Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Elementary Methods Practicum II</th>
<th>EDEL 313-GLP</th>
<th>3 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Tuesdays and Thursdays (One morning and one full day for a minimum of 120 hours during the semester)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Name: Lois Paretti, Ed. M. Coordinator of Field Experiences</th>
<th>Office Location: CEB 224</th>
<th>Office Phone: 702.895.3095</th>
</tr>
</thead>
</table>

Office Hours:
Monday: 9:30-11:30 1:00-2:00
Tuesday: 9:30-11:30 or by appointment

E-Mail: Lois.Paretti@unlv.edu

Course Description

Elementary school Practicum II where students apply content acquired in methods courses to initial field-based experiences. The following courses are aligned to this course:

- EDEL 433: Teaching Elementary School Math
- EDEL 443: Teaching Elementary School Science
- EDRL: 443: Literacy Instruction II
- EDEL 408: Classroom Management for Elementary Educators

InTASC Standards Addressed

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Performance</th>
<th>Knowledge</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1: Learner Development</td>
<td>a,b,c</td>
<td>d,e,f,g</td>
<td>h,i,j,k</td>
</tr>
<tr>
<td>Standard #2: Learning Differences</td>
<td>a,b,c,d,e,f</td>
<td>g,h,j,k</td>
<td>l,m,n,o</td>
</tr>
<tr>
<td>Standard #3: Learning Environments</td>
<td>a,b,c,d,e,f,g,h</td>
<td>i,j,k,l,m</td>
<td>n,o,p,q,r</td>
</tr>
<tr>
<td>Standard #4: Content Knowledge</td>
<td>c,d,e,f,g,h,i</td>
<td>j,k,l,n</td>
<td>o,p,q,r</td>
</tr>
<tr>
<td>Standard #5: Application of Content</td>
<td>c,d,f,g,h,i</td>
<td>j,k,l,m,o</td>
<td>q,r,s</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Standard #6: Assessment</td>
<td>b,c,d,e,f,g,i</td>
<td>j,k,n,o</td>
<td>q,r,s,t,u,v</td>
</tr>
<tr>
<td>Standard #7: Planning for Instruction</td>
<td>a,b,c,d,e,f</td>
<td>g,h,i,j,k,l,m</td>
<td>n,o,p,q</td>
</tr>
<tr>
<td>Standard #8: Instructional Strategies</td>
<td>a,b,c,d,e,f,g,h,i</td>
<td>j,k,l,m,n,o</td>
<td>p,q,r,s</td>
</tr>
<tr>
<td>Standard #9: Professional Learning and Ethical Practice</td>
<td>a,b,c,d,e,f</td>
<td>g,h,i,j,k</td>
<td>l,m,n,o</td>
</tr>
<tr>
<td>Standard #10: Leadership and Collaboration</td>
<td>a,b,c,d,e,f,g,l,j</td>
<td>l,m,n,o</td>
<td>p,q,r,s,t</td>
</tr>
</tbody>
</table>

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

Results: INTASC 1,2,3,4,5,6,7,8,9, and 10
Prospective elementary teachers in this course will address the following criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:
• Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners
• Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children’s learning in schools
• Applying knowledge of the teaching/learning process in organizing for teaching
• Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary classroom.
• Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.

• Understand and utilize the UNLV Department of 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 Advising and Field Placement Center website ([http://education.unlv.edu/ofe/tl/](http://education.unlv.edu/ofe/tl/)):

• Absence Form

• Collaborative Assessment Log

• Dispositions Form

• Dispositions Rubric

• Elementary Lesson Planning Rubric

• Elementary Lesson Planning Template

• Performance Evaluation Form

• Performance Evaluation Criteria

• Professional Training Guide/Handbook

• Service Log

• Time Record
**Purpose of this course**

EDEL 313 is the initial placement in a 21st Century School and is a two-semester placement. EDEL 313 is aligned with four 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 EDEL 313 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**

- Community Service: 10%
- Dispositions Evaluation: 15%
- Evaluation of instruction (Performance Evaluation Form): 30%
- Lesson Planning/Assessment/Results: 30%
- Lemov Strategies Assignment: 10%
- E-portfolio: 5%

**Performance Assessments**

1. **Dispositions Evaluation:**
   
   To be completed by 9/26 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 (10/16) and at the end of the semester (12/4) 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 Elementary 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. At least one of the lessons must incorporate the use of technology.

   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 card

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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>drawing was ‘one’ or ‘two’ point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>perspective. His response was</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incorrect, so I asked Student B who</td>
</tr>
<tr>
<td></td>
<td></td>
<td>responded correctly and then had him</td>
</tr>
<tr>
<td></td>
<td></td>
<td>explain ‘why.’ Then, came back to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student A, asking him the same</td>
</tr>
</tbody>
</table>
at the end, the student can answer the question with confidence

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.

| Stretch It | Build on other questions you pose in order to drive home a main point – provide informational clues to spark deeper questioning and critical thinking | + | It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12) |
| 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 sessions | + | (3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept of momentum and provided a confidence boost. Next step: use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted. |

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

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><strong>Structure</strong></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><strong>Content</strong></td>
<td>Entries are infrequent and do not display clear understanding of each strategy</td>
<td>Entries are regular and demonstrate an understanding of the strategies</td>
<td>Entries are regular, demonstrate an understanding of the strategies and reflect success/challenges and next steps</td>
</tr>
</tbody>
</table>

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

Grading Scale:
- 54-60 points = A
- 48-53 points = B
- 42-47 points = C
- Any “not acceptable” areas = F

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 21c portfolio website: https://sites.google.com/a/unlv.nevada.edu/21cportfolio/

You will attend a mandatory workshop on **October 9, from 7:00-8:30 am at Schorr Elementary School** to review this assignment and help you create the website. The site facilitators will schedule benchmark checks during the semester.

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

6. **Service**
   a. During the two-semester assignment to a campus, each UNLV student is to contribute to the school by earning a total of 15 service points, 10 during the Practicum 2 semester and 5 during the internship semester. Each point represents one hour of service.
Points can be accumulated by a cohort developed project, tutoring, research for a teacher, creating teaching materials, volunteering at school events, committee membership, etc.

Teacher candidates are required to keep a log of their efforts and submit it to the Site Facilitator at the end of the semester (the specific date is to be determined by the SF).

**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, teacher candidates must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. **If a teacher candidate 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 candidate and work toward his/her 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 EDEL 313 field experience. A grade of “B-“ will not be acceptable.**

Grade Scale:

<table>
<thead>
<tr>
<th>Score</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>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
</tbody>
</table>

A grade of less than B requires that a student repeat this course.

Late papers/assignments will not be accepted

**Attendance:**

1. The standard of performance is that teacher candidates will be present on campus at their expected time. Their commitment to the program is a minimum of 120 hours over 15 weeks. Practicum 2 students are required to commit one morning and one full day to their campus each week. This can be arranged (with the PSMT and the SF) by staying all day on a Tuesday or Thursday (Effective Fall 2012).

2. If an absence occurs the student must do the following:
   a. Contact the PSMT on his/her cell phone by 7:00 AM
   b. Call or email the Site Facilitator (based on his/her instructions) by 7:00 AM
   c. Fill out an absence form to be signed by the PSMT and SF and turned in to 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 day’s absence without leave and his/her grade lowered ½ (i.e. A becomes A-)
e. Student tardiness is not tolerated. If a candidate fails to arrive before the students are in class, the day is considered an absence and it must be made up. An attendance form needs to be filled out as in an absence.

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

Dress Code:

UNLV teacher candidates are expected to dress professionally and in compliance with the CCSD expectations which are posted on their website.
## PRACTICUM 2 CALENDAR-FALL 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum 2 Teacher candidates report to assigned school site</td>
<td>8/20</td>
</tr>
<tr>
<td>Practicum 2 Teacher candidates attend first day of CCSD at school site*</td>
<td>8/25</td>
</tr>
<tr>
<td>Orientation for Practicum 2 Teacher candidates</td>
<td>8/28 in BDC 112</td>
</tr>
<tr>
<td></td>
<td>CIS 602: 8:00 am-9:45 am</td>
</tr>
<tr>
<td></td>
<td>EDSC 313: 8:00 am -9:15 am</td>
</tr>
<tr>
<td></td>
<td>EDEL GLP: 9:15 am-12:00 pm</td>
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<tr>
<td></td>
<td>EDEL 313: 10:00 -12:00 pm</td>
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<tr>
<td>Labor Day</td>
<td>9/1</td>
</tr>
<tr>
<td>Staff Development Day</td>
<td>9/2</td>
</tr>
<tr>
<td>Practicum 2 Teacher candidates establish schedule for morning and full days of attendance (1 1/2 days per week) during the semester; submit to the Site Facilitator and PSMT for approval</td>
<td>9/4</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>9/18</td>
</tr>
<tr>
<td>First CAL due</td>
<td>9/18 and bi-weekly after this date</td>
</tr>
<tr>
<td>Dispositions evaluation by PSMT due</td>
<td>9/25</td>
</tr>
<tr>
<td>ePortfolio Workshop</td>
<td>10/9 from 7:00-8:30 am at Schorr ES</td>
</tr>
<tr>
<td>Mid-term Performance Evaluation by PSMT due</td>
<td>10/16</td>
</tr>
<tr>
<td>Nevada Day</td>
<td>10/31</td>
</tr>
<tr>
<td>Staff Development Days</td>
<td>11/3-4</td>
</tr>
<tr>
<td>Veteran's Day</td>
<td>11/10-11</td>
</tr>
<tr>
<td>Time Record, Service Log, Lemov Binder, and E-portfolio requirements due to Site Facilitator</td>
<td>By 12/4 (date to be arranged by Site Facilitator)</td>
</tr>
<tr>
<td>Last day in field</td>
<td>12/4</td>
</tr>
<tr>
<td>Final Performance Evaluation by PSMT</td>
<td>12/4</td>
</tr>
<tr>
<td>Grade recommendation due to Site Facilitator</td>
<td>12/4</td>
</tr>
<tr>
<td>Grades submitted by SF to Mrs. Paretti</td>
<td>12/10</td>
</tr>
</tbody>
</table>

*If there is a conflict with a course, the candidate will be excused from attending the school site.
UNLV/College of Education Policies

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

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the **Student Academic Misconduct Policy** (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

**Copyright** – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 5, 2014**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.
**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

**Any other class specific information** - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)