UNLV
ARL FIELD EXPERIENCE
HANDBOOK
2015
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General Information
UNLV has worked hard to redefine its outcomes and expectations to prepare teachers for the profession they will enter. The competencies expected from new graduates differs greatly from those of just a few years ago and certainly from those of a decade or more in the past. We no longer use a “sink or swim” model that thrusts university students into the role of “teacher” by taking over a classroom and practicing their skills.

Candidates who are enrolled in the ARL teacher education program at UNLV have at least two semesters of fieldwork: Practicum and Student Teaching. The practicum experience is aligned with assignments in content-related methods courses that are taught concurrently on the UNLV campus or a professional development school (PDS) site. As much as possible, fieldwork takes place in our 21st Century Partnership Schools, which is the same as our traditional route candidates. ARL candidates may be employed by CCSD during their field experiences but must take courses concurrently.

We have adopted a medical model that requires that Pre-Service Mentor Teacher (PSMT), the Practicum 2 Teacher Candidate and the Student Teacher/Intern work side by side during the field placement. Continual supervision, feedback and correction are expected. Therefore, co-teaching will be used as a model for instructional delivery throughout the program. PSMTs, Practicum 2 Teacher candidates and Student Teachers/Interns are expected to work side by side in order that the PSMT models, corrects and redirects teaching behaviors as they are happening. The entry-level teacher of today needs both pedagogical skills and data analysis skills in order to be accountable for student learning.

The expectation is that the Practicum Teacher candidates and Student Teachers/Interns will learn the dispositions and skills necessary to become effective and reflective practitioners.
**InTASC Standards Addressed:**
All of the elements included in the InTASC Standards will be addressed throughout the field experiences.

**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.
Knowledge

- Working knowledge of general teaching models including expository, inquiry, demonstration and integration
- Recognition of effective teaching practices
- Differentiation between instructional and managerial dimensions of teaching

Performance

- Demonstration of lesson planning, teaching and exhibit presentation
- Demonstration of teaching strategies
- Integration of relevant technology into teaching demonstrations

Dispositions

- Demonstration of strategies that promote responsibility, motivation and appreciation of diversity
- Collaboration with colleagues for purposes of effective teaching/learning experiences for themselves and for students

Results

- Prospective teachers 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.

• Develop and demonstrate dispositions that reflect professionalism.
Practicum Teacher Candidate
Welcome to the most intense and exciting part of your teacher-preparation program. Your work in the field is designed to connect theory with practice and prepare you to be an entry-level teacher. As a Practicum teacher candidate, you will develop new skills and understandings about teaching and refine professional knowledge about teaching practice, subject matter, learners, schools and society. Throughout the field experience you will have the opportunity to examine your teaching practices, attitudes, and beliefs. Furthermore, your classroom experiences will offer opportunities for self-analysis and reflection. The experience will help you integrate theory and practice as you synthesize current and previous coursework and background experiences in the context of classroom teaching. We hope you find your experience to be exciting, meaningful, and academically challenging.

Your work with your Pre-Service Mentor Teacher (PSMT) will be the greatest influence on your future success. The PSMT’s role is to coach, consult, communicate and collaborate throughout the process as you transform yourself from the mindset of a student to that of an educator. He/she will work with you in a directive manner when that is what is called for. On a daily basis his/her supervision should both reinforce your successes and make you uncomfortable as you rethink and grow your skills. You are expected to communicate your needs clearly and professionally. You are to accept criticism with openness and act upon it immediately. This is going to be a challenging journey but your commitment to growth will make it a giant step towards a professional life.

**Roles and Responsibilities**

This clinical experience is the first of two consecutive semester placements in the same school and same classroom. Candidates are required to complete at least 150 hours in the field, implementing a minimum of 5 lessons, over 15 weeks. An additional 5 hours of “service learning” activities are required.
The standard of performance is that teacher candidates will be present on campus at their expected time.

If an absence occurs the teacher candidate must do the following:

a. Contact the PSMT on his/her cell phone by 6:00 AM. Share contact information with the PSMT and get his/her contact information for the purpose of reporting absences (This should be done during the first week of the semester.)

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 Practicum teacher candidate 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.

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

*Expectations of teacher candidates include:*

- Following the course syllabus and providing a copy to the PSMT
- Co-teaching
- Planning and implementing 5 whole class lessons
- Working with small groups
- Establishment of an e-portfolio
• Bi-Weekly completion of the Collaborative Assessment Log (CAL) which serves as formative assessment for the teacher candidate
• Demonstration of the dispositions that reflect professionalism
• Meetings with site facilitators held on campus
• Completion of ten community service hours
• Other activities as assigned by the PSMT
• Dress professionally and in compliance with the CCSD expectations which are posted on their website.

Assignments during this phase include:

• At least 5 lessons delivered to the whole class
• Weekly reflections submitted to the site facilitator
• Analysis of Student Work (ASW): Single student case study (elementary)
• Analysis of Content Standards and Practice (ACSP): Critical analysis, implementation and reflection of standards (secondary)
• Assignments as generated from the aligned courses
• Collection of artifacts for the e-portfolio process
• Mid-term dispositions evaluation
• Mid-term and final reflection assignments: connecting field to theory
• At least 3 teaching evaluations
• Bi-weekly completion of the collaborative assessment log
• Development and reflection of strategies from Teach like a Champion (Lemov, 2010)
• Engagement in a co-teaching partnership with the Mentor Teacher
The Site Facilitator is your direct supervisor on behalf of the university. He/she is able to evaluate your work, answer your questions, and assign additional work, as he/she deems appropriate for either the cohort or the individual. It is your responsibility to communicate openly and take direction as given.

A Practicum teacher candidate is a student, not a colleague. As a teacher candidate, you should communicate directly and clearly. Ask for help when you need it. Ask questions as follows: Could you help me to understand why you used ____ method instead of ___ in that situation?” “I would appreciate clarification of the ______”. Or “When I tried that it did not work the way I thought it would. Could you help me to rethink my approach?”

Policies:

1. Practicum teacher candidates are not permitted to eat in the classroom. If the PSMT has a water bottle or drink, you may do likewise.

2. Cell phone use is not permitted.

3. Substituting: A Practicum teacher candidate who has a substitute license may substitute for their PSMT but NOT during their assigned time for UNLV. There are no exceptions to this.

4. A Practicum teacher candidate cannot be reassigned to another PSMT or removed from a placement without the following steps being taken:
   a. Meeting with SF to problem solves and set goals
   b. Contacting Mrs. Lois Paretti to set up a meeting
   c. Contact with CCSD Onboarding Office of Ms. Meg Nigro (799-1092)

Check the Office of Advising and Field Placement Center website, [http://education.unlv.edu/afp/](http://education.unlv.edu/afp/), frequently for updates and important information, including deadlines, forms and the course syllabus.

Contact Mrs. Lois Paretti, Coordinator of Field Experiences, if you have any questions or concerns:

E-mail: [Lois.Paretti@unlv.edu](mailto:Lois.Paretti@unlv.edu)

Voice: 702.895.3095
Student teacher/ Intern/Resident
Role of the Student Teacher/ Intern/Resident

Welcome to the final semester of your teacher-preparation program. This is a full-time placement and is considered a true internship. The goal of the placement is to make the transition from student role to that of entry-level teacher.

Student teachers receive frequent feedback as they develop their classroom skills. They participate as fully as possible in all aspects of school life. Candidates progress through the semester with the goal of becoming lead-teacher for a period of 3 weeks minimum, although co-teaching is maintained throughout. Alternatively, candidates may be assigned the teacher of record during this experience and employed by school districts. Candidates are enrolled in a 2 credit seminar that meets weekly at the field site.

Assignments during the internship include:

- Final implementation of Lemov strategies
- Planning and instruction on a daily basis
- Completion of e-portfolio
- Documentation of hours of service
- Bi-weekly completion of Collaborative Assessment Log

The Student Teaching/ Internship is a learning experience in which you will strive toward competence and an understanding of the broad skills of teaching. Your work in the field is designed to connect theory with practice and prepare you to be an entry-level teacher. You will develop new skills and understandings about teaching and refine professional knowledge about teaching practice, subject matter, learners, schools and society. Throughout the Student Teaching/ Internship you will have the opportunity to examine your teaching practices, attitudes, and beliefs. Furthermore, your classroom experiences will offer opportunities for self-analysis and reflection. The experience will help you integrate theory and practice as you synthesize current and previous coursework and background experiences in the context of classroom teaching. We hope you find your experience to be exciting, meaningful, and academically challenging.

Your work with your Pre-Service Mentor Teacher (PSMT) will be the greatest influence on your future success. His/her role is to coach, consult, communicate and collaborate throughout the process as you continue to transform yourself from the mindset of a student to that of an educator. She/he will work with you in a directive manner when that is what is called for. On a daily basis his/her supervision should both reinforce your successes and make
you uncomfortable as you rethink and grow your skills. You are expected to communicate your needs clearly and professionally. You are to accept criticism with openness and act upon it immediately. This is going to be a challenging journey but your commitment to growth will make it a giant step towards a professional life.

Student Teachers/ Interns are expected to exhibit diligence, preparedness, punctuality, dependability, cooperation and conformance to school rules.

You will have the opportunity to:

- Apply the acquired knowledge, processes and skills of teaching in a realistic classroom setting
- Practice teaching over an extended period of time under the supervision of a PSMT
- Demonstrate a level of competence in teaching expected of candidates seeking initial licensure

If the Student Teacher is employed as the instructor of record, the assigned Mentor Teacher by the principal of the school in collaboration with UNLV provides ongoing feedback to the teacher candidate regarding effectiveness.
Student Teachers/Interns are required to be at the school site full time; they are to shadow the PSMT as if they were a contracted teacher.

If an absence occurs the teacher candidate must do the following:

1. Contact the PSMT on his/her cell phone by 6:00 AM. Share contact information with the PSMT and get his/her contact information for the purpose of reporting absences (This should be done during the first week of the semester.)
2. Call or email the Site Facilitator (based on his/her instructions) by 6:00 AM. 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.
3. 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-)
4. Student tardiness is not tolerated. If a Student Teacher/Intern 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.
5. PSMT’s are not permitted to approve absences from campus, early departures or late arrivals. They are to be approved only by Site Facilitators.

*Expectations of Student Teachers/interns include:*

- Following the course syllabus and providing a copy to the PSMT
- Provide complete lesson plans to the PSMT prior to teaching
- Management of the classroom when serving in the role of leader during instruction and transitions
- Complete the e-portfolio and present it to school site faculty and UNLV faculty at the end of the semester
- Weekly CAL plans
- Completion of 5 community service hours
- Review of the two Performance Evaluations by the PSMT in consultation with the Site Facilitator
- Attend meetings with site facilitators at the school site
- Participate in the Seminar held by the site Facilitator at the school site weekly for two hours
- Other activities as assigned by the PSMT
- Meet all CCSD dress code and confidentiality expectations
- Demonstrate the standards as outlined in the Professional Dispositions form
- Communicate needs to the Site Facilitator or Coordinator of Field Experience
Policies:

1. Student Teachers/Interns are not permitted to eat in the classroom. If the PSMT has a water bottle or drink, you may do likewise.
2. Cell phone use is not permitted.
3. Substituting: A Student Teacher/Intern who has a substitute license may not substitute for his/her PSMT. There are no exceptions to this. Your substitute license will be placed on hold by the CCSD (it will not be cancelled because you are not fulfilling the 2-day per month minimum requirement) and will be re-instated upon completion of the Student Teaching/Internship.
4. A Student Teacher/Intern cannot be reassigned to another PSMT or removed from a placement without the following steps being taken:
   a. Meeting with SF to problem solves and set goals
   b. Contacting Mrs. Lois Paretti to set up a meeting
   c. Contact with CCSD Onboarding Office of Ms. Meg Nigro (799-1092)

Evaluation

- PSMT’s recommend a grade to the Site Facilitator who will factor in all aspects of performance
- Minimums of 6 CALS are to be completed in order for the university to accept a grade from a PSMT. This is to insure that the formative assessment and feedback has been given and goals established. The evaluation should be reflective of the CALs.

Check the Advising and Field Placement website, [http://education.unlv.edu/afp/](http://education.unlv.edu/afp/), frequently for updates and important information, including deadlines, forms and the course syllabus.

Contact Mrs. Lois Paretti, Coordinator of Field Experiences, if you have any questions or concerns:

E-mail: Lois.Paretti@unlv.edu

Voice: 702.895.3095
Preservice Mentor Teacher
Role of the Pre-Service Mentor Teacher

Thank you for agreeing to serve as a Pre-Service Mentor Teacher (PSMT) for the School year! Your role as a teacher/educator is very powerful. Your influence on the way in which a pre-service teacher enters our profession will impact their entire career. Your role is to do the following: coach, consult, communicate and collaborate through the process of transferring from a student mindset to that of a professional. In so doing, you will model professionalism as well as teaching strategies. You will guide and you will direct. You will connect the theory of teaching to application in authentic circumstances. Above all, you will need to be a master communicator. This will be the toughest part of all but UNLV is here to help you throughout.

UNLV has worked hard to redefine its outcomes and expectations to prepare teachers for the profession they will enter. The competencies expected from new graduates differs greatly from those of just a few years ago and certainly from those of a decade or more in the past. We no longer use a “sink or swim” model that thrusts university students into the role of “teacher” by taking over a classroom and practicing their skills. We have adopted a medical model that requires the PSMT to work side by side with the Practicum Teacher Candidate or Student Teacher/Intern. It is up to the PSMT to correct and redirect teaching behaviors as they are happening. It is intense and often uncomfortable, as Practicum teacher candidates and Student Teachers/Interns have to adjust and develop their skills while performing in the classroom. The entry-level teacher of today needs both pedagogical skills and data analysis skills in order to be accountable for student learning.

As the PSMT, you are one of the most important people in the professional growth of the Practicum teacher candidate and Student Teacher/Intern because you see them in the real world of teaching. You provide the real life situation for the teacher candidates/Student Teachers/Interns to implement methods course assignments, and your expert guidance and modeling are essential to their understanding the complex responsibilities of teaching. Your role includes advocating, assessing, coaching, collaborating, facilitating, solving problems, and teaching, serving as a resource and being a trusted listener.

The UNLV field experience utilizes a medical model for training that requires continual supervision, feedback, and correction. Therefore it is expected that co-teaching will be used as a model for organization and instructional delivery throughout the program. Teacher candidates/Student Teachers/Interns as well as the PSMTs are required to meet regularly with the Site Facilitator to review pedagogy, progress and concerns.
Please review the roles and responsibilities of the Practicum Teacher candidate or the Student Teacher/Intern in order to understand the expectations they are required to fulfill.

The university appreciates your willingness to provide time and your own expertise to assist in this effort.
### IDEAS FOR THE 3 C’S OF MENTORING*

#### Consultant
Offering Support and Providing Resources

<table>
<thead>
<tr>
<th>Think Aloud</th>
<th>In addition to giving a suggestion or providing a solution, add the thinking that led to it, the considerations that were taken into account and the reasons for the final choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a Menu</td>
<td>Support the beginning teacher’s capacity for decision-making by explicitly offering a menu of possible solutions or choices, and discussing each</td>
</tr>
<tr>
<td>Produce an Idea Bank</td>
<td>Create an idea bank the beginning teacher can refer to, such as a series of tips on classroom management</td>
</tr>
</tbody>
</table>

#### Collaborator
Creating Challenge and Encouraging Growth

<table>
<thead>
<tr>
<th>Co-Plan / Co-Teach</th>
<th>Work with the beginning teacher to create a lesson or unit of study and extend the collaboration by teaching together</th>
</tr>
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<tbody>
<tr>
<td>Become Study Partners</td>
<td>Learn together with the beginning teacher about a new instructional methodology or engage in article or book study, followed by a sharing of experiences in the classroom</td>
</tr>
<tr>
<td>Explore Case Studies</td>
<td>Use case studies as a context for dialogue about professional practice, to provide a meaningful learning experience for both the mentor and the beginning teacher</td>
</tr>
</tbody>
</table>

#### Coach
Facilitating Professional Vision

<table>
<thead>
<tr>
<th>Remain Non-Judgmental</th>
<th>Maintain an effective coaching practice by ensuring that judgements are made only by the beginning teacher as he or she plans, reflects, problem-solves and makes choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquire</td>
<td>Ask the beginning teacher about successes, concerns or issues he or she wants to discuss, using open-ended questions designed to encourage thinking and invite choice</td>
</tr>
<tr>
<td>Reflect on Goals</td>
<td>Engage in conversations focusing on the beginning teacher’s learning interests and goals, balancing support and challenge by marking successes and articulating new arenas for learning</td>
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*Adapted from Mentoring Matters 2nd Edition: Laura Lipton & Bruce Wellman with Carlette Humbard*
The Co-Teaching Model

Practicum teacher candidates and Student Teachers/Interns enter their clinical strand with only the beginning theoretical knowledge of the teaching and learning process. In order for them to move beyond their student experiences and develop professional competencies and a professional mindset, the immersion experience with a teacher/mentor provides the modeling and “just in time” learning that allows the candidate to grow into an entry-level teacher.

It is advised that you arrange the classroom so that the Practicum Teacher candidate/Student Teacher/Intern has an adult workspace. This can be accomplished through the use of a table at an adult level. It is a signal to students that the Practicum Teacher candidate/Student Teacher/Intern has full status in the room.

Goals:

Provide teacher candidates with modeling in best instructional practices, classroom management, as well as student, colleague and parent interactions.

Support students in their instructional program by providing two adults able to deliver instruction without sacrificing the quality and expertise of the faculty member.

Allow for “just in time” feedback for candidates as they work with students and learn skills and strategies for practice.

Create a context for unpacking professional thinking as candidates shift their perspective from student to teacher.

Process:

Practicum Teacher Candidate/Student Teacher/Intern and Pre-Service Mentor Teacher plan for instruction together. They select a co-teaching model that will be most effective in meeting the instructional goals of their students.

Practicum Candidate/Student Teacher/Intern and Pre-Service Mentor identify who will be the lead teacher in the instructional segment and use a visual cueing system to notify students. It is suggested that each co-teacher prepare a sign that let’s students know who is the leader in the lesson and the signs be posted in a designated spot. If the lesson uses the team
teaching approach, for example, both signs are up. Teachers have chosen to use a lamp with a red light bulb. When the bulb is on, students learn that their classroom teacher is “on”. It is important to have a system that students come to know who represents the “leader.” Both co-teachers are responsible for classroom management whenever they are in the room together. Train the class and they will find this to be very seamless.

Practicum Teacher candidates/Student Teachers/Interns and PSMT’s are encouraged to use as many of the co-teaching models as possible to provide a level of variety and engagement for students.
**Co-Teaching Models Reference Sheet**

<table>
<thead>
<tr>
<th>One Teaching/One Observing</th>
<th>One Lead Teach/One Support Teach</th>
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<tbody>
<tr>
<td>This model allows one teacher to teach the lesson, and the other teacher to conduct careful student observations and systematic documentation of those observations. This allows both teachers to gain a very sophisticated understanding of their students’ academic, behavioral, and social functioning, relative to the lesson and the dynamics of the classroom community.</td>
<td>This model encourages one teacher to assume the lead role in the teaching while the other teacher supports individual students (or small groups) in the classroom during instruction. Teachers can even trade off this role at different points in the same lesson in order for students (and teachers!) to avoid seeing one of you as the “real” teacher and one of you as the “aide.”</td>
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<table>
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<tr>
<th>Station Teaching</th>
<th>Parallel Teaching</th>
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<tr>
<td>This model encourages the teachers to each take responsibility for planning and teaching a portion of the instructional content. Students move from one station to another for work with each teacher. Stations can also include independent work, peer tutoring, or parent-led activities. Each station constitutes its own lesson with unique goals and objectives, even if all of the stations are working together under a Big Idea (an overall learning goal that ties together all of the station lessons).</td>
<td>In this model teachers plan and teach the same exact lesson at the same time, but to two different groups of children. This can be helpful in reducing the teacher-student ratio for lessons where you want to strengthen your ability to assess each student’s understanding, for example.</td>
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<th>Alternative Teaching</th>
<th>Team Teaching</th>
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<tr>
<td>This model recognizes that at times some children require different instruction than the larger group. Sometimes this may mean that small(er) group instruction is used to “pre-teach” a concept, to “re-teach” a concept, to provide enrichment, or to conduct an authentic assessment. Sometimes this can look like parallel teaching, but is not considered as such since all of the children are not engaged in the same lesson.</td>
<td>This is a more generic term that describes teachers who plan collaboratively and share in the instruction of all students. It can incorporate multiple forms of co-teaching. <strong>Advice from Field Advisors:</strong> Try to avoid identifying your co-teaching in your lesson plans as “team teaching” unless it truly does not reflect the other models. In this course we are looking for you to demonstrate experimenting with as many forms of co-teaching as possible that demonstrate your ability to effectively respond to the needs of your students, so go for it!</td>
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</table>
Cooperative Teaching ("Co-teaching") in the Classroom

Co-teaching is two or more teachers sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility between teachers for planning, instruction and evaluation for all the students.

Both teachers plan the lesson, determine the steps of instruction and evaluate the success of the students in meeting the stated objectives.

Six patterns of co-teaching are discussed below. They tend to overlap, but they are presented below as “pure” or absolute forms. Role-play and discussion would probably give clarity to each form.

I. One Teaching/One Observing

- Teacher A prepares the materials for the experiments.
- Teacher A demonstrates what happens when too much weight is at the top of a structure.
- Teacher A leads students in a discussion of why weight should be centered at the bottom.
- Teacher A gives directions for the experiment.
- Teacher B is observing.
- Teacher A brings students back to a large room for discussion of the results and for directions for the second experiment.
- Teacher A prepares the materials for the second experiment.
- Teacher A sends students to their tables for the second experiment/
- Teacher A circulates and spends time with students who might need help.
- Teacher B is observing.
- Teacher A brings students back to a large group for discussion.
- Teacher B is observing.

II. One At A Station/One Teaching At A Center

- Teacher A teaches the large group in the front of the room.
- Teacher A demonstrates what happens when too much weight is at the top of a structure.
- Teacher A leads students in a discussion of why weight should be centered at the bottom.
- Teacher B prepares materials at the Science Center for the first experiment.
- Teacher A sends the students to the Science Center for the experiment.
- Teacher B is at the Science Center and monitors the students’ success in the first experiment.
- Teacher A brings the students back into a large group and
leads the discussion of what they observed.
- **Teacher A** gives directions for the second experiment.
- **Teacher B** prepares materials for the second experiment.
- **Teacher A** sends the students to the Science Center for the second experiment.
- **Teacher B** is at the Science Center and monitors the students’ success in the second experiment.
- **Teacher A** brings the students back in a large group and lead the discussion of what they observed.

### III. Large Group/Small Group Pullout

- **Teacher A** demonstrates what happens when there is too much weight at the top of a structure.
- **Teacher A** gives direction for the first experiment.
- **Teacher B** performs the same procedure with the smaller group, which needs
- **Teacher B** sets up materials needed.
- **Teacher A** sends the class to their tables
- **Teacher B** takes the small group, which needs more help, to a
- reviews the directions.
- **Teacher B** monitors the smaller group.
- **Teacher B** leads a discussion of the results with the small group.
- **Teacher A** calls the students back into a large group.
- **Teacher A** leads a discussion of the results.
- **Teacher A** gives directions for the second experiment.
- **Teacher B** sets up the materials needed for the second
- **Teacher A** sends all students back to their tables.
- **Teacher B** takes the small group, which needs more help, to a table and
- **Teacher B** monitors the smaller group.
- **Teacher B** leads a discussion of the results with the small group.
- **Teacher A** calls the students back into a large group.

### IV. One Teaching/One Circulating

- **Teacher A** demonstrates what happens when too much weight is at the top of a structure.
- **Teacher A** leads students in a discussion of why weight should be centered at the bottom.
- **Teacher B** circulates among the large group, checking to ensure that students stay on task.
- **Teacher A** sends students back to their tables for the first experiment.
- **Teacher B** circulates to monitor the students’ progress.
- **Teacher A** brings students back to a large group for discussion of the results and for directions for the next experiment.
- **Teacher A** sends the students to their tables for the second experiment.
- **Teacher B** circulates among the large group, checking to ensure that
students stay on task.

- Teacher B circulates to monitor the students’ progress
- Teacher A pulls the students back into a large group for discussion of the results.

V. Parallel Teaching/Split Class

- Both Teacher A and Teacher B prepare the materials before the class begins.
- Teacher A demonstrates what happens when too much weight is at the top of a structure to half the class.
- Teacher A leads the discussion of why weights must be centered at the bottom.
- Teacher A gives directions for the first experiment.
- Teacher B demonstrates what happens when too much weight is at the top of a structure to the other half of the class.
- Teacher B gives directions for the other experiment.
- Both Teacher A and Teacher B lead their half of the class in group discussions of the results.
- Both Teacher A and Teacher B send their students to tables to perform the experiments.
- Both Teacher A and Teacher B monitor the students’ progress.
- Both Teacher A and Teacher B pull the students into a group for discussion of the results.
- Both Teacher A and Teacher B repeat the above procedures for the second experiment.

VI. Team Teaching

- Teacher A demonstrates what happens when too much weight is at the top of a structure.
- Teacher B leads a discussion of why weights must be centered at the bottom.
- Teacher A gives directions for the first experiment.
- Teacher B sets up the materials needed for the first experiment.
- Teacher A sends the students back to their tables.
- Both Teacher A and Teacher B monitor the students as they perform the experiment.
- Teacher A pulls the students back to the front of the room to discuss the results of the experiment.
- Teacher B leads the discussion of the results.
- Teacher A sets up the materials needed for the second experiment.
- Teacher B sends the students to their tables to perform the experiment.
- Both Teacher A and Teacher B monitor the students as they perform the experiment.
- Teacher B pulls the group back to discuss the results of the second experiment.
- Teacher A leads a discussion of the results.
## Co-Teaching: What it IS, What it is NOT

<table>
<thead>
<tr>
<th>Element of co-teaching</th>
<th>Co-teaching DOES</th>
<th>Co-teaching does NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;two or more professionals&quot;</td>
<td>involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it (Fennick, 2001).</td>
<td>involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff (Friend, 2003).</td>
</tr>
<tr>
<td>&quot;joint delivery of instruction&quot;</td>
<td>mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001, Gately &amp; Gately, 2001).</td>
<td>mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group (Murawski, 2002).</td>
</tr>
<tr>
<td>&quot;diverse group of students&quot;</td>
<td>allow teachers to respond effectively to diverse needs of students, lower the teacher-student ratio, and expand the professional expertise that can be applied to student needs (Hourcade &amp; Bauwens, 2001).</td>
<td>Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).</td>
</tr>
<tr>
<td>&quot;shared classroom space&quot;</td>
<td>Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pullout programs (Friend, 2003).</td>
<td>Include teaching teams that plan together but then group and instruct students in separate classrooms (Trump, 1966, Geen, 1985).</td>
</tr>
</tbody>
</table>
What to do when a Student Teacher/Intern takes over

Everyone remembers the lengthy time that they took over their classroom as a student teacher and how much they enjoyed it. When we looked at the results from the “all or nothing” practice of teaching, we found that many bad habits had taken hold. Student teachers were often asked at the end of the day by the returning cooperating teacher, “How did it go?” The answer was usually “fine” or “great” or procedural.

How can a Student Teacher/Intern know how he/she is doing if someone does not actually observe and provide focused feedback? This is the goal of the medical model that UNLV has embraced, specifically, of the three-week takeover. The Student Teacher/Intern will accept the role of lead planner and teacher. This responsibility includes management of the classroom, planning with input from the PSMT, grading of assignments, maintaining and evaluating data and decision-making. Co-teaching remains the structure of he mentor-mentee work in support of students.

The three-week takeover is the most intense period of the Student Teaching/Internship. This is when theory and practice merge into application. You will use all three “C”s to support the success of your Student Teacher/Intern: you will collaborate, consult and most of all, coach. This will be challenging and most rewarding as you see the entry-level teacher emerge.

What is the role of the PSMT during the three-week take over?

Co-planning: the Student Teacher/Intern can do all of the planning after a collaborative meeting with the PSMT where the goals/objectives/requirements of the upcoming period of time are clearly outlined. At that point, the Student Teacher/Intern develops the plans and submits them to the PSMT for approval.

Co-teaching: the Student Teacher/Intern and the PSMT can continue to take a shared role working with students in a pre-determined way. At all times the Student Teacher/Intern is to be the leader in the classroom. She/he will start the day, manage the classroom and make any and all minute-by-minute decisions. The PSMT will continue to work with small groups, individual students etc. She/he will be able to leave the classroom for up to 20% of each day.
Mentoring: Although you have been mentoring your Student Teacher/Intern since the start of Practicum, now is the time to make the final push to the finish line. For a pre-determined period each day, use the co-teaching method of “one teaches, one observes” to engage in a focused observation of your student. During this time, concentrate on one or two elements of the teacher-preparation journey and give specific feedback. Offer words of wisdom to your Student Teacher/Intern. This is a time to push the Student Teacher/Intern and stretch them in their preparation to become an entry-level teacher.

Evaluating: Does a Student Teacher/Intern have to be “perfect” to get an “A”? Of course not. It is like parenting. We’re not perfect parents and we don’t have perfect children but we make it all work. If the Student Teacher/Intern has grown and stretched throughout the program and does not have any “1”s on the performance evaluation document, then they will get either an “A” or “B”. If most of their grades are “3s”, they will get an “A”. If most are a “2s”, a “B”. Your recommendation to the Site Facilitator will be considered along with the required assignments. The Site Facilitator will make the grade recommendation to the university based on that holistic matrix. This will be explained to the Student Teachers/Interns.
### Matrix of Focus Observations of UNLV Student Teachers/Interns

<table>
<thead>
<tr>
<th>Management of materials</th>
<th>Management of transitions</th>
<th>Management of work outside of the classroom</th>
<th>Management of student behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy: clear delivery of content</td>
<td>Pedagogy: knowledge of content</td>
<td>Pedagogy: thoroughness of planning</td>
<td>Pedagogy: clarity of instructions</td>
</tr>
<tr>
<td>Management of whole class discussion</td>
<td>Management of small groups</td>
<td>Pedagogy: alignment of objectives, instructional activities and assessment</td>
<td>Management: student differences, behavior plans, special needs</td>
</tr>
<tr>
<td>Assessment: formative</td>
<td>Assessment: summative</td>
<td>Voice: proper English; language without the use of slang (gonna, you guys, etc.)</td>
<td>Instruction: use of a variety of materials, strategies and activities</td>
</tr>
<tr>
<td>Instruction: use of Lemov Strategies (observe at least three times for different strategies)</td>
<td>Instruction: differentiation</td>
<td>Instruction: creativity</td>
<td>Instruction: engaged learning</td>
</tr>
</tbody>
</table>

Instructions: Each day, during your focused observation period, PSMTs are asked to choose one or two closely aligned elements in the matrix. You can use one box more than once if it is an area where growth is specifically recognized as a need. Use as many categories as appropriate. After each observation, use the following “Words of Wisdom” sheet to provide feedback.

Have a daily conference with your Student Teacher/Intern and engage him/her in an evidence-based conversation about the work. You might try scripting the observation if it is appropriate or using tallying if that would be better. For example: the Student Teacher/Intern used “gonna” 18 times in a one-hour sequence of instruction.

Feedback should celebrate the positive as well as strengthen areas of weakness.
Words of Wisdom

PSMT/Student Teacher/Intern Dialogue

PSMT Observed for: ________________________________ Date: 
________________

Evidence and conditions:

Words of Wisdom offered to Student Teacher/Intern:

Reflection of the Student Teacher/Intern:
---SAMPLE---

Words of Wisdom

PSMT/Student Teacher/Intern Dialogue (Model)

PSMT Observed for: Management of transitions 3/14/11

Evidence and conditions: during the observation there were three transitions (directions to independent work, independent work back to whole class instruction and whole class instruction to lunch)

Martha did an excellent job of using the same signal to the class in each transition. Her wait time was long enough to accomplish the task. Her body language was calm and her voice firm. All students were compliant.

Words of Wisdom offered to Student Teacher/Intern as they enter teaching: When establishing your plan for transitions as you begin your own classroom, teach the children what a transition is and let them “bank” time for successful transitions until they earn a choice time as a class. This will give them lots of practice and make transitioning a valuable skill in the class. Let them know that a loss of five minutes a day is 25 minutes a week, which is 100 minutes a month, which is a half a day of lost learning. Let’s work smart!

Reflection of the Student Teacher/Intern: I didn’t realize that a loss of five minutes a day is so much. I have to make my organization plan work so that I have the most instructional time possible. Great feedback, Lucy!
Collaborative Assessment Log

The Collaborative Assessment Log (CAL) is used as a formative assessment and goal setting tool between the PSMT and the Practicum Teacher candidates and Student Teachers/Interns. The purpose of this tool is to assist the Teacher candidates and Student Teachers/Interns in the development of reflective practice. It is expected that the PSMT will ask key questions that will allow the Teacher candidate/ to explain their thinking and teaching behaviors as they set goals for future growth.

Procedures:

1. The CAL process is initiated for Practicum teacher candidates during the third week of their placement and continues bi-weekly. For Student Teachers/Interns, it is initiated during the second week and continues weekly.

2. CALs are recommended for use for instructional, managerial or professional goal setting and may be used as frequently as helpful for the development of the Teacher candidate/Student Teacher/Intern.

3. Copies of completed CALs should be kept by the PSMT and the Teacher candidate/Student Teacher/Intern and will be periodically discussed at the PSMT meetings and reviewed by the Site Facilitators.

4. The PSMT begins by asking a reflective question to initiate discussion. It is best if the question comes from the authentic work of the candidate but can be about the domains listed at the bottom of the CAL.

5. The Teacher candidate/Student Teacher/Intern identifies areas for growth and/or the PSMT can identify a topic. Both partners provide evidence of student learning, management or professional challenges and begin the reflective process.

6. The PSMT determines how she/he can provide support. Suggestions include modeling with guided questions, providing resources, visiting a specialist in the building for guidance and/or observation, providing a structured approach for scaffolding and guided practice, and scripting followed by debriefing.

7. Mutual goals and action steps are formulated through collaboration.

8. The Teacher candidate/Student Teacher/Intern works through the plan.

9. Follow-up and goal extensions are added if necessary

10. Goal attainment is the strongest basis for assessment.
# Pre-service Induction Program

**U.N.L.V. -- Collaborative Assessment Log**

*The Framework for teaching*

**NAME:** ___________________________  **MENTOR:** ___________________________

**GRADE LEVEL/ SUBJECT AREA:** ___________________________  **DATE:** ___________________________

Check all that apply:

- [ ] analyzing student work
- [ ] modeling lessons
- [ ] planning lesson
- [ ] conference
- [ ] discussing standards
- [ ] observing instruction
- [ ] problem solving
- [ ] reflecting
- [ ] using technology
- [ ] observing Veteran teacher
- [ ] providing resources
- [ ] developing/reviewing professional goals

<table>
<thead>
<tr>
<th>What's Working:</th>
<th>Current Focus—Challenge—Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-service Mentor's Next Steps:</th>
<th>Intern's Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_DUE:_ ___________________________  _goal met_ ___________________________  _goal in progress_ ___________________________  _goal not met_ ___________________________

_DUE:_ ___________________________  _goal met_ ___________________________  _goal in progress_ ___________________________  _goal not met_ ___________________________

### CHECK WHAT IS OBSERVED DURING COLLABORATIVE ASSESSMENT:

#### PP: Planning & preparation
- [ ] demonstrate knowledge of content & pedagogy
- [ ] demonstrate knowledge of students
- [ ] set instructional outcomes
- [ ] demonstrate knowledge of resources
- [ ] design student assessments

#### CE: Classroom Environment
- [ ] create an environment of respect & rapport
- [ ] establish a culture for learning
- [ ] manage classroom procedures
- [ ] manage student behavior
- [ ] organize physical space

#### IN: Instruction
- [ ] communicate with students
- [ ] use questions and discussion techniques
- [ ] engage students in learning
- [ ] use assessment in instruction
- [ ] demonstrate flexibility & responsiveness

#### PR: Professional Responsibilities
- [ ] reflect on teaching
- [ ] maintain accurate records
- [ ] communicate with families
- [ ] participate in a professional community
- [ ] grow and develop professionally
- [ ] show professionalism

Mentor signature________________________________________  Intern signature____________________________________

*Adapted from New Teacher Center, Santa Cruz*
Collaborative Assessment Log (CAL) Example

**Rationale:** To generate deeper understanding of teaching, learning, management and professionalism, and self-reflection on specific elements of the art of teaching. The goal of the CAL is to discover what is working, and why and how a lesson went the way it did. It serves to identify goals and action steps to overcome challenges and create a timeline for implementation.

**Site:**

Name of Student teacher/intern or P-

2: Mentor:

Date Completed:

<table>
<thead>
<tr>
<th>Quadrant 1: What is Working for Me?</th>
<th>Quadrant 2: What is Challenging for Me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Classroom environment, Instruction,</td>
<td>(Lesson preparation &amp; implementation, classroom management)</td>
</tr>
<tr>
<td>Professionalism)</td>
<td></td>
</tr>
<tr>
<td>Provide evidence for your claims</td>
<td>Provide evidence for your assertions</td>
</tr>
<tr>
<td>Only the student teacher/ intern or P-2 completes this quadrant.</td>
<td>Only the student teacher/ intern or P-2 completes this quadrant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 3: Questions/Suggestions for the Student teacher/ intern/P-2 to Reflect Upon</th>
<th>Quadrant 4: Goal(s) and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only the mentor completes this quadrant.</td>
<td>This quadrant is completed jointly by the mentor and student teacher/ intern/P-2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Helpful Starting Prompts for Quadrants 1 and 2**

**CLASSROOM ENVIRONMENT:**

- As you began your lesson, how did you know that the students were ready to learn?
- Describe the classroom during instruction. What were you doing? What were students doing?
- How did the discussion lead to the understanding/results that you anticipated?
- How did you respond to students during instruction?
- Was the noise level in the room acceptable to you and your students?
- During transitions, did students know what was expected of them? Think about what you saw happening, what your directions were, and the students’ response.
- Did transitions take place in the time allowed? Why or why not?
- Was there an academic closure to instruction or simply stopping work and/or collecting papers? What might be an effective plan for transitioning to an effective closure?
INSTRUCTION:

What evidence do you have that you met lesson objectives?
What evidence do you have that all students achieved the same level of success with the lesson?
Were directions clear when students were working on assignments?
What strategies were different for small group instruction than for whole group instruction? Did you get different results?
Did you tailor homework to diverse learning styles? Do you have evidence that the homework was appropriate? Did students complete the homework? Why or why not?
How did you plan for the questions you used to guide a discussion? Did students respond as you expected? Why or why not?
In lesson planning, do you address multiple modalities? Which modalities do you use or focus on?
When lesson planning, did you address accommodations/modifications for students with IEPs? How?
What ELL strategies did you incorporate to help students understand vocabulary?
How did formative assessments during this lesson give you data to plan the next lesson?
How closely did you follow your lesson plan? Did you have to modify it during the lesson? Why?
What do you think was the most effective and ineffective part of this lesson? Why?
Were your materials, visual aids, technology appropriate to this lesson? Why or why not?

PROFESSIONALISM (ADDRESS ANY THAT APPLY SINCE THE PREVIOUS CAL):

What are some of the approaches you use when addressing students? Do they work?
   How have you tried to adjust your approaches to achieve desired outcomes?
During parent conferences, did you ask about their needs? Were those needs addressed? How do you know? What can you do to make conferences more effective?
What observations did you make during grade level and department meetings?
What challenges do you face when dealing with office and administrative personnel?
How does your timeliness affect operations and the professionalism of others?
When speaking with faculty/administrators/parents/students are you cognizant of their body language? Are you cognizant of your body language?
Collaborative Assessment Log (CAL) Example

Rationale: To generate deeper understanding of teaching, learning, management and professionalism, and self-reflection on specific elements of the art of teaching. The goal of the CAL is to discover what is working, and why and how a lesson went the way it did. It serves to identify goals and action steps to overcome challenges and create a timeline for implementation.

Site: J.C. Fremont PDMS  
Name of Student teacher/ intern or P-2: Joe Bag o’ Donuts  
Mentor: Star Teacher  
Date Completed: Start on Wednesday

<table>
<thead>
<tr>
<th>Quadrant 1: What is Working for Me? (Classroom environment, Instruction, Professionalism) Provide evidence for your claims</th>
<th>Quadrant 2: What is Challenging for Me? (Lesson preparation &amp; implementation, classroom management) Provide evidence for your assertions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only the student teacher/ intern or P-2 completes this quadrant. -Great rapport w/students-greet @ door, smiles, jokes -Warm-ups-use to review homework &amp; revisit prior learning -Use of proximity-promotes on-task behavior</td>
<td>Only the student teacher/ intern or P-2 completes this quadrant. -Lesson start time-takes 4 minutes to get students on task -Want to use more writing in warm-ups: currently just doing short answer questions -Proximity doesn’t work for some students-some students remain off-task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 3: Questions/Suggestions for the Student teacher/ intern/P-2 to Reflect Upon Only the mentor completes this quadrant.</th>
<th>Quadrant 4: Goal(s) and Action Steps</th>
</tr>
</thead>
</table>
| -Have writing prompt on board when students enter and have them start journaling as soon as they are seated. Use this time to take attendance. -Find out why some students always seem to be off-task. Are they engaged in the lesson? Do you need to differentiate your instruction or assignment? | This quadrant is completed jointly by the mentor and student teacher/ intern/P-2  
Goal(s): Involve perpetually off-task students in lessons  
Action Steps:  
1) Identify students perpetually off-task  
2) Check if they have an IEP, behavior plan, or are ELLs  
3) Identify their primary learning style  
4) Tailor your teaching style and their assignments to their primary learning style  
Estimated Completion Date: Review the progress you’re making in 1 week. Let’s try for full implementation in 10 days. |
### Site: Fremont Middle School

Name of Student teacher/ intern or P-2: **Aspiring Einstein**

Mentor: **Star Teacher**

**Date Completed:** Start on Wednesday

<table>
<thead>
<tr>
<th>Quadrant 1: What is Working for Me? (Classroom environment, Instruction, Professionalism)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence for your claims</td>
</tr>
<tr>
<td>Only the student teacher/ intern or P-2 completes this quadrant.</td>
</tr>
<tr>
<td>-I know &amp; understand the curriculum I’m a doctoral candidate in theoretical mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 2: What is Challenging for Me? (Lesson preparation &amp; implementation, classroom management)</th>
</tr>
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<tbody>
<tr>
<td>Provide evidence for your assertions</td>
</tr>
<tr>
<td>Only the student teacher/ intern or P-2 completes this quadrant.</td>
</tr>
<tr>
<td>-Students don’t understand what I’m telling them—they always say “I don’t get it”</td>
</tr>
<tr>
<td>-Students don’t pay attention when I’m lecturing students are talking, doodling, or writing notes</td>
</tr>
<tr>
<td>-I have to keep getting students’ attention—stop content instruction to get the students compliant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 3: Questions/Suggestions for the Student teacher/ intern/P-2 to Reflect Upon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only the mentor completes this quadrant.</td>
</tr>
<tr>
<td>-How much do these students know about basic algebra?</td>
</tr>
<tr>
<td>-Are you scaffolding instruction on their prior learning?</td>
</tr>
<tr>
<td>-Are you teaching vocabulary? Do your students know the meaning of the terms you’re using?</td>
</tr>
<tr>
<td>-Why do you think students are off-task?</td>
</tr>
<tr>
<td>-How can you differentiate your teaching style avoid lecturing?</td>
</tr>
<tr>
<td>-Why do you think students are off-task? Is it more important for you to have compliant students or engaged students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 4: Goal(s) and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal(s):</strong> Involve students in your lessons so that instruction becomes meaningful</td>
</tr>
</tbody>
</table>

**Action Steps:**
1) Pre-test students before starting a lesson to determine their existing knowledge level
2) Design your lessons so they scaffold on what students know
3) Develop and use understandable visual aids to illustrate your points
4) Implement “Tiered Vocabulary Instruction”
5) Meet with the ELL facilitator and schedule yourself for training on ELL strategies
6) Meet with SPED coordinator and schedule yourself for training on effective strategies for students with learning disabilities
7) During daily prep period, observe teacher X, Y, and Z and observe their instruction styles and classroom management. Keep a written journal for my review

**Estimated Completion Date:**
-Steps 1, 2, and 3: Implement immediately
-Step 4: Implement within 3 school days
-Step 5 and 6: Coordinate this immediately and inform me of training dates
-Step 7: Begin the next day
Assessment Responsibilities of the PSMT:

1. Complete CALs bi-weekly for Practicum Teacher candidates, and weekly for Student Teachers/Interns.
2. Meet with the UNLV Site Facilitator bi-weekly; meet more frequently if necessary
3. Complete Professional Dispositions form for Practicum teacher candidates and submit online*
4. Complete a Midterm Performance Evaluation and submit it online
5. Complete a Final Performance Evaluation and submit it online
6. Provide a grade recommendation to the UNLV Site Facilitator

*When you begin your duties as a PSMT, you will be asked to provide your interact email address to the Practicum teacher candidate. Once this is submitted to UNLV, an account will be established and you will receive a Login and Password (which you can change) to access the necessary forms on the Advising and Field Placement Center website:
http://education.unlv.edu/ofer

The website provides information and contains links to all of the necessary documents. The documents are also included in this Handbook.

The Site Facilitator should be equipped to answer your questions and address any concerns. You may also contact Mrs. Lois Paretti, Interim Coordinator of Field Experiences:

E-mail: Lois.Paretti@unlv.edu

Voice: 702.895.3095
Site Facilitator
**Role of the Site Facilitator**

As a Site Facilitator (SF) you are the link between the school site where the Practicum Teacher candidate/Student Teacher/Intern is placed and UNLV. Your mentoring of the Practicum Teacher candidate/Student Teacher/Intern is a vital component in the development of their content and pedagogical knowledge, their skill in using this knowledge in planning and implementing instruction, and their dispositions toward students and the teaching/learning process. In addition, your coaching of the Pre-Service Mentor Teacher (PSMT) is essential. The Practicum Teacher Candidate/Student Teacher/Intern and PSMT will look to you for guidance, assistance, and encouragement.

*How the Site Facilitator Role Has Changed*

<table>
<thead>
<tr>
<th>Past UNLV Supervisor</th>
<th>Present UNLV Site Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed and evaluated students</td>
<td>Support Mentor Teachers as the primary evaluators of students</td>
</tr>
<tr>
<td>Informally connected with teachers</td>
<td>Holds bi-weekly mentor meetings for support and technical assistance</td>
</tr>
<tr>
<td>Problem solved with administrators</td>
<td>Meets with administration to share training programs, placements, planning and program evaluation</td>
</tr>
<tr>
<td>Served as resource as needed</td>
<td>Conducts weekly seminars with students</td>
</tr>
<tr>
<td>Informally connected with the UNLV Office of Field Experiences</td>
<td>Meets regularly at UNLV for training and planning</td>
</tr>
</tbody>
</table>
Responsibilities during the Practicum teacher candidate semester:

- Check the Advising and Field Placement website, [http://education.unlv.edu/afp/](http://education.unlv.edu/afp/) for updates and important information, including deadlines, forms and the course syllabus
- Review the syllabus
- Review the calendar and due dates
- Contact Practicum teacher candidates and introduce yourself before the semester begins (before they attend the school site)
- Attend the Orientation for the Practicum teacher candidates on the UNLV campus
- Conduct an orientation for the PSMT faculty, including a school site administrator
- Choose a lead mentor teacher at the school site (if possible)
- Establish a bi-weekly meeting schedule
- Support the Practicum teacher candidates’ demonstration of Professional Dispositions
- Support implementation of the co-teaching model for all participants
- Support implementation of the Collaborative Assessment Log (CAL) as a formative assessment tool
- Assist the PSMT in completing the Performance Evaluation
- Assist the PSMT as needed in submitting forms online and review the submissions
- Support Practicum teacher candidates and PSMTs as a resource and facilitator
- Monitor the progress of the Practicum teacher candidates and contribute your recommendation for the final grade
- Communicate any matter of concern to the school site administrator and the Coordinator of Field Experiences
- Attend Site Facilitator meetings on campus
Responsibilities during the Student teaching/ internship semester:

- Check the Advising and Field Placement Center website, http://education.unlv.edu/afp/, for updates and important information, including deadlines, forms and the course syllabus
- Review the syllabus
- Review the calendar and due dates
- Establish bi-weekly meeting schedule for PSMTs
- Establish weekly 2-hour seminar meeting schedule for Student Teachers/ Interns
- Support implementation of the co-teaching model for all participants
- Support implementation of the Collaborative Assessment Log (CAL) as a formative assessment tool
- Assist the PSMT in completing the Performance Evaluation
- Assist the PSMT as needed in submitting forms online and review the submissions
- Assist in scheduling the three week period when the Student Teacher/ Intern assumes the role of lead-teacher
- Support Practicum Teacher candidates and PSMTs as a resource and facilitator
- Monitor the progress of the Student Teacher/ Intern and contribute your recommendation for the final grade to the Coordinator of Field Experiences
- Communicate any matter of concern to the school site administrator and the Coordinator of Field Experiences
- Attend Site Facilitator meetings on campus

Contact Mrs. Lois Paretti, Coordinator of Field Experiences, if you have any questions or concerns:

E-mail: Lois.Paretti@unlv.edu

Voice: 702.895.3095
Documents and Forms
Office of Field Experiences

Absence Form

Name: _____________________________________________

Date of Absence: _________________________________

Date, Time and Name of Person(s) Notified:

School contact: __________________________________

Mentor Teacher: _________________________________

Site Facilitator: _________________________________

Make-up Date: _________________________________

School: _______________________________________

Site Facilitator: _________________________________

Signature of Site Facilitator: .................. .......... 

Date: .................. ..................
Pre-service Induction Program  U.N.L.V. -- Collaborative Assessment Log

The Framework for teaching

NAME:______________________________  MENTOR:______________________________

GRADE LEVEL/ SUBJECT AREA:_________________________  DATE:____________________

Check all that apply:
☐ analyzing student work  ☐ modeling lessons  ☐ planning lessons  ☐ conference
☐ discussing standards  ☐ observing instruction  ☐ problem solving  ☐ reflecting
☐ using technology  ☐ observing Veteran teacher  ☐ providing resources  ☐ developing/reviewing professional goals

<table>
<thead>
<tr>
<th>What's Working:</th>
<th>Current Focus– Challenge– Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Pre-service Mentor’s Next Steps:  Intern’s Next Steps:

| DUE:_________________________  goal met ______ goal in progress ______ goal not met ______ |
| DUE:_________________________  goal met ______ goal in progress ______ goal not met ______ |

CHECK WHAT IS OBSERVED DURING COLLABORATIVE ASSESSMENT:

PP: Planning & preparation
☐ demonstrate knowledge of content & pedagogy
☐ demonstrate knowledge of students
☐ set instructional outcomes
☐ demonstrate knowledge of resources
☐ design student assessments

CE: Classroom Environment
☐ create an environment of respect & rapport
☐ establish a culture for learning
☐ manage classroom procedures
☐ manage student behavior
☐ organize physical space

In: Instruction
☐ communicate with students
☐ use questions and discussion techniques
☐ engage students in learning
☐ use assessment in instruction
☐ demonstrate flexibility & responsiveness

PR: Professional Responsibilities
☐ reflect on teaching
☐ maintain accurate records
☐ communicate with families
☐ participate in a professional community
☐ grow and develop professionally
☐ show professionalism

Mentor signature________________________________________  Intern signature______________________________________

*Adapted from New Teacher Center, Santa Cruz
Office of Field Experiences  
Community Service Log

Name: ____________________________________________

School: __________________________________________

Site Facilitator: ____________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Hours</th>
<th>Signature</th>
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<tbody>
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<td>Date</td>
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</table>

### UNLV/Department of Teaching & Learning

#### Elementary Lesson Plan Rubric

*Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards is indicated for each component.*

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Level 3—Target</th>
<th>Level 2—Acceptable</th>
<th>Level 1—Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Standards <em>(INTASC 1, 7)</em></td>
<td>Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
<td>Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
<td>Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
</tr>
<tr>
<td>2. Teaching Model <em>(INTASC 6, 7, 8)</em></td>
<td>Teaching model listed matches syllabus requirement.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Objectives <em>(INTASC 4, 5)</em></td>
<td>Objectives are appropriately sourced from district curriculum documents *(if possible) and meet all of the &quot;SMART&quot; objective descriptors.</td>
<td>Objectives are appropriately sourced from district curriculum documents *(if possible) and meet most of the &quot;SMART&quot; objective descriptors.</td>
<td>Objectives are appropriately sourced from district curriculum documents *(if possible) and meet few of the &quot;SMART&quot; objective descriptors.</td>
</tr>
<tr>
<td>4. Materials &amp; Resources <em>(INTASC 3, 7)</em></td>
<td>Describes all of the materials and resources required.</td>
<td>Describes most of the materials and resources required.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td>5. Instructional Procedures <em>(INTASC 3, 4, 5, 6, 7, 8)</em></td>
<td>a. Motivation/Engagement</td>
<td>Addresses all of the elements of an introduction—establish set, define time, quiet signal, &quot;hook,&quot; motivational techniques, and links to prior knowledge.</td>
<td>Addresses most of the elements of an introduction—establish set, define time, quiet signal, &quot;hook,&quot; motivational techniques, and links to prior knowledge.</td>
</tr>
<tr>
<td>b. Activities &amp; Experiences</td>
<td>Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated.</td>
<td>Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated.</td>
<td>Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated.</td>
</tr>
<tr>
<td>c. Closure</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>d. Extension &amp; Contingency</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>
</tr>
</tbody>
</table>

Revised September 15, 2013
<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Level 3—Target</th>
<th>Level 2—Acceptable</th>
<th>Level 1—Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Modifications &amp; Accommodations (INTASC 2, 3, 6, 7)</td>
<td>Provides at least two reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.</td>
<td>Provides at a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.</td>
<td>Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.</td>
</tr>
<tr>
<td>7. Assessment (INTASC 1, 2, 6, 7)</td>
<td>Meets all of the requirements as detailed in the lesson description and based on field experience level: (follows teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets most of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets few of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
</tr>
<tr>
<td>8. Homework (INTASC 6, 7)</td>
<td>Meets all of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets most of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets few of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
</tr>
<tr>
<td>9. Reflection—if taught in field experience (INTASC 9)</td>
<td>In-depth notes relating to strengths, challenges and insights of the lesson plan as well as suggested modifications for future replication.</td>
<td>Notes relating to challenges, strengths, challenges and insights of the lesson plan and suggested improvements for future replication.</td>
<td>Superficial notes relating to either strengths, challenges and insights of the lesson and/or suggested improvements 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 instruction and evaluation of learning.</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 delivery of instruction and evaluation of learning.</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 delivery of instruction and evaluation of learning.</td>
</tr>
</tbody>
</table>

Revised September 16, 2013
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
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. **Instructonal 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 you will 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 Lemov, 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.
If you are in Practicum 2 and Internship, your formal lessons must include the detailed assessment of student work included here:

**Formative Assessment:**
- Use of student artifact
  1. Item analysis/Attach sample of student work
  2. Teaching strategy used
  3. Next steps/new effective re—teaching strategy
  4. Results of next steps
  5. Reflection about your teaching approach and implications for future practice

**Summative Assessment:**
- Describe method for summatively assessing students
  1. Summative assessment of achievement based on objective
  2. Have students achieved desired objectives?
  3. Have you used effective questioning techniques to promote critical thinking?
  4. Did you use a variety of assessments in order to accommodate different learning styles?

Data collection procedures for formative and summative assessments may include observations, interviews, graphic organizers, performances, products, tests, drawings, written communications, etc. Be sure to specify how you will collect the data and what data you plan to collect. For example, if you plan to "observe" students, be sure to identify what you are looking for and create a checklist for record—keeping purposes. If you plan to interview them, develop your questions. If you plan to assess an activity, product or writing, develop a rubric.

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 and insights.

ASW – Analysis of Student Work for a single student – EDEL 323 Course Requirement

After completing the entire lesson (including reflection and feedback from mentor), work individually with your ASW student and complete the following steps:
### College of Education

#### Field Experience Performance Evaluation

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Special Education</th>
<th>Sports Education Leadership</th>
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</thead>
<tbody>
<tr>
<td>Practicum II/</td>
<td>Elementary</td>
<td>Secondary</td>
<td>Special Education</td>
<td>Early Childhood</td>
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<tr>
<td>Pre-Student Teaching</td>
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<tr>
<td>Student Teaching</td>
<td>Elementary</td>
<td>Secondary</td>
<td>Special Education</td>
<td>Early Childhood</td>
</tr>
</tbody>
</table>

| Student: ___________________________ | Cooperating Teacher: ___________________________ | CT □ |
| School: ___________________________ | Grade: ______ Room#: ____________ | |
| UNLV Supervisor: __________________ | Semester: __________ Observation #: ____________ | S □ |
| Subject: ________________________ | Lesson Topic: ___________________________ | ST □ |
| Check all that apply: Integrated Lesson: ______ Midterm Grade ______ Final Grade ______ |

#### Planning and Preparation

<table>
<thead>
<tr>
<th>Goals/Objectives Written</th>
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<tbody>
<tr>
<td>Based on Prior Knowledge</td>
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<tr>
<td>Materials/Equipment</td>
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<tr>
<td>Differentiated Instruction</td>
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<tr>
<td>Procedures and Activities</td>
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<tr>
<td>Assessment Component</td>
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#### UNLV Rating

#### Comments and Recommendations

#### Learning Environment

<table>
<thead>
<tr>
<th>Classroom Expectations</th>
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<tbody>
<tr>
<td>Efficient Activities and Routines</td>
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<tr>
<td>Classroom Management/Monitors Student Behavior</td>
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<tr>
<td>Builds Positive Self Concept</td>
</tr>
<tr>
<td>Proactive Discipline</td>
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<tr>
<td>Interactions with Students</td>
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<tr>
<td>Cultural Diversity</td>
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</table>

#### Instruction

<table>
<thead>
<tr>
<th>Introduces Lesson and States Objectives</th>
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<tbody>
<tr>
<td>Content Knowledge</td>
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<tr>
<td>Directions and Explanations</td>
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<tr>
<td>Procedures and Activities</td>
</tr>
<tr>
<td>Use of Materials/Equipment</td>
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<tr>
<td>Student Involvement</td>
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<td>Effective Pacing</td>
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<tr>
<td>Smooth Transitions</td>
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<tr>
<td>Ongoing Assessment</td>
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<tr>
<td>Accommodates Individual Needs</td>
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<tr>
<td>Evaluation of Lesson</td>
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#### Professional Dispositions

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<th>Professional Appearance</th>
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<td>Punctuality/Attendance</td>
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<td>Self-Initiative/Independence</td>
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<tr>
<td>Reliability/Dependability</td>
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<td>Collegiality</td>
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<tr>
<td>Receptive to Feedback</td>
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<td>Ability to Reflect on Performance</td>
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<td>Interpersonal Skills</td>
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<td>Tacq/Judgment</td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>Oral Expression</td>
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Evaluator signature
Print name
Student signature
Print name

**Rating Scale:**

- **UNLV**
  - 3: Target
  - 2: Acceptable
  - 1: Unacceptable
  - 0: Not Evident
  - NA: Not Applicable

**CCSD Confidential**
- 3
- 2
- 1
- 0
- NA
<table>
<thead>
<tr>
<th>INTASC</th>
<th>FIELD EXPERIENCE OBSERVATION REPORT</th>
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<tbody>
<tr>
<td>4.7</td>
<td>PLANNING AND PREPARATION</td>
</tr>
<tr>
<td></td>
<td>GOALS/OBJECTIVES WRITTEN: concise, legible, realistic, matches school curricular goals, desired performance is identified, reason for learning is stated, related to student interests and cultural diversity and creates meaningful experiences.</td>
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<tr>
<td></td>
<td>BASED ON PRIOR KNOWLEDGE: lesson builds on previous planning and prior knowledge, identifies supporting evidence and involves continuity.</td>
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<td>PROCEDURES AND ACTIVITIES: match objectives, logically sequenced, age/ability appropriate, bridge to past and future learning, include extension activity and includes a variety of modes and materials.</td>
</tr>
<tr>
<td></td>
<td>MATERIALS AND EQUIPMENT: appropriate and sufficient quantity, available, distribution/collection strategy stated</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT COMPONENT: matches objectives, assesses through guided and independent practice, criterion for successful completion clearly established, evidence of accurate record keeping and takes into consideration individual differences</td>
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<tr>
<td>1.2.3</td>
<td>LEARNING ENVIRONMENT</td>
</tr>
<tr>
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<td>CLASSROOM EXPECTATIONS: maintains clear, reasonable, and firm work standards and time lines</td>
</tr>
<tr>
<td></td>
<td>EFFICIENT ACTIVITIES AND ROUTINES: materials and equipment passed out smoothly, smooth movement between activities, those responsible for housekeeping already identified, handles completed work with ease, avoids wasted time</td>
</tr>
<tr>
<td></td>
<td>MONITOR STUDENT BEHAVIOR: states rules early, reviews when needed, effective attention getting devices, uses nonverbal techniques effectively, consistent in setting limits, intervenes at appropriate times, misconduct stopped easily, subtle and quiet management</td>
</tr>
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<td></td>
<td>BUILDS POSITIVE SELF-CONCEPT: positive manner in giving feedback, sensitive to individual problems, consistent in correcting behavior, positive orientation to discipline, shows appreciation of effort, lowers anxiety levels, controls class reaction to misconduct</td>
</tr>
<tr>
<td></td>
<td>PROACTIVE DISCIPLINE: consistently follows through with consequences; recognizes/responds to inappropriate behavior, effective attention getting devices, uses non-verbal techniques effectively, deals with problems quickly and quietly, subtle and quiet management</td>
</tr>
<tr>
<td></td>
<td>INTERACTIONS WITH STUDENTS: knows student names, encourages student self-respect, takes into consideration individual differences related to culture, learning styles, levels of achievement, and experiences, acknowledges students’ responses and questions, promotes cooperative relationships among students, guides and encourages the development of student self-responsibility; involves students in planning, allows small group interaction, students work independently, open communication with students who need help with self-direction</td>
</tr>
<tr>
<td>1.2.3</td>
<td>INSTRUCTION</td>
</tr>
<tr>
<td>4.5.6.</td>
<td>INTRODUCES LESSON AND STATES OBJECTIVES: introduced lesson with clearly stated objective, restated periodically, reviewed at end of lesson, includes what and why of objective</td>
</tr>
<tr>
<td>8</td>
<td>CONTENT KNOWLEDGE: demonstrates knowledge of lesson content; able to answer student questions and effectively questions students to expand lesson objectives; relates lesson to other curricular areas</td>
</tr>
<tr>
<td></td>
<td>DIRECTIONS AND EXPLANATIONS: clear, concise, aware of student understanding, consistently states behavioral expectations</td>
</tr>
<tr>
<td></td>
<td>PROCEDURES AND ACTIVITIES: begins lesson promptly, conducts beginning/ending review, maintains focus, provides for modeling and practice, circulates and assists, easy flow between activities, probes answers, requires reasoning ad has a formal opening and closing</td>
</tr>
<tr>
<td></td>
<td>USE OF MATERIALS AND EQUIPMENT: suitable, ready to use, distribution/collection strategy enforced, used easily by students</td>
</tr>
<tr>
<td></td>
<td>STUDENT INVOLVEMENT: high on-task rate, high completion rate, changes activities at appropriate times, willing to change/delete activity if inappropriate, uses students to give examples and clarify, balance of participation among high, average and low achievers, effective use of wait time, involves those not inclined to participate, incorporates higher level thinking</td>
</tr>
<tr>
<td></td>
<td>SMOOTH TRANSITIONS: makes smooth transitions between tasks</td>
</tr>
<tr>
<td></td>
<td>ONGOING ASSESSMENT: assesses students on a daily basis using a variety of assessment techniques; solicits feedback often, students informed when feedback is appropriate, recognizes incorrect feedback and clarifies, identifies those who know and do not know lesson material</td>
</tr>
<tr>
<td></td>
<td>ACCOMMODATES INDIVIDUAL NEEDS: provides for reteaching, remediation, and practice when necessary, provides enrichment</td>
</tr>
<tr>
<td></td>
<td>EVALUATION OF LESSON: reflective regarding outcome of lessons and activities in relationship to self and students to help improve future teachings and interactions</td>
</tr>
<tr>
<td>9.10</td>
<td>PROFESSIONAL RESPONSIBILITIES:</td>
</tr>
<tr>
<td></td>
<td>Documents self-assessment/accepts criticism: solution oriented vs. excuse oriented, initiates self-evaluation, reflective and realistic in self-analysis, accepts criticism with poise, solicits suggestions</td>
</tr>
</tbody>
</table>

58
# College of Education

## Field Experience Performance Evaluation

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>o Pre-Student Teaching</td>
<td></td>
<td>o Student Teaching</td>
<td>o Elementary o Secondary o Special Education o Early Childhood o Sports Education Leadership</td>
</tr>
</tbody>
</table>

Student: ___________________________  
UNLV Supervisor: ____________________  
Mentor Teacher: ____________________  
Grade: ___________________________  
Room #: ___________________________

## I. Planning and Preparation

<table>
<thead>
<tr>
<th>UNLV</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Evident</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NE</td>
<td>NE</td>
<td></td>
</tr>
</tbody>
</table>

**Goals/ Objectives Written**  
Goals are realistic and desired performance is identified in a way that permits viable assessment methods. Goals are communicated in a way that establishes high expectations, and match school curricular goals. Student initiative in establishing meaningful learning is evident. Goals are related to student interests and cultural diversity.

Realistic goals and desired performance is identified. Matches school curricular goals, and reason for learning is stated. Related to student interests and cultural diversity. Goals represent creation of meaningful learning experiences.

Generally, goals are not realistic/ desired performance is not identified. Goals do not match school curricular goals/ no reason for learning is stated. Goals are not suitable for the class/ reflect only one type of learning. Did not create a meaningful learning experience and communicated generally low expectations.

**Based on Prior Knowledge**  
Teacher actively builds on previous planning and prior knowledge including identification of, seeking causes for, and correcting student misunderstanding. Identifies and uses supporting evidence and involves continuity.

Teacher builds on previous planning and prior knowledge. Identifies supporting evidence and involves continuity.

Teacher displays little or inconsistent understanding of prerequisite knowledge. Lesson does not build on previous planning or prior knowledge. Little or no evidence of continuity.

**Materials/ Equipment**  
Teacher actively seeks/ creates age appropriate resources outside of the classroom to purposefully enhance instruction and support instructional goals, clear systematic and organized distribution/ collection is stated.

Materials are age appropriate and of sufficient quantity/ quality, support instructional goals, are available and ready to use, and a distribution/collection strategy is stated.

Materials are not normally age appropriate; do not support instructional goals, little or no planning for availability or distribution/ collection strategy stated.

**Procedures and Activities**  
Procedures are highly relevant to students and instructional objectives and are age/ability appropriate. Extension activity, modes of instruction and materials are consistent with professional research. There is a clear bridge to past and future learning.

Procedures match objectives, are logically sequenced, are ageability appropriate, include an extension activity. A variety of modes and materials are used. There is a clear bridge to past and future learning.

Procedures do not directly match objectives, are not logically sequenced, and/or are not age/ability appropriate, no extension activity. Little or no variety of modes/ materials used. Connection between past and future learning is not readily evident.

**Assessment Component**  
Students are aware of how they are meeting the established standards and participate in planning the next steps. Assessment matches objectives, criteria and standards are clear, and have been clearly communicated to students. Accurate record keeping of formative as well as summative assessments including consideration for individual differences.

Assessment matches objectives and criterion for successful completion is clearly established. Assessment through guided and independent practice. Accurate record keeping and takes into consideration individual differences.

Assessment does not match and/or criterion for successful completion is not established or is vague. Little or no assessment through guided and independent practice. Inaccurate or no record keeping and/or does not take into consideration individual differences.

---

Total
## II. Learning Environment

<table>
<thead>
<tr>
<th>UNLV</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Applicable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Expectations</strong></td>
<td>Work standards are clear and reasonable to all students and have been developed with student participation including implementation of a clear, concise time line that is easily understood by students.</td>
<td>Maintains clear, reasonable, and firm work standards. A time line has been developed and implemented.</td>
<td>Expectations are not clear and/or are not reasonable; little or no work standards or time line are evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Efficient Activities and Routines</strong></td>
<td>Transitions and routines are seamless Systems for performing duties are well established with students assuming some responsibility for efficient operation.</td>
<td>Efficient movement between activities, materials and equipment passed out smoothly. Handles completed work with ease and avoids wasted time.</td>
<td>Movement between activities is inefficient and/or distribution of materials and equipment is unorganized. Much time is lost during transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitor Student Behavior</strong></td>
<td>Student participation in creation of rules, limits, and consequences. Highly effective classroom management; effective use of attention getting devices and nonverbal techniques are used effectively.</td>
<td>States rules early, sets clear consistent limits, uses effective attention getting devices, uses nonverbal techniques effectively, intervenes at appropriate times, misuses stopped easily, subtle and quiet management approach.</td>
<td>Rules are not stated, does not set clear consistent limits, use of ineffective attention getting devices, nonverbal techniques are used inappropriately, and/or has difficulty managing classroom and misconduct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Builds Positive Self Concept</strong></td>
<td>Feedback is ongoing, positive, and meaningful. Genuine sensitivity and appreciation for effort and individual differences is evident.</td>
<td>Feedback is given in a positive manner, with sensitivity given to individual problems; an appreciation for effort is evident. Consistent in correcting behavior.</td>
<td>Feedback is nonexistent, ineffective, and/or inappropriate with little or no sensitivity to individual problems. Inconsistent in correcting behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proactive Discipline</strong></td>
<td>Discipline is preventive, limits are consistent, effective use of attention getting devices and nonverbal techniques are used effectively. Students accept responsibility for their own behavior and politely monitor their peers’ behavior.</td>
<td>Consistently follows through with consequences, recognizes/responds to inappropriate behavior in an appropriate and timely manner, use of effective attention getting devices, and uses non-verbal techniques effectively.</td>
<td>Inconsistent in following through with consequences, does not recognize or respond to inappropriate behavior in an appropriate timely manner. Generally ineffective attention getting devices/ use of nonverbal techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interactions with Students</strong></td>
<td>Teacher demonstrates genuine caring and respect for students as individuals including aiding in the development of self-respect and self-responsibility in students. Students are actively and cooperatively involved in planning. Open communication between students and teacher and mutual respect is evident.</td>
<td>Encourages self-respect and guides development of self-responsibility in students. Takes into consideration individual differences. Acknowledges responses and questions, promotes cooperative relationships, and involves students in planning.</td>
<td>Respectful environment is not evident, little or no guidance in the development of self-respect/self-responsibility in students. Generally insensitive to individual differences. Does not acknowledge responses/questions or promote cooperative relationships and/or does not involve students in planning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## III. Instruction

<table>
<thead>
<tr>
<th>UNLV</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Applicable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>Introduces Lesson and States Objectives</td>
<td>Introduction and objectives are expressive and are effective at gaining attention; communicated at students' level including a clear and meaningful purpose for learning.</td>
<td>Introduced lesson with clearly stated objective, restated periodically and reviewed at the end of the lesson, and includes what/why of the objective.</td>
<td>Lesson not introduced and/or did not clearly state the objective, not restated or reviewed, does not include what/why of the objective.</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Content Knowledge</td>
<td>Demonstrates extensive content knowledge, with evidence of continuing pursuit of such knowledge; able to answer student questions and/or use outside resources to find answers; uses effective questioning techniques to expand lesson objectives; relates lesson to other curricular areas.</td>
<td>Demonstrates solid knowledge of lesson content; answers students questions, uses effective questioning techniques to expand lesson objectives; relates lesson to other curricular areas.</td>
<td>Teacher makes content errors or does not correct content errors students make, is not able to answer student questions, uses generally ineffective questioning techniques, and cannot readily articulate connection of lesson to other curricular areas.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Directions and Explanations</td>
<td>Clear and concise directions/explanations, anticipates possible misunderstanding, and is aware of understanding.</td>
<td>Gives clear and concise directions/explanations. Is aware of student understanding.</td>
<td>Directions/explanations are vague and/or confusing. Little or no awareness of student understanding.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Procedures and Activities</td>
<td>Lesson structure is highly coherent with seamless transitions including introduction, practice, review, and closing. Students are involved in instructional choices, initiate discussion/questions, and take responsibility for their learning.</td>
<td>Begins lesson promptly, conducts beginning/ending review and formal opening and closing, maintains organization and focus, provides for modeling and practice, circulates and assists, easy flow between activities.</td>
<td>Little or no beginning/ending review or formal opening and closing, no maintenance of organization or focus, does not provide modeling or practice, does not provide assistance, and/or activities are disconnected.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Use of Materials/Equipment</td>
<td>Teacher actively seeks and implements other suitable resources to purposefully enhance instruction, clear systematic and organized distribution/collection, are ready for use and are used easily by students.</td>
<td>Materials/equipment are suitable, ready to use, distribution/collection strategy enforced, used easily by students.</td>
<td>Materials/equipment are not suitable, not ready to use, no strategy for distribution/collection, generally difficult to use.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Student Involvement</td>
<td>Students are cognitively engaged in activities, on-task, and are productive; students initiate or adapt activities to enhance their own learning. Safe learning environment in which students are comfortable participating and the students themselves ensure that all voices are heard.</td>
<td>High on-task rate, high completion rate, changes activities at appropriate times, willing to change/delete activity if inappropriate, uses students to give examples and clarify, balance of participation among high, average and low achievers, effective use of wait time, involves those not inclined to participate, incorporates higher level thinking.</td>
<td>Does not take steps to involve students and changes activities inappropriately, students are not normally on task and/or did not complete task, little or no balance of participation between students, generally ineffective use of wait time, does not incorporate higher level thinking.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Effective Pacing</td>
<td>Pacing is appropriate for all students including time for reflection and conclusion.</td>
<td>Paces lessons for productive and efficient use of classroom time.</td>
<td>In general, does not effectively pace lesson for productive and efficient use of time.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Smooth Transitions</td>
<td>Transitions between tasks are seamless.</td>
<td>Makes smooth transitions between tasks.</td>
<td>Transitions are nonexistent and/or inappropriate</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ongoing Assessment</td>
<td>Students are aware of how they are meeting the established standards and participate in planning the next steps; students are able to make use of teacher feedback in their learning. Assessment criteria and standards are clear and have been clearly communicated to students.</td>
<td>Assesses students on a daily basis using a variety of assessment techniques; solicits feedback often, students informed when feedback is appropriate, recognizes incorrect feedback and clarifies, identifies student understanding.</td>
<td>Uses little or no ongoing assessment techniques, does not give appropriate feedback or recognize incorrect feedback, is unable to identify student understanding.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Accommodates Individual Needs</td>
<td>Seeks effective approaches/accommodations for students who need extra help, successful in making quick adjustments to lesson(s). Re-teaching is not repeating of the initial lesson.</td>
<td>Provides for re-teaching, remediation, and practice when necessary, provides enrichment.</td>
<td>Does not readily provide for re-teaching, remediation, or practice. Little or no enrichment provided.</td>
<td></td>
</tr>
</tbody>
</table>
### IV. Professional Dispositions

<table>
<thead>
<tr>
<th>UNLV</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Applicable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Appearance</td>
<td>Exceeds expectations for professionalism in the classroom in dress and presentation of self</td>
<td>Dressed appropriately for the classroom.</td>
<td>Occasionally needed to present a more professional appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td>Always Punctual</td>
<td>Punctual most of the time, occasionally late</td>
<td>Rarely on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Consistently Present, arrives early and stays late</td>
<td>Regularly in attendance, any absences are excused</td>
<td>Missed fewer than 3 unexcused days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Initiative/Independence</td>
<td>Highly self-motivated, consistently takes initiative and handles other tasks with ease while balancing classroom duties/responsibilities</td>
<td>Very independent, does not need to be asked or reminded of duties/responsibilities.</td>
<td>Little independence or initiative, occasionally needs to be reminded of duties/responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliability/Dependability</td>
<td>Always reliable, dependable and conscientious; trusted with tasks that are not part of primary responsibility.</td>
<td>Reliable, dependable, and conscientious</td>
<td>Rarely reliable or dependable, rushes through duties/responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td>Initiates collaborative and collegial projects with colleagues. Frequent interaction with parents on both positive and negative aspects of student progress. Makes substantial contribution to, seeks out, and volunteers to participate in school/community events.</td>
<td>Communication and/or relationships with colleagues are collaborative and collegial. Responses to parental concerns are direct, warm, and prompt. Participates in school/community events.</td>
<td>Communication and/or relationships with colleagues is not collaborative and/or collegial. Responses to parental concerns rare. Avoids participation in school/community events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive to Feedback</td>
<td>Initiates self-assessment, solicits feedback/suggestions takes action to make appropriate changes/adaptations.</td>
<td>Documents self-assessment, accepts criticism with poise</td>
<td>Not receptive to feedback, does not accept criticism well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Reflect on Performance</td>
<td>Reflects upon and takes action to make appropriate changes/adaptations.</td>
<td>Reflective and realistic in self-analysis</td>
<td>Little or no reflection, not realistic in self-analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Always uses effective and professional communication, very approachable and warm.</td>
<td>Communicates professionally with colleagues, parents, and students.</td>
<td>Growth work needed in relating with and speaking with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tact/Judgment</td>
<td>Consistently uses educated and analytical reasoning, actively seeks explanations and solutions</td>
<td>Solution oriented, thoughtful reasoning</td>
<td>Excuse oriented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Always uses correct grammar and sentence structure; broad vocabulary; exceptionally skilled in modeling writing during instruction as well as in drafting materials/correspondence.</td>
<td>Uses and models correct grammar and sentence structure</td>
<td>Occasionally does not use/model correct vocabulary, limited vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Speaks with expression, uses appropriate language for a school setting in a professional manner, corrects students inappropriate speech</td>
<td>Used appropriate language for a school setting and communicates in a professional manner.</td>
<td>Occasionally does not use appropriate language for a school setting, does not communicate in a professional manner.</td>
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<td></td>
</tr>
</tbody>
</table>

**Total**
Office of Field Experiences
Professional Dispositions

Student Name____________________________________

Pre-Service Mentor ________________________________ Date: ____________

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices appropriate personal hygiene (appearance, grooming, attire)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains good punctuality/ attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is responsible, reliable, dependable and prepared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ethical behavior, is tactful and maintains confidentiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is receptive to feedback/suggestions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates collaborative skills (including respecting and valuing the contributions of others)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Acts as a positive role model</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates effective and appropriate interpersonal communication skills, both oral and written</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for personal actions; is honest and truthful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a commitment and enthusiasm to the profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score:
30-27  A
24-26  B
21-24  C
17-20  D
<17 points  F

Please note:
Your response to this review provides the basis for assigning a final grade for the field experience portion of this course.

Effective 6/11/11, any student receiving less than a “B” in a practicum will not be permitted to advance to the next clinical experience. Any student with less than a “B” in the Dispositions Evaluation at mid-term will be required to meet with a Site Facilitator and develop an intervention plan.

Comments:
Please provide specific suggestions for the prospective teachers enhanced success:

Indicate whether or not you have discussed this review with your UNLV student_____

Thank you very much for your professional commitment to the mentoring of prospective teachers. Your contribution is uniquely invaluable to future teachers, to the university and to our community. Please submit online before the mid-term date.
### Professional Dispositions Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices appropriate personal hygiene (appearance, grooming, attire)</td>
<td>Rarely meeting the CCSD dress code</td>
<td>Generally meeting the CCSD dress code</td>
<td>Consistently meeting the CCSD dress code</td>
</tr>
<tr>
<td>Maintains good punctuality/attendance</td>
<td>More than four instances of not meeting timelines, completing tasks or being punctual</td>
<td>1-2 instances of not meeting timelines, completing tasks or being punctual</td>
<td>Meeting all expectations for timelines, completing tasks and punctuality</td>
</tr>
<tr>
<td>Demonstrates ethical behavior, is tactful and maintains confidentiality</td>
<td>Speaks freely without regard for tact and/or confidentiality</td>
<td>1-2 instances of not demonstrating tactfulness and/or confidentiality</td>
<td>Demonstrates tact and confidentiality</td>
</tr>
<tr>
<td>Is responsible, reliable, dependable and prepared</td>
<td>Cannot be consistently counted upon to meet deadlines or keep professional commitments</td>
<td>Generally meets deadlines and keeps professional commitments</td>
<td>Always meets deadlines, keeps professional commitments to colleagues and students</td>
</tr>
<tr>
<td>Demonstrates collaborative skills (including respecting and valuing the contributions of others)</td>
<td>Prefers to be a “lone” participant in professional work; gossips about colleagues; tends to be critical of others and policy</td>
<td>Works with others in a positive way but does not consistently contribute to group thinking; keeps gossip to a low level; generally willing to grow</td>
<td>Strong group participant; works with others receiving input and contributing to group thinking; is loyal to those who are not present; embraces growth</td>
</tr>
<tr>
<td>Is receptive to feedback/suggestions</td>
<td>Asks only procedural questions; shows a high level of sensitivity to critique and input re: performance</td>
<td>Asks questions that are both procedural and reflective; accepts critique and input re: performance in a generally positive manner</td>
<td>Asks questions that are both procedural and reflective; invites critique and input re: performance in a positive manner and acts upon that feedback within his/her practice</td>
</tr>
<tr>
<td>Takes responsibility for personal actions; is honest and truthful</td>
<td>Does not take responsibility with integrity; blames others</td>
<td>Self-evaluates but only in an affirming way; makes small changes, generally procedural</td>
<td>Self-evaluates in a realistic way; makes changes based on reflection</td>
</tr>
<tr>
<td>Demonstrates effective and appropriate interpersonal communication skills, both oral and written</td>
<td>Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax</td>
<td>Generally speaks correctly avoiding slang; limits the dropping of the last sound from words; uses conventions correctly including grammar and syntax</td>
<td>Speaks correctly as a role model for children; consistently edits work for correct conventions, construction and grammar; is a role model for the profession</td>
</tr>
<tr>
<td>Acts as a positive role model</td>
<td>Does not respect others either due to their role in the school, diversity or as colleagues</td>
<td>Works well with others and respects the other levels of school personnel; respects diversity</td>
<td>Works well with others and respects all school personnel; respects diversity and models respect for others</td>
</tr>
<tr>
<td>Demonstrates a commitment and enthusiasm to the profession</td>
<td>Does the minimum required work</td>
<td>Generally demonstrates initiative and enthusiasm; is reflective and willing to grow</td>
<td>Demonstrates initiative; is enthusiastic, reflective and willing to grow; views teaching as a learning process</td>
</tr>
</tbody>
</table>
### UNLV/Department of Teaching & Learning

**Secondary Lesson Plan Rubric**

*Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards is indicated for each component.*

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Level 3 — Target</th>
<th>Level 2 — Acceptable</th>
<th>Level 1 — Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. State Standards (INTASC 1, 7)</strong></td>
<td>Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
<td>Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
<td>Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.</td>
</tr>
<tr>
<td><strong>2. Teaching Model (INTASC 6, 7, 8)</strong></td>
<td>Teaching model listed matches syllabus requirement.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>3. Objectives (INTASC 4, 5)</strong></td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet all of the “SMART” objective descriptors.</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet few of the &quot;SMART&quot; objective descriptors.</td>
</tr>
<tr>
<td><strong>4. Materials &amp; Resources (INTASC 3, 7)</strong></td>
<td>Describes all of the materials and resources required.</td>
<td>Describes most of the materials and resources required.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td><strong>5. Instructional Procedures (INTASC 3, 4, 5, 6, 7, 8)</strong></td>
<td>a. Introduction</td>
<td>Addresses all of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
<td>Addresses most of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
</tr>
<tr>
<td>b. Activities &amp; Experiences</td>
<td>Follows all steps/ phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated.</td>
<td>Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated.</td>
<td>Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated.</td>
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<tr>
<td>c. Closure</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>
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<tr>
<td>d. Extension &amp; Contingency</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>
</tr>
<tr>
<td>Lesson Plan Component</td>
<td>Level 3—Target</td>
<td>Level 2—Acceptable</td>
<td>Level 1—Unacceptable</td>
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<tr>
<td><strong>6. Modifications &amp; Accommodations</strong></td>
<td>Provides at least two reasonable modifications or accommodations to the lessons that differentiate instruction for diverse learners.</td>
<td>Provides a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.</td>
<td>Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.</td>
</tr>
<tr>
<td><strong>7. Assessment (INTASC 1, 2, 6, 7)</strong></td>
<td>Meets all of the requirements as detailed in the lesson description and based on field experience level: (follows teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets most of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets few of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
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<tr>
<td><strong>8. Homework (INTASC 6, 7)</strong></td>
<td>Meets all of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets most of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets few of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
</tr>
<tr>
<td><strong>9. Reflection—If taught in field experience (INTASC 9)</strong></td>
<td>In-depth notes relating to challenges, strengths and weaknesses of the lesson plan as well as suggested modifications for future replication.</td>
<td>Notes relating to challenges, strengths and weaknesses of the lesson plan and suggested improvements for future replication.</td>
<td>Superficial notes relating to either strengths and weaknesses of the lesson and/or suggested improvements for future replication.</td>
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<tr>
<td><strong>9. Reflection—for methods courses (INTASC 9)</strong></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 instruction and evaluation of learning.</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 delivery of instruction and evaluation of learning.</td>
<td>Superficially reflects on writing the lesson based in the assigned model with little attention is paid to the process of planning the delivery of instruction and evaluation of learning.</td>
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UNLV/Department of Teaching & Learning
Secondary Lesson Plan Template

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

1. State Standard(s):

2. Teaching Model(s):

3. Objective(s):

4. Materials and Resources:

5. Instructional Procedures:
   a. Introduction:
   b. Activities or Learning Experiences:
   c. Closure:
   d. Extension and Contingency Plans:

6. Accommodations and Modifications:

7. Assessment and Evaluation of Learning:

8. Homework Assignment:

9. Reflection:
Secondary Lesson Plan Description

1. Standards: Refer to the Nevada State and/or CCSD standards and write the standard number(s) and the standard(s) that your lesson addresses.

2. Teaching Model: Use the teaching models you have learned from the textbook, *Learning to Teach* (8th edition) by Richard Arends. The Objective(s), Materials & Resources, Introduction, Activity or Learning Experiences, Closure, Extension/Contingency Plan, Assessment/Evaluation of Learning, and Homework Assignment should be consistent with the teaching model that you use. The teaching model should be appropriate for meeting the lesson objectives.

3. Objective(s): Using Bloom’s (revised) taxonomy, clearly state the objective(s) of the lesson. The objectives should be SMART (student-centered, measurable, 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).

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

5. Instructional Procedures: This section includes the Introduction, Activities or Student Learning Experiences, Closure, and Extension/Contingency Plan. Estimate the time for each step in the instructional procedures. Use logically sequenced procedures, build on prior knowledge/ experiences and assessments, and use formal introduction and closure. Specify clearly, concisely and in sufficient detail the procedures, activities, approaches, and strategies of the lesson. Consider and include the following in the design of your procedures, where appropriate:
   - **Steps**: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate examples?
   - **Management issues**: Where and how will the transitions in the lesson occur? Where will the materials/resources be housed and how will they be distributed?
   - **Technology use**: What technological aids are you use to help students’ understanding? Is there evidence of technology and audio-visual use/integration?
   - **Student learning**: Are there opportunities for active learning? Are you addressing different modes, styles and ways of learning? Are students sufficiently prepared for student practice? Is there sufficient student practice (where appropriate)? Are these aligned to the objectives of the lesson? Is there sufficient teacher feedback during student practice?
A. Introduction: Explain how you will establish set and how much time the lesson will take. Explain how the objectives of the lesson will be communicated to students. Describe the motivational techniques you will use. Explain how this lesson links to prior knowledge, learning experiences, and other lessons.  
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.  
C. Closure: State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons.  
D. Extension/Contingency Plan: Describe what you and the students will do if time remains in the lesson. List some extensions to the lesson and the procedures for them. Describe your contingency plan, if appropriate.  
6. Accommodations/Modifications: Explain how you accommodate diverse learners (e.g., special needs students, ELLs, differences in learning styles, different abilities, cultural differences) and how you will differentiate instruction.  
7. Student Assessment: 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.  
8. Homework: Describe the homework assignment, how it is aligned to the instructional objectives and process, and how it be assessed.  
9. Post-Lesson Reflections: Reflect on your lesson and note what challenged you most in the process of planning. If you have used the lesson plan in the field experience, you must also note the strengths and weaknesses of the lesson, describe how students performed and whether they achieved the objective(s). Suggest how you might modify or improve the lesson.
Office of Field Experiences
Time Record

Student name _______________________________ School _______________________________

Mentor Teacher Name __________________________ Mentor Teacher Signature: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Arrived</th>
<th>Time Left</th>
<th>Major Activity</th>
<th>Time at School</th>
<th>Mentor Teacher Initials</th>
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