Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Elementary Supervised Student Teaching-TFA</th>
<th>EDEL 485</th>
<th>8 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td></td>
<td>Full Time/ hours of the School Partnership Site</td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Professor Lois Paretti Coordinator of Field Experiences/ Dept. of Teaching and Learning</th>
<th>Office Location CEB 224</th>
<th>Office Phone 702-895-3095</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours: Monday: 9:30-11:30 1:00-2:00 Tuesday: 9:30-11:30 or by appointment</td>
<td>E-Mail: <a href="mailto:Lois.Paretti@unlv.edu">Lois.Paretti@unlv.edu</a></td>
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</table>

Course Description

Full time teaching as the teacher of record in an elementary school related directly to the student’s elementary education program of study. Elementary 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 an elementary school for a total of 8 credit hours.

InTASC Principles 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 Principles.

Results: InTASC 1,2,3,4,5,6,7,8,9, and 10
Prospective elementary teachers in this course will address the following criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:

• Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners

• Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children’s learning in schools

• Applying knowledge of the teaching/learning process in organizing for teaching

• Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary classroom.
• Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.

• Understand and utilize the UNLV Department of 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
<table>
<thead>
<tr>
<th>LEARNING GOALS (InTASC)</th>
<th>UULOs</th>
<th>R</th>
<th>U</th>
<th>AP</th>
<th>AN</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER DEVELOPMENT</td>
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<tr>
<td>Recognize personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners (InTASC #1)</td>
<td>4.f</td>
<td>x</td>
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<tr>
<td>LEARNING DIFFERENCES</td>
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<tr>
<td>Integrate strategies into their teaching for their diverse learners’ needs (InTASC #2)</td>
<td>4.e</td>
<td></td>
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<td>x</td>
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<tr>
<td>LEARNING ENVIRONMENT</td>
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<td>Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC #3)</td>
<td>3.a</td>
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<tr>
<td>Demonstrate understanding of classroom management strategies that create an effective classroom and support behavioral growth in their students. (InTASC #8)</td>
<td>3.c</td>
<td>X</td>
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<tr>
<td>Create learning experiences meaningful for learners to assure mastery of the content. (InTASC #4)</td>
<td>1.a &amp; 2d</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>APPLICATION OF CONTENT</td>
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<tr>
<td>Utilize concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC #5)</td>
<td>1.a</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>ASSESSMENT</td>
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<td>Evaluate students’ learning and decision making based on formative and summative assessment data. (InTASC #6)</td>
<td>2.e</td>
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<td>PLANNING FOR INSTRUCTION</td>
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<td>Develop lesson plans that support every student in meeting rigorous learning goals. (InTASC #7)</td>
<td>2.a</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>INSTRUCTIONAL STRATEGIES</td>
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<tr>
<td>Apply acquired knowledge and theories of teaching and learning to the classroom teaching process (InTASC #8)</td>
<td>1.d</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</td>
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<td>Critically examine the professional learning that involves learners, families, other professionals, and the community. (InTASC #8)</td>
<td>1.e &amp; 1.f</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>LEADERSHIP AND COLLABORATION</td>
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<tr>
<td>Seek 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. (InTASC #8)</td>
<td>5.b</td>
<td></td>
<td></td>
<td>X</td>
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</tbody>
</table>

Note: R: Remembering  U: Understanding  AP: Applying  AN: Analyzing  E: Evaluating  C: Creating
**Recommended Textbook/Resources:**

**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
- Elementary Lesson Planning Rubric
- Elementary Lesson Planning Template
- Field Experience Handbook
- Performance Evaluation Criteria
- Performance Evaluation Form
- Professional Dispositions Form
- Professional Dispositions Rubric
- Time Record

**Assessment Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning and Implementation</td>
<td>25%</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>50%</td>
</tr>
<tr>
<td>Lemov Strategies Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Performance Assessments**

1. **Lesson Planning and Implementation (5 x 5 points=25 points)**
   Student teachers/interns are required to use the Elementary 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.
UNLV/Department of Teaching & Learning
Elementary Lesson Plan Template

<table>
<thead>
<tr>
<th>UNLV Student:</th>
<th>PSMT Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan Title:</td>
<td>Lesson Plan Topic:</td>
</tr>
<tr>
<td>Date:</td>
<td>Estimated Time:</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>School Site:</td>
</tr>
</tbody>
</table>

1. State Standard(s):

2. Teaching Model(s):

3. Objective(s):

4. Materials and Technology Resources:

5. Instructional Procedures:
   a. Motivation/Engagement:
   b. Developmental Activities or Learning Experiences:
   c. Closure:
   d. Extension:

6. Accommodations, Modifications and Differentiations for Diverse Learners:

7. Assessment and Evaluation of Learning:
   a. Formative
   b. Summative

8. Homework Assignment:

9. Reflection:
   a. Strengths
   b. Concerns
   c. Insights

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Elementary Lesson Plan Detailed Description

1. **State Standards:** Standards refer to state approved, subject and grade level specific, documents. Lessons must address at least one standard. District level curriculum documents usually link objectives to standards, however, you may also identify appropriate standards by consulting the state department of education’s listing of approved state standards for your content area.

2. **Teaching Model:** For methods courses, this may be dictated via a methods instructor’s syllabus. Simply put the name of the teaching method(s) here, eg: “Direct or Indirect Instruction” – Cooperative learning; Centers

3. **Objective(s):** If you are placed in a field experience, objectives should be sourced from specific district specific curriculum documents. When providing an objective, also provide any specific numbering that refers to district curriculum and state standards. Include four parts; Audience, Behavior, Degree, Condition

   If you are not using a district specific curriculum document: using Bloom’s (revised) taxonomy, clearly state the objective(s) of the lesson. The objectives should be SMART (student-centered, measureable, attainable, reasonable, and teachable). Make sure you consider higher levels of learning and ensure that you have considered and addressed cognitive, affective and psychomotor domains (as applicable). Also, align the standards from #1 above to your objectives. Which objective(s) meet which standard(s)

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

5. **Instructional Procedures:** **General Guidelines**

   This section includes the a. Motivation/Engagement, b. Activities or Student Learning Experiences, c. Closure, and d. Extension and Contingency Plans.

   - Indicate an estimated time for each step in the instructional procedures.
   - Steps: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate examples? Are examples concrete?
   - Management issues: Where and how will the transitions in the lesson occur? How will you begin? What is your quiet signal?
   - Technology use: What technological aids are you use to help students’ understanding? Is there evidence of technology and audio-visual use/integration?
   - Student learning: Are there opportunities for active learning? Are you addressing different modes, styles and ways of learning? Are students sufficiently prepared for student practice? Is there sufficient student practice (where appropriate)? Are these aligned to the objectives of the lesson? Is there sufficient teacher feedback during student practice?
Specific Guidelines

a. Motivation/Engagement: Explain how you will establish set and how much time the lesson will take. Explain how the objectives of the lesson will be communicated to students. Describe the motivational techniques will you use. Explain how this lesson links to prior knowledge, learning experiences, and other lessons. What is your hook to engage the students?

b. Activities or Learning Experiences: State how the activities or learning experiences help students meet the objective(s) of the lesson. Estimate how much time each step will take. Describe the motivational techniques you will use. Explain how the activities or learning experiences link to prior knowledge, learning, and lessons. Clearly outline teacher and student actions for each step of the instructional procedure. Identify Lernov, Kagan and Questioning Strategies.

c. Closure: State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons. In your closure, you should refer to the objectives that were introduced in the beginning of the lesson.

d. Extension and Contingency Plan: Describe what you and the students will do if time remains in the lesson, especially if the students have achieved mastery or understanding of the content. How can you extend their learning in the remaining time? List some extensions to the lesson and the procedures for them. Describe your contingency plan if you need to cut the lesson short due to unforeseen circumstances. What can you cut or move without drastically changing the learning outcomes?

6. Modifications and Accommodations: Explain how you modify the lesson and/or accommodate the classroom environment for diverse learners (e.g., special needs students, ELL, differences in learning styles, different abilities, cultural differences).

In the field, as much as possible, refer to your PSMT for specific students’ IEPs and/or 504 accommodations in order to align the lesson to their specific needs.

7. Student Assessment: Generally, the assessment tools should be based on the teaching model and aligned to the instructional procedures and objectives of the lesson. State how you will review and check for student understanding during and at the end of the instructional process. Use a variety of ways to check for student understanding. Provide an accounting of formative and summative assessments in the lesson.

8. Homework: Describe the homework assignment, how it is aligned to the instructional objectives and process, and how it should be assessed. If you do not have a homework assignment provide an explanation, for example “No homework necessary because lesson objectives were met during class time.”

9. Reflection: if the lesson is taught in the field, then this reflection should be
completed after the lesson was taught. Consider how your expectations were or were not met and consider reasons why. Include: strengths, concerns, insights.

**Lesson Plan Rubric**

Note: Total scores: ______ out of 36. The score will be converted into 50-point score. If your score is 33 based on this rubric, then you will get 45 out of 50 points (33/36); if your score is 29, then you will get 40 out of 50 points (29/36); if your score is 25, then you will get 35 out of 50 points (25/36).
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 | Teaching model not listed. | Teaching model not listed. |
3. Objectives *(INTASC 4, 5)* | Objectives are appropriately sourced from district curriculum documents if possible and meet all of the "SMART" | Objectives are appropriately sourced from district curriculum documents if possible and meet most of the | Objectives are appropriately sourced from district curriculum documents if possible and meet few of the "SMART" |
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. Motivation/Engagement | Addresses all of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge. | Addresses most of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge. | Addresses few of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge. |
<table>
<thead>
<tr>
<th><strong>b. Activities &amp; Experiences</strong></th>
<th>Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. Lemov, Kagan,</th>
<th>Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated.</th>
<th>Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated.</th>
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<tbody>
<tr>
<td><strong>c. Closure</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>d. Extension &amp; Contingency</strong></td>
<td>Provides reasonably planned extensions and contingencies based on the lesson plan description.</td>
<td>Provides either a reasonably planned extension or reasonably planned contingency based on the lesson plan description and omits one.</td>
<td>Does not provide either an extension or contingency plan.</td>
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</tbody>
</table>

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

| Provides at least two reasonable modifications or accommodations to the lesson that differentiate | Provides at a reasonable modification or accommodation to the lesson that differentiate | Does not provide any reasonable modifications or accommodations to the lesson that differentiate |

**7. Assessment (INTASC 1, 2, 6, 7)**
<table>
<thead>
<tr>
<th>8. Homework (INTASC 6, 7)</th>
<th>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</th>
<th>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</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Reflection – if taught in field experience (INTASC 9)</td>
<td>In depth notes relating strengths, challenges insights of the lesson plan as well as modifications for future replication.</td>
<td>Notes relating to challenges, strengths, challenges and of the lesson plan and suggested for future replication.</td>
<td>Superficial notes to either strengths, challenges and of the lesson and/or suggested for future replication.</td>
</tr>
<tr>
<td>9. Reflection – for methods courses (INTASC 9)</td>
<td>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</td>
<td>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</td>
<td>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</td>
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</table>

2. **Evaluation of Instruction: (5x10 points=50 points)**

   Instruction will be evaluated by the UNLV supervisor 5 times. This evaluation will be discussed immediately after the evaluation (or as soon as possible thereafter). There will be a midterm Performance Evaluation completed by 10/16 and a Final Performance Evaluation completed by 12/4.
3. **Lemov Strategies Assignment (10x1.5 points=15 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. 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>
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<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.</td>
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</tbody>
</table>
**Right is Right**
Only allowing correct responses to be accepted

[355x669] 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

**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. 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 promptly respond to communication from the field supervisor. Student teacher/interns must 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 and for supervisor scheduled visits.

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:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 84-86 B
**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](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](http://www.unlv.edu/provost/copyright).

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, [http://drc.unlv.edu/](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 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](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 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.)