### Course Information

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix &amp; Number</th>
<th>EDSC 311-1001</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Secondary Methods Practicum I</td>
</tr>
<tr>
<td>III.</td>
<td>Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td>IV.</td>
<td>Semester</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor</td>
<td>Lois Paretti, Ed.M.</td>
</tr>
<tr>
<td>VI.</td>
<td>Office/Phone/Email</td>
<td>Office: CEB 369A / (702) 895-3095/Email: <a href="mailto:Lois.Paretti@unlv.edu">Lois.Paretti@unlv.edu</a></td>
</tr>
</tbody>
</table>

| VII. | Class Location | Date Time  
|      |                | M&W: 4 hours based on school site schedule for a minimum of 90 hours. |

| VIII. | Office Hours | Monday: 9:30-11:30am; 1:00-2:00pm. Tuesday: 9:30-11:30am; Also by appointment. |

| IX.  | Prerequisites | Undergraduate Level |

| X.   | Course Description  
|      | (Course Introduction) | Secondary School Practicum I where students apply content acquired in methods courses to initial field-based experiences. The following courses are aligned to this course:  
|      |                        | o EDSC 323: Teaching and Learning Secondary Education  
|      |                        | o EDRL 451: Content Area Literacy Instruction*  
|      |                        | o EDSC 408: Classroom Management*  
|      |                        | * May be taken prior to Practicum 1 or concurrently  
|      |                        | EDSC 311 is the first field experience for teacher candidates. It is the function of this course to serve as a lab for the four concurrent UNLV courses. For this reason, the assignments for this course are generated from the course syllabi and should be reviewed by the teacher candidate and his/her pre-service mentor for EDSC 311 in order to meet the requirements of the individual courses. |

| XI.  | SPA Standards Addressed:  
|      | Standard Domain Areas Addressed in this Course  
|      | INTASC Principles Addressed in this Course (please) | The Learner and Learning  
|      | Standard #1: Learner Development  
|      | Standard #2: Learning Differences  
|      | Standard #3: Learning Environments  
|      | Content Knowledge  
|      | Standard #4: Content Knowledge  
|      | Standard #5: Application of Content  
|      | Instructional Practice |
**XII. Learning Outcomes:**

**Knowledge Objectives and Related Standards**

Upon completion of this course students will be able to meet the following objectives:

<table>
<thead>
<tr>
<th>Objective: By the end of this course, the teacher will be able to:</th>
<th>Standards: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.</td>
</tr>
<tr>
<td></td>
<td>➢ Effectively use the common genres and conventions for writing within a particular discipline or profession.</td>
</tr>
<tr>
<td></td>
<td>➢ Prepare and deliver effective oral presentations.</td>
</tr>
<tr>
<td></td>
<td>➢ Collaborate effectively with others to share information, solve problems, or...</td>
</tr>
</tbody>
</table>
complete tasks.

- Produce effective visuals using different media.
- Apply the up-to-date technologies commonly used to research and communicate within one's field.

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**XIII. RESULTS**

**Course Objective:** Elementary teacher candidates in this course will address the following criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, teacher candidates will be able to:

### Course Outcomes:

- 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.
XIV. REQUIRED MATERIALS & COURSE RESOURCES

Book

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

The following are available on the Education Student Services website: [http://education.unlv.edu/ofe/](http://education.unlv.edu/ofe/)

- Absence Form
- Analysis of Content Standards Project (ACSP)
- Dispositions Evaluation & Rubric for Mentor Teachers to complete online (one time)
- Performance Evaluation & Rubric for Mentor Teachers to complete online for each lesson
- Secondary Lesson Planning Template
- Secondary Lesson Planning Rubric
- Time Record

XVI. ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Instruction (Performance Evaluation Form)</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term and final reflections</td>
<td>30</td>
</tr>
<tr>
<td>Analysis of Content Standards and Practice (ACSP)</td>
<td>20</td>
</tr>
<tr>
<td>Dispositions Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Lemov Assignment</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Max Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

XVII. PERFORMANCE ASSESSMENTS

1. Evaluation of Instruction (3 lessons x 10 points=30 points)
   Instruction will be evaluated by the Pre-service mentor teacher after each lesson is taught by submitting the Performance Evaluation online. 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. Candidates are reminded to complete the reflection portion of the template after each teaching experience. Students are required to teach a minimum of 3 lessons (1 prior to midterm and 2 after midterm) that 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.

2. Dispositions Evaluation (10 criteria x 1.5 points=15 points)
   To be completed by 3/9 by the Pre-Service Mentor Teacher (PSMT) and submitted online after reviewing with teacher candidate.

3. Analysis of Content Standards and Practice-ACSP (20 points)
   Standards are designed to be broad statements regarding the "stuff" of a discipline, what is to be taught to all students by the time they graduate high school. Standards, by design, encompass a large selection of topics and content in order for the standards in a particular discipline to work together vertically (from grade to grade, PK-12) and horizontally (within a specific subject or grade level, US History, English 9, Algebra 1, Biology, etc.).
This project is intended to allow you to explore the trajectory and history of standards. Nationally, professional organizations within each discipline create and promote the adoption of national standards, but these standards are often used in consultation or as a compliment to state standards. State standards are the adopted and enforced standards of a discipline in each state. All schools—public, private, parochial, etc.—must guarantee that the curriculum adopted in their curriculum meets the state standards. The Common Core State Standards (CCSS) are not comprehensive national standards. Rather, when a state joins the CCSS, it simply means that the state standards in that state are based on or completely adopt the CCSS in English/Language Arts and Mathematics. At the state level the politics of standards often play out and this manifests in a curriculum in which certain content is valued or privileged while other content is not. The implementation of the adopted state standards in the disciplines occurs at the school district and school level where the standards influence every phase of instruction and assessment.

There are two major thematic goals for this project:

- First, as aspiring teachers, it is vitally important that you develop the skills and knowledge base around your discipline’s specific content standards. These skills will help define you as a world-class teacher that can use any standards to develop engaging and rigorous, and assess students in an authentic manner.
- Second, as aspiring teachers, it is even more important to develop and refine your philosophy of teaching as it relates to standards and standardization. The more you know about these educational issues the more of an informed teacher you will be politically.

This project will be completed in three phases:

- Phase One—Exploration and Critical Analysis: State and National Standards
- Phase Two—Implementation and Reflection: Planning and Instruction using Standards
- Phase Three—Assessment and Reflection: Knowing that Standards are met

Final Due Date: 4/26/17

Introduction to the Analysis of Content Standards and Practice (ACSP): Standards are designed to be broad statements regarding the “stuff” of a discipline, what is to be taught to all students by the time they graduate high school. Standards, by design, encompass a large selection of topics and content in order for the standards in a particular discipline to work together vertically (from grade to grade, PK-12) and horizontally (within a specific subject or grade level, US History, English 9, Algebra 1, Biology, etc.).

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This project will be completed in three phases:

Phase One—Exploration and Critical Analysis: State and National Standards
Phase Two—Implementation and Reflection: Planning and Instruction using Standards
Phase Three—Assessment and Reflection: Knowing that Standards are Met

Final Due Date: 4/26/17

Phase One—Exploration and Critical Analysis: State and National Standards

Outcome: Students will critically analyze the national and state standards in their chosen discipline in a 5-7-page research paper. Students will use the language of the profession to describe the histories and development of the standards, how the standards do or do not inform one another and critically analyze their discipline's standards evolution over time and how that impacted the actual curriculum being implemented in Nevada (CCSD) schools. Students are to foreground and situate their analysis within the greater teaching and learning context of education examining education through a sociopolitical perspective. Papers must utilize APA (6th edition) for all formatting, citations and references. Sources for this paper will come from discipline specific professional organizations, state and district curriculum and standards documents, and through academic research in the library of periodicals and books related to the topic.

Phase Two—Implementation and Reflection: Planning and Instruction using Standards

Outcome: Students will utilize the Nevada Academic Content Standards in the planning, delivery, and assessment for all three of their performance evaluations. Where Phase One in the ACSP is theoretical in nature, the second phase of the project is designed to take the theory and understanding of content standards to the actual practicum student's teaching lessons through the implementation of a Questions-Knowledge-Process-Product (QKPP) Analysis chart. Students will be able to use the tool as a pre-planning tool or as a post-teaching reflection and personal assessment.

Phase Three—Assessment and Reflection: Knowing that Standards are Met

Outcome—Phase Three takes the form of a Reflection and Perspective Paper that will "connect the dots" between theory and practice. You will use the language of the profession to describe learners, learning, models, and elements of designing instruction. In the paper you will be expected to narrate your personal journey as you worked through the ACSP and EDSC 311/323, paying particular attention to connections between coursework, practicum experiences, and applying academic readings to the planning, delivery, and assessment or effective instruction. This reflection will essentially be your own “perspective” or philosophical stance on teaching and learning, detailing the transformative experience you had in your courses this semester will help to inform your perspective for all teaching and learning.

This reflection will be 7-10 pages, (excluding references and title page) long and must utilize APA format. Course readings must be used as source material and you will be assessed on your ability to weave your personal experiences with the readings.

4. Lemov Strategies Assignment (3 strategies = 5 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:
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.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effectiveness Rating</th>
<th>Date Implemented/Reflection/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Opt Out</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>Stretch It</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>Right is Right</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>Precise Praise</td>
<td>+</td>
<td>(3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept of</td>
</tr>
</tbody>
</table>
habits such as following the directions, working quietly; ideally, working to provide this to every student during a session. 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!

5. Mid-term and Final Reflections (6 questions x 5 points=30 points)

EDSC 311 Mid-Term Reflection Questions

These reflective questions are developed from Standards 1 and 2 and 5 of the Clark County School District professional work standards. When answering the questions, it is imperative that you discuss the connections between the course work you have done and your practice in the field. Pay attention to the perspective you have as a teacher while also considering that of the student.

1. As you look at the learning environment in your classroom, reflect upon how that environment impacts student learning? Consider the physical, behavioral and interpersonal aspects of the classroom. Analyze the classroom from the perspective of a teacher and of a youngster in that classroom.

2. Planning and preparation are important aspects of a teacher’s job. As you reflect upon the classroom in which you are working, what can you tell about these components of a successful instructional program? How can you connect your education at UNLV to the field experience and your vision for your own classroom?

3. When you review the Professional Dispositions Evaluation, discuss why you think that this is or is not important to the development of professional competencies.

EDSC 311 Final Reflection Questions

These reflective questions are developed from Standards 2 and 4 of the Clark County School District professional work standards. When answering the questions, it is imperative that you discuss the connections between the course work you have done and your practice in the field. Pay attention to the perspective you have as a teacher while also considering that of the student.

1. Compare the components of an effective lesson plan that you have learned in your EDEL and EDSC 323 course with the lessons you have observed during your Practicum 1 semester. As you continue to reflect, think about the lessons that you taught during this time. What patterns have you noticed? What are the implications of those patterns on your understanding of effective instruction?

2. List and explain a variety of instructional strategies and approaches that you have observed students engaged in within the classroom. Discuss what instructional decisions the teacher made in using them and what were the results that were achieved from these approaches.

3. Reflect on your own growth this semester. Then identify at least three goals that you would like to work
on during the next semester. Create a form like the one below to organize the information. Use the example to help you.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Implementation Plan</th>
<th>Results Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: To develop strong introductions to new lessons</td>
<td>1. Access resources for active “hooks” to heighten student interest</td>
<td>1. Stronger engagement from students</td>
</tr>
<tr>
<td></td>
<td>2. Connect the “hook” activity to the objective to the lesson for the students</td>
<td>2. Students will be able to explain the learning objective</td>
</tr>
<tr>
<td></td>
<td>3. Use at least 5 new strategies during the semester</td>
<td>3. Smoother flow to lessons</td>
</tr>
</tbody>
</table>

XVIII. SPECIAL NOTES

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: https://www.unlv.edu/studentconduct/student-conduct.

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 in front of others 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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within
the first 7 calendar days of the course for summer and modular courses, 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.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

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 for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. 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 and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

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.

Library Resources
Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work.
and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Course Policy (specific information)
(e.g., absences, make-up exams, status reporting, 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.)

Attendance:

1. The standard of performance is that teacher candidates will be present on campus at their expected time. Their commitment to the program is a minimum of 90 hours over 15 weeks. Practicum 1 students are required to commit two mornings and to their campus each week.
2. If an absence occurs the student must do the following:
   a. Contact the PSMT on his/her cell phone by 7:00 AM
   b. Call or email the Site Facilitator (based on his/her instructions) by 7:00 AM
   c. Fill out an absence form to be signed by the PSMT and SF and turned in to Professor 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 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 teacher candidates are expected to dress professionally and in compliance with the CCSD expectations which are posted on their website: http://cesd.net/district/policies-regulations/pdf/4280_R.pdf

XIX. GRADING POLICY
Late assignments will not be accepted.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percentage Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-70</td>
<td>77-70%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>60-63%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 59</td>
<td>Below 59%</td>
<td>F</td>
</tr>
</tbody>
</table>
**XX. TENTATIVE CLASS SCHEDULE**

**Practicum 1 Calendar-Spring 2017**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates will attend Orientation</td>
<td>1/18 in BDC 112</td>
</tr>
<tr>
<td></td>
<td>EDSC 311: 8:30-9:45am</td>
</tr>
<tr>
<td></td>
<td>EDEL 311: 10:00-11:45 am</td>
</tr>
<tr>
<td>Teacher candidates report to assigned school site. Candidates will</td>
<td>1/23</td>
</tr>
<tr>
<td>provide the Pre-Service Mentor Teacher with a letter of introduction, a</td>
<td></td>
</tr>
<tr>
<td>copy of the syllabus and necessary evaluation forms and obtain his/her</td>
<td></td>
</tr>
<tr>
<td>e-mail information. The information is to be submitted to the site</td>
<td></td>
</tr>
<tr>
<td>facilitator. Students are to share the expectations from their courses</td>
<td></td>
</tr>
<tr>
<td>with the Pre-Service Mentor for additional assignments and expectations.</td>
<td></td>
</tr>
<tr>
<td>Analysis of Student Work (ASW) Workshop or Analysis of Content Standards and Practice (ACSP) Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>President's Day Holiday</td>
<td>2/20</td>
</tr>
<tr>
<td>Teacher candidate prepares first lesson and PSMT reviews it prior to</td>
<td>3/9</td>
</tr>
<tr>
<td>delivery. Student will teach one lesson prior to mid-term.</td>
<td></td>
</tr>
<tr>
<td>Performance Evaluation #1</td>
<td>3/9</td>
</tr>
<tr>
<td>Mid-Term Reflections due to Site Facilitator</td>
<td>3/9</td>
</tr>
<tr>
<td>Dispositions submitted by PSMT</td>
<td>3/9</td>
</tr>
<tr>
<td>Performance Evaluation #2 by PSMT due</td>
<td>4/5</td>
</tr>
<tr>
<td>Spring Break (UNLV &amp; CCSD)</td>
<td>4/10-4/14</td>
</tr>
<tr>
<td>ASW/ACSP submitted to Professor Paretti</td>
<td>4/26</td>
</tr>
<tr>
<td>Performance Evaluation #3 by PSMT due</td>
<td>5/3</td>
</tr>
<tr>
<td>Time Record, and Lemov Binder due to Site Facilitator</td>
<td>By 5/3 (date to be arranged by Site Facilitator)</td>
</tr>
<tr>
<td>Last day in field</td>
<td></td>
</tr>
<tr>
<td>Final Performance Evaluation by PSMT</td>
<td>5/3</td>
</tr>
<tr>
<td>Grade recommendation due to Site Facilitator</td>
<td></td>
</tr>
<tr>
<td>Make up days, if needed, to be completed with permission of site</td>
<td>By 5/10</td>
</tr>
<tr>
<td>facilitator and Professor Paretti</td>
<td></td>
</tr>
<tr>
<td>Grades submitted by SF to Professor Paretti</td>
<td>5/10</td>
</tr>
</tbody>
</table>

**APPENDIX**

**Performance Assessments**
1. Evaluation of Instruction (3 lessons x 10 points=30 points)

Instruction will be evaluated by the Pre-service mentor teacher after each lesson is taught by submitting the Performance Evaluation online. 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. Candidates are reminded to complete the reflection portion of the template after each teaching experience. Students are required to teach a minimum of 3 lessons (1 prior to midterm and 2 after midterm) that 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.

2. Dispositions Evaluation (10 criteria x 1.5 points=15 points)

To be completed by 3/9 by the Pre-Service Mentor Teacher (PSMT) and submitted online after reviewing with teacher candidate.

3. Analysis of Content Standards and Practice-ACSP (20 points)

Standards are designed to be broad statements regarding the “stuff” of a discipline, what is to be taught to all students by the time they graduate high school. Standards, by design, encompass a large selection of topics and content in order for the standards in a particular discipline to work together vertically (from grade to grade, PK-12) and horizontally (within a specific subject or grade level, US History, English 9, Algebra 1, Biology, etc.).

This project is intended to allow you to explore the trajectory and history of standards. Nationally, professional organizations within each discipline create and promote the adoption of national standards, but these standards are often used in consultation or as a compliment to state standards. State standards are the adopted and enforced standards of a discipline in each state. All schools—public, private, parochial, etc.—must guarantee that the curriculum adopted in their curriculum meets the state standards. The Common Core State Standards (CCSS) are not comprehensive national standards. Rather, when a state joins the CCSS, it simply means that the state standards in that state are based on or completely adopt the CCSS in English/Language Arts and Mathematics. At the state level the politics of standards often play out and this manifests in a curriculum in which certain content is valued or privileged while other content is not. The implementation of the adopted state standards in the disciplines occurs at the school district and school level where the standards influence every phase of instruction and assessment.

There are two major thematic goals for this project:
1. First, as aspiring teachers, it is vitally important that you develop the skills and knowledge base around your discipline’s specific content standards. These skills will help define you as a world-class teacher that can use any standards to develop engaging and rigorous, and assess students in an authentic manner.
2. Second, as aspiring teachers, it is even more important to develop and refine your philosophy of teaching as it relates to standards and standardization. The more you know about these educational issues the more of an informed teacher you will be politically.

This project will be completed in three phases:
- Phase One—Exploration and Critical Analysis: State and National Standards
- Phase Two—Implementation and Reflection: Planning and Instruction using Standards
- Phase Three—Assessment and Reflection: Knowing that Standards are met

Final Due Date: 4/26/17

*Introduction to the Analysis of Content Standards and Practice (ACSP):* Standards are designed to be broad statements regarding the “stuff” of a discipline, what is to be taught to all students by the time they graduate high school. Standards, by design, encompass a large selection of topics and content in order for the standards in a particular discipline to work together vertically (from grade to grade, PK-12) and horizontally (within a specific subject or grade level, US History, English 9, Algebra 1, Biology, etc.).
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Phase One—Exploration and Critical Analysis: State and National Standards
Phase Two—Implementation and Reflection: Planning and Instruction using Standards
Phase Three—Assessment and Reflection: Knowing that Standards are Met

Final Due Date: 4/26/17

Phase One—Exploration and Critical Analysis: State and National Standards

Outcome: Students will critically analyze the national and state standards in their chosen discipline in a 5-7-page research paper. Students will use the language of the profession to describe the histories and development of the standards, how the standards do or do not inform one another and critically analyze the their discipline’s standards evolution over time and how that impacted the actual curriculum being implemented in Nevada (CCSD) schools. Students are to foreground and situate their analysis within the greater teaching and learning context of education examining education through a sociopolitical perspective. Papers must utilize APA (6th edition) for all formatting, citations and references. Sources for this paper will come from discipline specific professional organizations, state and district curriculum and standards documents, and through academic research in the library of periodicals and books related to the topic.

Discipline Specific Resources and Essential Analysis Question

**English/Language Arts:**

Professional Organizations
National Council of Teachers of English (NCTE)
International Reading Association (IRA)

National Standards
NCTE/IRA Standards for the English Language Arts
http://www.ncte.org/standards/ncte-ira

Nevada ELA Standards
Nevada Academic Content Standards in English Language Arts &
Literacy in History/Social Studies, Science, and Technical Subjects (Based on CCSS)
http://www.doe.nv.gov/English_Language_Arts/

**ESSENTIAL ANALYSIS QUESTION** How has the influence of the CCSS on the NVACS in ELA changed the way English and Language Arts is taught?

**Mathematics:**

**PROFESSIONAL ORGANIZATIONS** National Council of Teachers of Mathematics (NCTM)

**NATIONAL STANDARDS** NCTM Principles and Standards for School Mathematics
http://www.nctm.org/standards/default.aspx

**NEVADA MATH STANDARDS** Nevada Academic Content Standards in Mathematics (Based on CCSS)
http://www.doe.nv.gov/APAC_Mathematics/

**ESSENTIAL ANALYSIS QUESTION** How has the influence of the CCSS on the NVACS in Math changed the way Mathematics is taught?

**Science:**

**PROFESSIONAL ORGANIZATIONS** National Science Teachers Association

**NATIONAL STANDARDS** Next Generation Science Standards
http://ngss.nsta.org

**NEVADA SCIENCE STANDARDS** Nevada Academic Content Standards in Science
http://www.doe.nv.gov/APAC_Science/

**ESSENTIAL ANALYSIS QUESTION** Did the CCSS in ELA and Mathematics serve as a catalyst for science education reform? How are the NGSS different from CCSS in ELA and Mathematics?

**Social Studies:**

**PROFESSIONAL ORGANIZATIONS** National Council for the Social Studies

**NATIONAL STANDARDS** NCSS National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment.
http://www.socialstudies.org/standards

http://www.socialstudies.org/c3

**NEVADA SOCIAL STUDIES STANDARDS** Nevada Academic Content Standards in Social Studies
http://www.doe.nv.gov/APAC_Social_Studies/

**ESSENTIAL ANALYSIS QUESTION** Did the CCSS in ELA and Mathematics serve as a catalyst for social studies education reform? How are the NCSS Standards and C3 Framework different from CCSS in ELA and Mathematics?

K12 ART TEACHER CANDIDATES AND K12 FOREIGN LANGUAGE TEACHER CANDIDATES
Phase Two—Implementation and Reflection: Planning and Instruction using Standards

**Outcome:** Students will utilize the Nevada Academic Content Standards in the planning, delivery, and assessment for all three of their performance evaluations. Where Phase One in the ACSP is theoretical in nature, the second phase of the project is designed to take the theory and understanding of content standards to the actual practicum student's teaching lessons through the implementation of a *Questions-Knowledge-Process-Product (QKPP)* Analysis chart. Students will be able to use the tool as a pre-planning tool or as a post-teaching reflection and personal assessment.

*Questions-Knowledge-Process-Product (QKPP)* Analysis

**Directions and Notes:**

<table>
<thead>
<tr>
<th>Nevada Academic Content Standards Referenced in Performance Evaluation</th>
<th>Analysis Based on National Standards from Disciplinary Professional Organization (NCTE, NCTM, NSTA, NCSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVAC Standards— from EDSC 311 Performance Evaluation:</td>
<td>Big Ideas—learners will explore these Essential Questions:</td>
</tr>
<tr>
<td>Lesson Objectives— from EDSC 311 Performance Evaluation:</td>
<td>Declarative Knowledge—learners will understand:</td>
</tr>
<tr>
<td>Processes—learners will be able to:</td>
<td>Products—learners demonstrate understanding by:</td>
</tr>
</tbody>
</table>

--Be sure to list the standard number and the full language of the standard.
--If your lesson utilizes multiple standards list no more than three standards that are most salient.

**EXAMPLE:**
Civics Content Standard C14.0 - The Federal System: U.S., States, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.

--These should be sourced directly from the lesson plan taught.
--Be sure to include the correlating standard number at the end of each objective in [brackets]

**EXAMPLE:**
4.6 Students will interpret the unique features of the United States Constitution by utilizing one of the big 11 social studies skills. [C14.0-12]

--Based on your expertise in the field what is the "big idea" here, what must students know and what questions should they know how to answer?

**EXAMPLE:**
Students will understand that the rights and responsibilities of American citizenship guaranteed by the U.S. Constitution and Bill of Rights call for continued civic action by individuals and groups to sustain and improve our democratic society.

--Major Concepts human dignity, social justice, liberty, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.

**EXAMPLE:**
Identify examples of civic ideals and practices throughout history and in a variety of cultural settings.

Research primary and secondary sources to make decisions and to propose solutions to selected civic issues in the past and present.

**EXAMPLE:**
Writing an informed personal position on a civic issue based on reasoned arguments developed by consulting multiple sources.

Using a variety of media (e.g., a documentary film, presentation, or gallery of project posters) to report findings about an issue from surveys, debates, and petitions.

**Snapshot of Practice:** How do you know they know (the standard)?

--How did the increased attention on standards starting with the NVACS supplemented with the national standards impact the planning and delivery of this lesson?

--Reflect on your lesson, how did the students demonstrate that they met the objectives and standards?

--How do you know they know?

--If you have an artifact or tangible assessment, from the lesson, explain how standards influences the assessment and its implementation.

The blank full-page charts are available as a separate MSWord document template on the Field Experience Website (http://education.unlv.edu/ole/).
Phase Three—Assessment and Reflection: Knowing that Standards are Met

**Outcome**—Phase Three takes the form of a *Reflection and Perspective Paper* that will "connect the dots" between theory and practice. You will use the language of the profession to describe learners, learning, models, and elements of designing instruction. In the paper you will be expected to narrate your personal journey as you worked through the ACSP and EDSC 311/323, paying particular attention to connections between coursework, practicum experiences, and applying academic readings to the planning, delivery, and assessment or effective instruction. This reflection will essentially be your own “perspective” or philosophical stance on teaching and learning, detailing the transformative experience you had in your courses this semester will help to inform your perspective for all teaching and learning.

This reflection will be 7-10 pages, (excluding references and title page) long and must utilize APA format. Course readings must be used as source material and you will be assessed on your ability to weave your personal experiences with the readings.

4. Lemov Strategies Assignment (3 strategies = 5 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 card

**Process:**
1. Read the entire text as an overview to the acquisition of the 62 strategies.
2. 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.
3. Start a “card” for each strategy. As you use it, note its effectiveness or challenges and the date.
4. 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. <strong>Next step:</strong> use the same technique on different content and, to involve more of the class, get several other</td>
</tr>
</tbody>
</table>
students to respond before returning to the original responder.

<table>
<thead>
<tr>
<th>Stretch It</th>
<th>+</th>
<th>It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build on other questions you pose in order to drive home a main point – provide informational clues to spark deeper questioning and critical thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stretch It</th>
<th>-</th>
<th>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)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Right is Right</th>
<th>-</th>
<th>This was challenging; I didn’t have enough information myself to ask a better follow-up question. (3/14/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only allowing correct responses to be accepted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Precise Praise</th>
<th>+</th>
<th>(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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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).
5. Mid-term and Final Reflections (6 questions x 5 points=30 points)

**EDSC 311 Mid-Term Reflection Questions**

These reflective questions are developed from Standards 1 and 2 and 5 of the Clark County School District professional work standards. When answering the questions, it is imperative that you discuss the connections between the course work you have done and your practice in the field. Pay attention to the perspective you have as a teacher while also considering that of the student.

4. As you look at the learning environment in your classroom, reflect upon how that environment impacts student learning? Consider the physical, behavioral and interpersonal aspects of the classroom. Analyze the classroom from the perspective of a teacher and of a youngster in that classroom.

5. Planning and preparation are important aspects of a teacher's job. As you reflect upon the classroom in which you are working, what can you tell about these components of a successful instructional program? How can you connect your education at UNLV to the field experience and your vision for your own classroom?

6. When you review the Professional Dispositions Evaluation, discuss why you think that this is or is not important to the development of professional competencies.

**EDSC 311 Final Reflection Questions**

These reflective questions are developed from Standards 2 and 4 of the Clark County School District professional work standards. When answering the questions, it is imperative that you discuss the connections between the course work you have done and your practice in the field. Pay attention to the perspective you have as a teacher while also considering that of the student.

4. Compare the components of an effective lesson plan that you have learned in your EDEL and EDSC 323 course with the lessons you have observed during your Practicum 1 semester. As you continue to reflect, think about the lessons that you taught during this time. What patterns have you noticed? What are the implications of those patterns on your understanding of effective instruction?

5. List and explain a variety of instructional strategies and approaches that you have observed students engaged in within the classroom. Discuss what instructional decisions the teacher made in using them and what were the results that were achieved from these approaches.

6. Reflect on your own growth this semester. Then identify at least three goals that you would like to work on during the next semester. Create a form like the one below to organize the information. Use the example to help you.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Implementation Plan</th>
<th>Results Expected</th>
</tr>
</thead>
</table>
| Example: To develop strong introductions to new lessons | 4. Access resources for active “hooks” to heighten student interest  
5. Connect the “hook” activity to the objective to the lesson for the students  
6. Use at least 5 new strategies during the | 4. Stronger engagement from students  
5. Students will be able to explain the learning objective  
6. Smoother flow to lessons |
<p>| semester |  |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Language Skills</td>
<td>More than 5 errors in punctuation, spelling and grammar</td>
<td>2-4 errors in punctuation, spelling and grammar</td>
<td>No errors in punctuation, spelling and grammar</td>
</tr>
<tr>
<td>Connections</td>
<td>Reflections are only descriptive of what an intern has seen; observational</td>
<td>Reflections connect observations and UNLV coursework (Knowledge of pedagogy)</td>
<td>Reflections connect observations, UNLV coursework and current classroom experiences</td>
</tr>
<tr>
<td>Perspective</td>
<td>Reflections are judgmental re: the classroom experience</td>
<td>Reflections connect the role of the teacher and student</td>
<td>Reflections connect the roles of teacher and student and project a vision for future practice</td>
</tr>
</tbody>
</table>