Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Secondary Practicum II</th>
<th>CIS 602</th>
<th>3 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>Tuesday and Thursday mornings: Teacher start time through three periods (check the teacher start time at your assigned school for the exact schedule); minimum 90 hours/semester</td>
<td></td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Lois Paretti</td>
<td>399A</td>
<td>702.95.3095</td>
</tr>
</tbody>
</table>

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

Course Description

Secondary School based Practicum I where students apply content acquired in methods courses to field-based experiences.

COE Principles Addressed

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

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

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

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

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

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

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

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

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

**Knowledge INTASC 1 and 5**

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

**Performance: INTASC 1,2,3, and 7**

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

**Dispositions: INTASC 3,9, and 10**

- Demonstration of strategies that promote responsibility, motivation and appreciation of diversity
- Collaboration with colleagues for purposes of effective teaching/learning experiences for themselves and for elementary students (Deering 2007)
Results: INTASC 2,3,4,5,6,7,8,9,and 10

Prospective elementary teachers in this course will address the following NCATE criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:

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

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

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

• Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary classroom.

• Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.

• Understand and utilize the UNLV Department of Curriculum and Instruction Lesson Planning Template and meet the standards of the department rubric.

• Develop lesson plans that align with the CCSD Standards and those of the State of Nevada

• Develop and demonstrate classroom management strategies that allow for whole group, small group, cooperative group, paired/shared grouping patterns that support a variety of learning opportunities for students

• Develop skills for assessment of learning and decision making that a data-driven classroom teacher needs in order to successfully educate students

• Develop a “toolbox” of teaching strategies in various content and management areas

• Recognize the diversity of learners that they will be expected to teach and develop and demonstrate strategies to meet their needs
**Required Books and Materials:**


**Supplemental Texts And/Or Materials**

The following are available on the Office of Field Experiences website:

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

**Purpose of this course**

*CIS 602 is the initial placement in a 21st Century School and is a two-semester placement. CIS 602 is aligned with department courses. For this reason, the assignments for this course are generated from the course syllabi and should be reviewed by the teacher candidate and their pre-service mentor for CIS 602 in order to meet the requirements of the individual courses. Site Facilitators may also assign work based on the needs of students at their site* (Effective 1/10).

**Assessment Criteria**

- Dispositions Evaluation: 15%
- Evaluation of instruction (Performance Evaluation Form): 30%
- Lesson Planning/Assessment/Results: 25%
- Lemov Strategies Assignment: 10%
- E-portfolio: 10%
- Service: 10%
Performance Assessment

1. **Dispositions Evaluation:**
   
   To be completed by 9/28/12 by the Pre-Service Mentor Teacher (PSMT) and submitted online after reviewing with teacher candidate.

2. **Evaluation of Instruction:**
   
   Instruction will be evaluated by the Pre-service mentor teacher at midterm (10/19) and at the end of the semester (12/7) by submitting the Performance Evaluation online.

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

3. **Lesson Planning:**
   
   Teacher candidates are required to use the Secondary Lesson Planning Template. All lessons throughout the semester must be approved the week in advance of the lesson being taught. Teacher candidates are reminded to complete the reflection portion of the template after each teaching experience.

   Teacher candidates are required to teach a minimum of 5 lessons which they plan within the CCSD curriculum and concurrent with their experiences in their coursework. The lesson plan template is to be used and the rubric is the standard for assessment.

   In addition, candidates are required to identify the Lemov strategies used and specify Bloom questions for every lesson.

   Detailed assessment is to include the following:

   1) **Formative:**
      
      a) Use of work product
         i) Item analysis/Attach sample product
         ii) Student analysis
         iii) Next steps/lesson plan
         iv) Results of next steps
         v) Reflection about your teaching approach and implications for future practice

      b) Use of Formative Assessment strategies other than work product
         i) Identify the strategy and describe
         ii) Student analysis
         iii) Next steps/lesson plan
         iv) Results of next steps
         v) Reflection about your teaching approach and implications for future practice

   2) **Summative:**
      
      a) describe and attach results including an item analysis and reflection
4. Lemov Strategies Assignment

Clinical students need to bridge the gap between the theory of creating instruction based solely on the transmission of standards and objectives to implementation in a way that provides students with rigor and success. If we truly believe that all children can learn, then we must believe that we can teach them effectively. This text was selected because it is unique in its practicality and the volume of effective, proven pedagogical strategies that are effective in all grades and subjects. This assignment is designed to provide each clinical student with daily experience and reflection on these techniques.

Materials:
- Small (3x5 or 4x6) Binder
- File cards

Process:
1. Read the entire text as an overview to the acquisition of the 49 strategies.
2. Choose the strategies that you want to learn/master during this semester. At least one strategy must be utilized during each of the lessons that are taught. The Site Facilitator will check and review the student’s progress and check that the strategies are documented in the lesson plan. An additional 10 strategies are required.
3. Start a “card” for each strategy. As you use it, note its effectiveness or challenges and the date. Examples:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effectiveness Rating</th>
<th>Date Implemented/Reflection/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Opt Out</td>
<td>+</td>
<td>(2/5/11) Asked student A if the drawing was ‘one’ or ‘two’ point perspective. His response was incorrect, so I asked Student B who responded correctly and then had him explain ‘why.’ Then, came back to student A, asking him the same question on a different one-point example. This time, his answer was correct and he was able to give me the reason why: one vanishing point. Next step: use the same technique on different content and, to involve more of the class, get several other students to respond before returning to the original responder.</td>
</tr>
<tr>
<td>Stretch It</td>
<td>+</td>
<td>It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12)</td>
</tr>
<tr>
<td>Stretch It</td>
<td>-</td>
<td>My questions did not stimulate the students enough; I need to be better prepared next time. The kids seemed confused about what I was asking.</td>
</tr>
</tbody>
</table>
Right is Right
Only allowing correct responses to be accepted

This was challenging; I didn’t have enough information myself to ask a better follow-up question. (3/14/12)
Next step: Prepare a list of correct ideas to feel confident in addressing student responses

Precise Praise
Providing specific praise to students exhibiting good work habits such as following the directions, working quietly; ideally, working to provide this to every student during a session

(3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept momentum and provided a confidence boost.
Next step: use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted.

*NOTE: You will need to create definitions in YOUR OWN WORDS — please, do not copy from the student examples above.

4. Discuss your strategy use throughout the semester as you learn from/with others.
5. Take this binder into the classroom with you as you begin your career along and continue to develop and refine your pedagogical skills. Expect 3 years to proficiency and 5 to mastery. Be patient. Champion teachers can do these things. Be one!

Rubric: Lemov Assignment

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

The Site Facilitator will periodically review the Lemov assignment and grade it according to the rubric during the final visit (at a date to be determined).
5. E-Portfolio
   a. During Practicum 2, candidates will begin to establish goals for the electronic portfolio based, in part, on the artifacts already stored. Establish a Google website using a professional address. Do not use “cutie pie 11” or anything remotely similar. SueBrown@google.com is an example.
   b. Continue to archive artifacts from the field and coursework for use during the final stage of this project.
   c. Create the identifying information for the e-portfolio and an organizational structure as described on the 21 cportfolio website: http://sites.google.com/site/21cportfolio1/

Grading Scale:
10 points = Satisfactory completion
0 points = Any components not completed

6. Service
   o During the two-semester assignment to a campus, each UNLV student is to contribute to the school by earning a total of 10 service points, 5 during the Practicum 2 semester and 5 during the internship semester. Each point represents one hour of service.
   o Points can be accumulated by a cohort developed project, tutoring, research for a teacher, creating teaching materials, volunteering at school events, committee membership, etc.
   o Teacher candidates are required to keep a log of their efforts (Service Log) and submit it to the Site Facilitator at the end of the semester (the specific date is to be determined by the SF).

Grading Policy
Effective Fall 2009, the Pre-Service Mentor Teachers at the Partnership Schools will make grade recommendations to the UNLV instructor of record. The UNLV evaluation form, lesson plan and rubric are the standards for evaluation. In addition, students must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. If a student is performing at an unsatisfactory level in the judgment of the Pre-Service Mentor Teacher, he/she must contact the Coordinator of Field Experiences. The UNLV staff will then work directly in the classroom and with the Pre-Service Mentor Teacher to support the growth of the intern and work towards their success. If a Pre-Service Mentor Teacher is unsure of how to evaluate an intern, and requests support, it will be provided. A grade evaluation worksheet is attached to this syllabus. It is expected that the grade recommendation from the PSMT will match the ongoing feedback/goal setting reflected in the Collaborative Assessment Log.

Effective Fall 2011, any student who does not earn a grade of “B” or better will not proceed to Internship and will repeat the EDSC 313 field experience. A grade of “B-” will not be acceptable.

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
</tbody>
</table>
84-86       B
80-83       B-

A grade of less than B requires that a student repeat this course.
Late papers/assignments will not be accepted

**Attendance:**

1. Student Attendance: The standard of performance is that students will be present on campus at their expected time. Their commitment to the program is a minimum of 90 hours over 15 weeks. (Practicum 2) and full time for internship. Practicum 2 students are also required to commit five full days to their campus. This can be arranged by staying all day on a Tuesday or Thursday or coming for full days on another day. (Effective Fall 2011).

2. If an absence occurs the student must do the following:
   a. Contact the PSMT on his/her cell phone by 6:00 AM
   b. Call or email the Site Facilitator on his/her cell phone 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 intern will be penalized a days absence without leave and his/her grade lowered ½ (i.e. A becomes A-)
   e. Student tardiness is not tolerated. If an intern fails to arrive until the students are in class, the day is considered an absence and requires that it be made up. An attendance form needs to be filled out as in an absence.

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

**Dress Code:** UNLV interns are expected to dress in compliance with the CCSD expectations which are posted on their website.
### Class Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will report to their field placement sites; provide PSMT with copies of syllabus, course requirements and PSMT Handbook</td>
<td>You are expected to report to your campus on 8/22/12 which is teacher report day and on August 27th, the first day of school</td>
</tr>
<tr>
<td>Establish your schedule for your own morning and full days of attendance during the semester; give it to the SF and PSMT</td>
<td>9/6/12</td>
</tr>
<tr>
<td>First of five whole class lessons to be taught during the semester; small group work can begin at any time. More than 5 lessons can be taught but 5 are required. All lessons require that plans be submitted to the PSMT the week before being taught for approval.</td>
<td>9/20/12</td>
</tr>
<tr>
<td>First CAL due</td>
<td>9/20/12 and bi-weekly after this date</td>
</tr>
<tr>
<td>Dispositions evaluation due</td>
<td>9/28/12</td>
</tr>
<tr>
<td>Mid-term Performance Evaluation due</td>
<td>10/19/12</td>
</tr>
<tr>
<td>Time Record, Service Log, Lemov Binder, and E-portfolio requirements due to Site Facilitator</td>
<td>12/4 or 12/6 (to be arranged by Site Facilitator)</td>
</tr>
<tr>
<td>Last day in field</td>
<td></td>
</tr>
<tr>
<td>Final Performance Evaluation due</td>
<td>12/6/12</td>
</tr>
</tbody>
</table>

### College of Education Policies

#### College Accreditation
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

#### Teacher Licensure
Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

#### UNLV Policies

#### Academic Misconduct
“Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility
and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: http://studentlife.unlv.edu/judicial/misconductPolicy.html.

Copyright

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

Missed Class(es)/Student

As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline.

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

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.
For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Rebelmail
By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for additional information.

Tutoring
The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/

UNLV Writing Center – The following statement is recommended for inclusion in course syllabi:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/