesson Planning Template
• Time Record

Assessment Criteria:
Lesson Planning and Implementation 25%
Performance Evaluation 40%
Lemov Strategies Assignment 10%
ePortfolio 15%
Service 10%

Dispositions will only reviewed if issues arise and will result in a lowered letter grade.

Performance Assessments
1. Lesson Planning and Implementation
Student teachers/interns are required to use the Secondary Lesson Planning Template during the initial period of their student teaching/internship and until the Pre-Service Mentor Teacher feels that the student teacher/intern has a strong enough pedagogy to use the short form. All lessons throughout the semester must be approved in advance of the lesson being taught. Student teachers/interns are reminded to complete the reflection portion of the template after each teaching experience.

2. Evaluation of Instruction:
Instruction will be evaluated by the Pre-service mentor teacher at midterm (2/28) and at the end of the semester (4/25) by submitting the Performance Evaluation online. This evaluation will be discussed during a three-way conference with the student teacher/intern, the PSMT and the site facilitator.

In addition, the PSMT will complete the (ungraded) Collaborative Assessment Log (CAL). Formative assessment should be provided on a bi-weekly basis after the second week of school as the student teacher/intern and the PSMT meet to assess progress and set goals. The student teacher/intern is required to provide this form to the Pre-Service Mentor Teacher. It can be downloaded from the OFE website. A copy of each CAL is to be given to the Site Facilitator upon completion.

3. Lemov Strategies Assignment
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 49 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 15 strategies are required.
• Start a “card” for each strategy. As you use it, note its effectiveness or challenges and the date.

Examples:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effectiveness Rating</th>
<th>Date Implemented/Reflection/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Opt Out</strong></td>
<td>+</td>
<td>(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. Next step: 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.</td>
</tr>
<tr>
<td><strong>Stretch It</strong></td>
<td>+</td>
<td>It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12)</td>
</tr>
<tr>
<td><strong>Stretch It</strong></td>
<td>-</td>
<td>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. (2/7/12)</td>
</tr>
<tr>
<td><strong>Right is Right</strong></td>
<td>-</td>
<td>This was challenging; I didn’t have enough information myself to ask a better follow-up question. (3/14/12) Next step: Prepare a list of correct ideas to feel confident in addressing student responses</td>
</tr>
</tbody>
</table>
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 session

(3/17/11) 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

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

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

4. ePortfolio

a. Continue the work that was started in the previous semester, and as described on the 21c portfolio website: https://sites.google.com/site/unlvsecondary3/home
b. Continue to archive artifacts from the field
c. Choose a theme
d. Connect 5-8 sample artifacts from the three semesters of this project and connect them to the College of Education Principles.
e. Practice presenting the portfolio to an audience
f. Present the portfolio on your assigned portfolio day at the end of the semester.
Grading Scale:

10 points = Satisfactory completion

0 points = Any components not completed

5. Service

- Each UNLV student teacher/intern is to contribute to the school by earning a total of 10 service points during the student teaching/internship semester. Each point represents 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.
- Student teachers/interns 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).
Attendance:
1. The standard of performance is that student teachers/interns will be present on campus at their expected time. Student teachers/interns are expected to be present at their schools during the required hours of teacher attendance. It is suggested that students make every effort to shadow the hours of their Pre-Service Mentor Teacher if that is beyond the required hours.

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 (based on his/her instructions) 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 student teacher/intern will be penalized a day's absence without leave and his/her grade lowered ½ (i.e. A becomes A-)
   e. Student tardiness is not tolerated. If a candidate fails to arrive before the students are in class, the day is considered an absence and it must be made up. An attendance form needs to be filled out as in an absence.

3. PSMT's are not permitted to approve absences from campus, early departures or late arrivals. They are to be approved only by Site Facilitators.

Dress Code: UNLV student teachers/interns are expected to dress in compliance with the CCSD expectations which are posted on their website

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, student teachers/interns must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. If a student teacher/intern is performing at an unsatisfactory level in the judgment of the Pre-Service Mentor Teacher, he/she must contact the UNLV Site Facilitator or 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 student teacher/intern and work towards their success. If a Pre-Service Mentor Teacher is unsure of how to evaluate a student teacher/intern, and requests support, it will be provided.

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
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### STUDENT TEACHING/INTERNSHIP CALENDAR SPRING 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teachers/Interns report to assigned school site</td>
<td>1/6/14</td>
</tr>
<tr>
<td>Student Teachers /Interns submit all forms, syllabi, and supplemental materials to PSMT and review jointly</td>
<td>1/6/14</td>
</tr>
<tr>
<td>Student Teachers /Interns begin planning and instruction within the co-teaching model</td>
<td>1/6/14</td>
</tr>
<tr>
<td>First CAL due</td>
<td>1/24/14 and bi-weekly thereafter; more if needed</td>
</tr>
<tr>
<td>Mid-term Performance Evaluation by PSMT due</td>
<td>2/28/14</td>
</tr>
<tr>
<td>Three-week leadership take over</td>
<td>Dates determined for individual student teachers/interns at each site by the PSMT and Site Facilitator</td>
</tr>
<tr>
<td>E Portfolio presentations at school sites</td>
<td>Dates determined for individual student teacher at each site by the PSMT and Site Facilitator</td>
</tr>
<tr>
<td>Exit Survey Meeting</td>
<td>4/9 on UNLV campus (Room TBD)</td>
</tr>
<tr>
<td>EDS: 3:00-4:30 pm</td>
<td></td>
</tr>
<tr>
<td>EDEL: 4:45-6:00 pm</td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>4/14-4/18</td>
</tr>
<tr>
<td>Last day in field for Student Teachers /Interns; Time Record, Service Log, and Lemov Binder due to Site Facilitator</td>
<td>4/25/14</td>
</tr>
<tr>
<td>Final Performance Evaluation by PSMT due</td>
<td></td>
</tr>
<tr>
<td>Grade recommendation due to Site Facilitator</td>
<td></td>
</tr>
<tr>
<td>E Portfolio presentations at UNLV</td>
<td>5/2/14 at 9:00 am on UNLV campus (Room TBD)</td>
</tr>
<tr>
<td>Grades submitted by Site Facilitator to Mrs. Paretti</td>
<td>5/2/14</td>
</tr>
</tbody>
</table>
g. 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. 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 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://provost.unlv.edu/copyright/statements.html.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received an “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

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, February 1, 2013, 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 that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

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.

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