EDES 313.1101, EDES 313.1001  
Developing as a Teacher: Practicum and Seminar  
Fall 2013  

Practicum Hours: Tuesdays, Alice Maxwell E.S., 9am-3pm  
Seminar Hours: Wednesdays, WRB 2021, 12:00-12:50 pm  

Instructor: Linda VanCitters, M.Ed.  

Contact Information: UNR/Mailstop 280  
Reno, NV 89557  
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Phone: (775) 682-7520  
Fax: (775) 327-5220  
Office: WRB 3113 (inside WRB 3100)  

Office Hours: Monday 3:00-4:00 pm and Wednesdays 1:00-4:00 pm or by appointment.  

Prerequisite: Admission to elementary education program and EDU 201  

Required Texts:  

Required Web Resources:  
Web Campus Learn  
Washoe County School District Standards:  
http://www.washoe.k12.nv.us/district/wcsd-core-curriculum-standards  
http://washoecountyschools.org/c_and_i/  
NV Substitute License Information: http://nvteachers.doe.nv.gov/SubstituteTeaching.htm  

ID Scanning:  
WCSD Volunteer Obligations: In order to complete any hours in the classroom, you need to scan a copy of your driver’s license/passport and complete every part of the ID scanning form which can be found on the following website: https://www.formstack.com/forms/?1531852-6LkEREp40C  
You will need to submit the form online, print a copy after submission, and bring the printed copy with you to class August 27, 2013.  

Course Description in UNR Catalog:  
Practicum in schools and seminar designed to complement coursework in the Integrated Elementary Teaching Program.  

Course Description:  
This course complements coursework in the Integrated Elementary Teaching Program. It combines a practicum experience in a local school with a supplemental seminar which is designed to integrate and support courses and experiences related to students’ specialization.
areas in Special Education (SPE), Early Childhood Education (ECE), or English as a Second Language instruction (ESL).

**Course Goals/Objectives:**
The College of Education has developed a Conceptual Framework that describes the dispositions that are valued in all professional educators. This framework provides an underlying philosophical foundation for the program. It states that, as part of a community of educators, the dual and special educator program strives to help you:

- Develop a strong fund of knowledge about the students you will teach and the subject areas in which you will prepare them.
- Possess a love of learning that will compel you to seek knowledge to enable you to grow as an effective teacher.
- Value democracy and multiculturalism so as to provide a nurturing, supportive, and challenging educational experience for all students, their families, and other professionals.
- Engage in reflective practice through questioning and critique of your own knowledge and practice.

In addition to the conceptual framework that guides your work here at the university, the College of Education has identified five domains of Professional Competence related to the role of an elementary and special Educator. These domains are:

1) Knowledge of Students and Learning Environments
2) Knowledge of Subject Matter and Planning
3) Delivery and Management of Instruction
4) Assessment
5) Professionalism

The domains and the conceptual framework provide the basis for well-prepared and component elementary and/or special education teachers. This course and practicum will provide you opportunities to meet the above goals by achieving the following objectives:

1) Students will be introduced to and meet the ethical standards for professionalism and confidentiality.
2) Students will demonstrate developing teaching abilities in a variety of curricular areas.
3) Students will demonstrate an understanding of learning differences among students and the implications for whole and small group instruction.

**Disability Services:** "Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations." For more details, go to [http://www.unr.edu/drc](http://www.unr.edu/drc). Also, please meet with me at your earliest convenience to ensure timely and appropriate accommodations.

**Academic Dishonesty:** *Academic dishonesty* is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. *Plagiarism* is defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion. “The work of another” does not just mean whole papers or articles copied from another source. It includes any information, ideas, sentences, or phrases that
came from somewhere other than your own head (i.e. books, articles, internet sites, videos, documents, lecture notes or handouts from other courses, and any other sources used in your paper). These must be properly acknowledged by providing references either in the text or in a footnote, along with a references page giving the complete publication information for all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you still must acknowledge your source.

Disciplinary procedures for incidents of academic dishonesty or plagiarism may involve both academic action and administrative action for behavior against the campus regulations of student conduct….Academic action may include: (1) canceling the student’s enrollment in the class without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper. For more details, see the UNR General Catalog.

Academic Services: Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording: “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Review of Work: As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.

Evidence Based Practices (EBP)

Evidence based practices (EBP) are those instructional programs, practices or approaches for which there is a body of research that supports the effectiveness. Those EBPs vetted through the Institute of Education Sciences are classified as either having strong, moderate or low support.

**Strong** support is determined through (1) a systematic review of a research (meta analysis), (2) several well-designed randomized, controlled trials or quasi-experiments, or (3) one large well-designed randomized, controlled multisite trial that support the effectiveness with no contradictory evidence of similar quality.

**Moderate** evidence is derived from studies that support strong causal conclusions but where generalization is uncertain, or studies that support the generality of a relationship but where the causality is uncertain.
Low evidence for a program, practice or approach means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong levels.

In general, educators agree that evidence of the effectiveness of a program or practice or intervention should be:

- Objective—data would be identified and interpreted similarly by any evaluator.
- Valid—data adequately represent the tasks that children need to accomplish to be successful.
- Reliable—data would remain essentially unchanged if collected on a different day or by a different person.
- Systematic—data were collected according to a rigorous design.
- Refereed—data have been approved for publication by a panel of independent reviewers.

Evidence-Based Practice in Special Education:

- An evidence-based special education professional practice is a strategy or intervention designed for use by special educators (and others) and intended to support the education of individuals with exceptional learning needs (CEC, 2008). Ideally, to be described as “evidence based,” an instructional strategy or intervention should have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when that program or set of practices is used, children with special needs can be expected to make gains in learning or behavior. “Research-based instruction” is sometimes used to convey the same meaning.
- The process of identifying EBP in special education is evolving. The field has not yet determined criteria for evidence based practice, nor whether special education currently has a solid foundation of evidence-based practices. The listing of EBPs covered in this course (below) encompasses those practices currently thought to have the best evidence of effectiveness in teaching students with special needs. (http://cec.sped.org/AM/Template.cfm?Section=Evidence_based_Practice&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4710).

Evidenced Based Practices to be covered this semester include:

<table>
<thead>
<tr>
<th>Evidence Based Practices</th>
<th>Definitions</th>
<th>Entry</th>
<th>Novice</th>
<th>Expert</th>
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<tbody>
<tr>
<td>Teacher Directed Instruction</td>
<td>An instructional design model that typically includes the following elements: 1. More teacher-directed instruction (&gt; 50%) and less seatwork (&lt; 50%). 2. Active presentation of information (could be by teacher, computer, another student). 1. Gain students’ attention 2. Providing motivational clues 3. Use advance organizers</td>
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<td>(X)</td>
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<td>Differentiation</td>
<td>An instructional approach in which the teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson, 2003)</td>
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<td>Appropriate use of Manipulatives</td>
<td>Concrete objects that students can physically arrange or group to represent an array of (often mathematical) relationships (Maccini &amp; Gagnon, 2000)</td>
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</table>

**Assessment**

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<tr>
<th>Continuous Progress Monitoring</th>
<th>A scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class (National Center for Progress Monitoring, 2010).</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response (or Responsiveness) to Intervention (RTI)/Multi-Tier System of Supports (MTSS)</td>
<td>An approach to identifying and supporting students at risk of failing that incorporates universal screening of all student, tiered levels of intervention, and frequent progress monitoring for students at-risk (Fuchs &amp; Fuchs, 2005).</td>
<td>X</td>
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GRADING

Point Scale:
Attendance/Professionalism: 290 pts:
10 pts. each day at school site
10 pts. each at each session at UNR

Observation of lead teacher/Completion of Rubric: 20 Points

Formal Observation #1 by UNR Supervisor: 100 points
Formal Observation #2 by UNR Supervisor: 100 points

Observation by lead teacher 30 Points

Pre-assessment 50 points

Final exam: Post-Assessment: 60 points

Additional Coursework:
Practicum Student Information Sheet 20 Points
Research Paper on School 20 Points
Classroom Demographics 15 Points
Classroom Management Strategies 30 Points (2 at 15 points each)

Total: Approximately 735 Points

Late Assignments:
All assignments are due at the beginning of class on the assigned due date. Any assignment not turned in by the due date will be deducted 5% a day starting the following day.

Requirements for “Satisfactory” Grade:
This class is graded on a Satisfactory/Unsatisfactory Basis. In order to attain an “S” for this course, you must complete all of the required course work, attend your practicum for a total of 13 days, miss no more than 2 course seminars, and score 70% or higher on each of your two formal observations.

ASSIGNMENTS

*REQUIRED*: As a student in the College of Education, and as a future educator, I expect all of your assignments and coursework to reflect professional writing quality. All typed papers must be double spaced with 1 inch margins, 12 point Times New Roman font, black ink, and include page numbers. Not following this requirement will result in an automatic 20% deduction of your overall assignment grade. I expect papers proofread for spelling, grammar, etc. before submitting them. Excessive errors will result in the return of your assignment for correction before being graded.

Attendance/Professionalism: 290 Points (Domain 5):
Your attendance is a reflection of your professionalism and commitment to the school, teachers, and students you are working with; therefore, excessive tardiness and absenteeism will negatively impact your grade. Being on time means being in the school building, in your classroom, organized and ready to begin your day when the school bell rings. If you need to miss a partial of a day/full day at your practicum site, you will need to contact me and your lead teacher BEFORE the school day begins, preferably within 24 hours. You may contact your lead teacher by (1) emailing him/her, (2) calling the school and speaking with your lead teacher directly, or (3) leaving a message with the secretary at school. If you miss one
day at your practicum site, your missed will need to be made up. **You must be at your school site for a total of 13 full days.**

Each day at your practicum, you will need to have your teacher document on your sign-in sheet the time/hours you were there with his/her signature. These sign-in sheets will be collected during your mid-term and final evaluations to assign your attendance points. If your time is not documented on your sign-in sheet, it will be assumed that you were not at your school. Sign-in sheets can be located on WebCampus for this course.

If concerns or issues arise throughout the course that will affect your ability to be at the school on time each Tuesday and stay the duration of the school day, please contact me so that we may develop a solution so that you can successfully complete the coursework requirements. As stated previously, each practicum day is worth a total of 10 points.

In addition to your time at schools, there will also be mandatory class seminars at UNR. These are always 12:00-12:50 each Wednesday. Attendance will be taken at each meeting and is worth ten points for being on time and staying the duration of class. There are 14 class seminars throughout the semester; you must attend 12 to earn a satisfactory grade. It is expected that you are seated in class at noon. This class time will be used to pass out your graded work, collect assignments due, check in on the progress of your practicum, and discuss various subjects, ideas, concerns related to education, teaching, etc.

*Each UNR session, please have your textbook in class and any notes, handouts, etc. from previous weeks.*

**Informal Observations (Domains 1-5):**
Throughout the course of the semester you will have a variety of informal observations. These will be conducted by the course instructor and/or the Graduate Assistant for this course. These will be on a drop-in basis and the length of time for each observation will be dependent on what is occurring in the classroom. You will receive written feedback each time you are informally observed, and if time allows, the informal observation will be discussed with you. You will also receive a copy of the feedback at the next class meeting. The amount of informal observations conducted is dependent on time allotted at your school, the schedule of the instructor and/or GA, and what is occurring within the classroom at the time. For example, if I or the GA stops by and you are grading papers, that is not an appropriate time for an informal observation. However, if you are teaching or working with a small group of students that would be an appropriate time for an observation. Attached you will find the informal observation sheet.

**Observation of Lead Teacher: 20 points (Domains 1-5):**
To familiarize yourself with the observation rubric and practice identifying critical components of a successful lesson and effective teaching, you will observe your lead teacher teaching a lesson. It could be a lesson in any academic area, but must be an observation of at least 30 minutes. You will observe your lead teacher, take notes based on the areas identified on the rubric, and complete all pages of the observation rubric, including where you list strengths and areas for improvement. You will turn in the cover sheet for this assignment stapled on top of the completed observation rubric.
Formal Observations by UNR Supervisor: **100 points each** (Domains 1-5):

Throughout the semester, in addition to your informal observations, you will also have two formal observations. **Formal observations are to be observed by me or our GA.** Sign-ups for your formal observations will occur soon after you start at your school. Formal observations can be tricky to schedule because you are working between your schedule, your lead teacher’s schedule, and my schedule. **The sooner you schedule your observation, the more likely you are to obtain the day/time most convenient and desired.**

On the day and time of your formal observation, you will need to have a copy of your completed pre-observation sheet. This is worth 15 points of your overall 100 points. If this is not completed BEFORE you start your lesson, you will receive 0 points. The purpose of the pre-observation sheet is to provide a frame of reference for the observer and guide our observation of your teaching.

In addition to a completed pre-observation sheet, you must also have two copies of your formal lesson plan ready to hand in to your observer(s) BEFORE you start your lesson. If you do not have this ready, you will have to reschedule your observation as you are not ready to teach. Required lesson plans components include:

- Basic information: Name, Lead Teacher’s Name, School, Grade, Date, Time
- Grade Level
- Lesson Topic/Concept
- Materials
- Standards
- Objectives
- Rationale
- Pre-Req. Knowledge
- Actual Lesson with Introduction (Opener), Main Body, and Closure
- Assessment
- Differentiation

See the attached “Lesson Plan Requirements” for specifics about each component. Some content areas require a different lesson plan format.

At the end of your lesson, you will need to ensure that you have 10-15 minutes to meet with your observer and debrief the lesson. At the next seminar meeting, you will receive your graded formal lesson plan. Attached you will find the formal observation rubric, formal observation grading scale, and pre-observation notes.

**Observation #3 by Lead Teacher: **50 points** (Domains 1-5):**

During the course of the semester, you will need to create a lesson plan to teach in your classroom. The lesson plan does not have to follow the guidelines for your formal observations, but needs to be written to meet your lead teacher’s expectations and allow you to successfully teach your lesson. During this lesson, your lead teacher will observe you and complete the observation rubric. After your lesson, you will turn in the required cover page for this lesson and the rubric completed by your lead teacher. Your score/grade for this lesson, will be based on the “Levels of proficiency” identified by your lead teacher on the rubric. This assignment must be completed by November 5, 2013; however it can be completed and turned in earlier.
Additional Course Assignments:

Practicum Student Information Sheet: **20 Points** (Domain 5):
During our first meeting as a class, we will be completing a “Practicum Information Sheet” that will be given to your lead teachers. The purpose of this assignment is to provide your lead teacher information about your experience working in schools and with students, the skills and strengths you possess in the classroom, the areas you would like to develop/practice throughout your practicum experience, what you would like to spend your time doing within the classroom, and provide the lead teacher with your contact information. We will be completing this in class; however, you will then need to complete a typed and edited copy, which will be due the following week. The format for this assignment will also be posted on WebCampus, so that you may download it and type directly into it.

Research Paper on School Site: **20 Points**: (Domain 1):
Upon researching the location of your practicum, you will need to write a report on the dynamics of your school. This can be a bulleted list of important information divided into headings or a narrative report. This includes the name of the principal, the name of the secretary, location of the school, population and diversity of the school, as well as other information that pertains to your school. This includes information about the community, programs within the school, funding sources the school receives, No Child Left Behind performance data, etc. The purpose of this assignment is to familiarize yourself with the school. The school’s website can be located by going to the home page of Washoe County School District, clicking the “Directory” link in the upper, right hand corner (in red), clicking the link for schools, and then finding the school name. (Hint: Most schools are identified by the last name. For example: Yvonne Shaw MS is under Shaw MS). You will need to consult additional sources to gather information about your school, in addition to the school website.

Classroom Demographics Assignment: **15 Points** (Domain 1):
To gain critical information about the demographics of the students within your practicum classroom, you will be completing a “Classroom Demographics” worksheet. You can find this assignment posted on WebCampus. Print up the worksheet, fill in the blanks, and turn in by the due date. A handwritten copy is okay, however you can also type into the blanks. You will most likely need to schedule some time with your lead teacher to complete this.

Classroom Management Strategies: **30 Points** (Domains 1 & 3):
Based on your textbook, *What Every Teacher Should Know About: Teacher-Tested Classroom Management Strategies*, and your in-class observations in your practicum classroom, you will select two “Management Problems” you see present in your classroom and listed in your textbook. For example, perhaps you are in a 1st grade classroom and you notice that a common problem in class is that students are not cleaning up their work areas after a project, before recess, etc. Page 23 of your text lists some solutions related to that concern. Using the attached “Classroom Management” worksheet, you will: 1) Identify the management problem, 2) explain why it is a concern for the classroom environment, classroom community, student, teacher, etc., 3) choose one of the workable options listed in the book, 4) implement that option in the classroom, 5) explain the result/response of the intervention, 6) choose another workable option you could implement, and 7) explain why you chose that option (Note: You only have to
implement one intervention). You will turn in a typed copy by the due date listed on the course agenda. There will be two of these due throughout the course of the semester. We will also be completing one as a class so you have an example to follow. The format for this assignment will also be posted on WebCampus, so that you may download and type directly into it.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Agenda</th>
<th>Assignments/Due Dates</th>
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<tbody>
<tr>
<td>August 27, 2013</td>
<td>Meet in WRB 4117 (9am -3pm)</td>
<td>ID Scanning Packet</td>
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<tr>
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<td>(1) Class Topic:</td>
<td><a href="https://www.formstack.com/forms/?1531852-6LkEREp40C">https://www.formstack.com/forms/?1531852-6LkEREp40C</a></td>
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<td></td>
<td>• Introductions</td>
<td>You will need to submit the form online, print a copy after submission, and bring the printed copy with you to class August 27, 2013.</td>
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<td>• Syllabus Review</td>
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<td>• Student Info./Practicum Experience sheet</td>
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<td>• Practicum Student Information Assignment</td>
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<td>• WCSD/NV CCCS</td>
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<td>• Pre-assessment</td>
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<td>August 28, 2013</td>
<td>Meet in WRB 2021 (12:00-12:50)</td>
<td>Practicum Student Information Sheet</td>
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<td>(2) Class Topic:</td>
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<td></td>
<td>• Bloom’s Taxonomy/Gardner’s Multiple Intelligences</td>
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<td>*EBP: Differentiation</td>
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<tr>
<td>September 3, 2013</td>
<td>Meet in WRB 4117 (9am-3pm)</td>
<td>LRC Scavenger Hunt (10:30 am)</td>
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<td>(3) Class Topic:</td>
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<td>• Components of Formal Observations:</td>
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<td>Pre-Observation Sheet</td>
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<td>Lesson Plan</td>
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<td>Observation Rubric</td>
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<td>*EBP: Continuous Progress Monitoring</td>
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<td>• Assignment Reviews:</td>
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<td></td>
<td>School Research Paper</td>
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<td>Classroom Demographics</td>
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<td></td>
<td>Assign.</td>
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<td></td>
<td>Observation of Lead Teacher</td>
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<td></td>
<td>• Professionalism within the field of teaching</td>
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<td>*EBP: Teacher Directed Instruction</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>September 4, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>(4) Class Topic:</strong> First Day “Observations”</td>
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<td><strong>EBP Connections</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
<td>September 10, 2013</td>
<td><strong>First Day at School Site: 9am-3pm.</strong></td>
<td><strong>Classroom Demographics Sheet</strong></td>
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<td><strong>Class Topic:</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
<td>September 11, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>Classroom Demographics Sheet</strong></td>
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<td><strong>(5) Class Topic:</strong> Demographics</td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
<td>September 17, 2013</td>
<td><strong>Week Two: School Site: 9am-3pm.</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
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<td><strong>Class Topic:</strong></td>
<td><strong>School Research Paper</strong></td>
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<tr>
<td>September 18, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>Class Topic:</strong></td>
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<td><strong>(6) Class Topic:</strong> Lesson plan components</td>
<td><strong>Lesson plan components</strong></td>
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<td><strong>EBP Connections</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<td>September 24, 2013</td>
<td><strong>Week Three: School Site: 9am-3pm.</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<td><strong>Class Topic:</strong></td>
<td><strong>Observation rubric completed by you of lead teacher</strong></td>
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<tr>
<td>September 25, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>Class Topic:</strong></td>
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<td><strong>(7) Class Topic:</strong> Obs. Rubric Overview</td>
<td><strong>Observation rubric completed by you of lead teacher</strong></td>
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<td><strong>EBP Connections</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
<td>October 1, 2013</td>
<td><strong>Week Four: School Site: 9am-3pm.</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<tr>
<td>October 2, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>Class Topic:</strong></td>
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<td><strong>(8) Class Topic:</strong> Classroom management Strategies</td>
<td><strong>Classroom management Strategies</strong></td>
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<td><strong>EBP Connections</strong></td>
<td><strong>See Practicum Timeline of Activities for more details</strong></td>
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<td>Date</td>
<td>Event</td>
<td>Notes</td>
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</tr>
<tr>
<td>October 8, 2013</td>
<td><strong>Week Five: School Site: 9am-3pm.</strong></td>
<td><strong>1st Formal Observation Needs to be Completed</strong></td>
</tr>
<tr>
<td>October 9, 2013</td>
<td><strong>Midterm Conferences – No Seminar</strong></td>
<td><strong>Midterm Conference Meeting</strong></td>
</tr>
<tr>
<td>October 15, 2013</td>
<td><strong>No Practicum – WCSD Fall Break</strong></td>
<td></td>
</tr>
<tr>
<td>October 16, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td><strong>Classroom Management Strategy #1</strong></td>
</tr>
<tr>
<td></td>
<td><em>(9) Class Topic:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Midterm Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>EKP Connections</em></td>
<td></td>
</tr>
<tr>
<td>October 22, 2013</td>
<td><strong>Week Six: School Site: 9 am-3 pm</strong></td>
<td><em><strong>See Practicum Timeline of Activities for more details</strong></em></td>
</tr>
<tr>
<td>October 23, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(10) Class Topic:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss C.M. assignment</td>
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<tr>
<td></td>
<td><em>EKP Connections</em></td>
<td></td>
</tr>
<tr>
<td>October 29, 2013</td>
<td><strong>Week Seven: School Site: 9am-3pm.</strong></td>
<td><em><strong>See Practicum Timeline of Activities for more details</strong></em></td>
</tr>
<tr>
<td>October 30, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(11) Class Topic:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Classroom Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EKP: Connections</td>
<td></td>
</tr>
<tr>
<td>November 5, 2013</td>
<td><strong>Week Eight: School Site: 9am-3pm.</strong></td>
<td><strong>Observation completed by lead teacher</strong></td>
</tr>
<tr>
<td>November 6, 2013</td>
<td>Meet@UNR: Wednesday 12-12:50pm WRB 2021</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(12) Class Topic:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professionalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EKP: Connections</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>November 12, 2013</td>
<td><strong>Week Nine: School Site: 9am-3pm.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| November 13, 2013  | Meet@UNR: Wednesday 12-12:50pm WRB 2021 *(13) Class Topic:*  
  - “Classroom Management” Discussion/Share  
  - Final Evaluation Review  
  *EB Connections*  |
| November 19, 2013  | **Week Ten: School Site: 9am-3pm.** | 2nd Formal Observation Needs to be Completed.  |
| November 20, 2013  | Meet @UNR: Wednesday12-12:50 WRB 2021 *(14) Class Topic*  
  - Teach Like a Champion  
  *EB Connections*  |
| November 26, 2013  | **Week Eleven: School Site: 9am-3pm** |                                            |
| November 27, 2013  | Meet @UNR: Wendesday12-12:50 WRB 2021 *(15) Class Topic*  
  - Reflection  
  *EB Connections*  |
| December 3, 2013   | **Week Twelve: School Site: 9am-3pm** |                                            |
| December 4, 2013   | Meet @UNR: Wenesday12-12:50 WRB 2021 *(16) Class Topic*  
  - Catch Up/Review/Check in  
  *EBP Connections*  
  Classroom Management Strategy #2  
  Sign In Sheets/ Final Evaluations  |
<p>| December 10, 2013  | <strong>Week Thirteen: School Site: 9am-3pm</strong> |                                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 11, 2013</td>
<td>Prep Day: No classes</td>
</tr>
<tr>
<td>December 17, 2013</td>
<td>Final Exam-UNR Location TBA</td>
</tr>
</tbody>
</table>

**If you miss a practicum day, please make an appointment to meet with me to discuss your make-up options. The missed day needs to be made-up.**
Important Forms

For EDES 313

“Developing Practicum”

Name____________________
# EDES 313 Practicum Record

**NAME:** __________________________________**  **SCHOOL:** __________________________________**

**TEACHER(S):** __________________________________** **GRADE LEVEL(S):** ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In/Out</th>
<th>Hours On Site</th>
<th>Activities</th>
<th>Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**TOTAL NUMBER OF HOURS:** _______________
Practicum Timeline of Activities

On-going/weekly practicum activities:
- Observation/reflection/discussion
- Sign in at front office for each practicum visit
- Determine any extra duties you can assist your lead teacher or a colleague with, for example: lunch or before school duty.
- Learn student names
- Tutor small groups of students
- Assist and observe in classroom
- Complete log and have teacher sign it

Possible Activities to complete these weeks

<table>
<thead>
<tr>
<th>Week #1: September 10, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Obtain a copy of the school’s annual report from website</td>
</tr>
<tr>
<td>• Meet front secretaries and learn front office sign in procedures</td>
</tr>
<tr>
<td>• Obtain a copy of building map, bell schedules, master teacher schedule and room assignments</td>
</tr>
<tr>
<td>• Find lead teacher’s room location</td>
</tr>
<tr>
<td>• Learn and follow identification expectations and procedures</td>
</tr>
<tr>
<td>• Learn parking traffic procedures</td>
</tr>
<tr>
<td>• Obtain a copy of the school calendar</td>
</tr>
<tr>
<td>• Obtain a copy of school rules for students</td>
</tr>
<tr>
<td>• Find out where the library and computer room are located</td>
</tr>
<tr>
<td>• Discuss lead teacher expectations</td>
</tr>
<tr>
<td>• Obtain lead teacher contact information &amp; hand teacher your informational sheet</td>
</tr>
<tr>
<td>• Review teacher’s schedule of classes and decide on practicum activities</td>
</tr>
<tr>
<td>• Set up first formal observation</td>
</tr>
<tr>
<td>• Learn emergency procedures</td>
</tr>
<tr>
<td>• Go over final evaluation with lead teacher</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week #2: September 17, 2013</th>
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</thead>
<tbody>
<tr>
<td>• Co-teach beginning or ending of the day, or a transition time using the management, routines, behavior and reinforcement techniques you observed</td>
</tr>
</tbody>
</table>
  o Discuss with your lead teacher things that went well and/or problem areas and what you can do to develop your skills in this area |
| • What does your lead teacher do for lunch? |
| • Where is the copy machine and how does it work? |
| • Find out about community – SES, transient rates, IEP numbers, Title I, main economic supports in the community, dropout rate |
| • Do pre-unit assessment on students for prior knowledge of material, ability to achieve objectives noting where difficulties may lie and how you would change your teaching accordingly |
- Select two lessons to teach, including assessments
- Assist with bulletin boards, display of student work or room/material management
- Review classroom texts (textbooks are available in LRC)

**Week #3: September 24, 2013**

- Learn and practice student names
- Observation/reflection discussion on teacher’s classroom management practices and philosophy
- Interview students about preferences such as learning styles, interests, cultural background, talents, testing, preferred teacher characteristics, extracurricular, community etc.
- Identify places in lessons where you will get formative and summative assessment data
- Start planning to do your first lesson if you have not done so yet
- Construct learning materials for your lessons
- Practice managing class during transitions/opening/closure
- Teach a portion of one lesson and get teacher feedback
- Tutor a small group of students
- Obtain a copy of curriculum, curriculum map or units teacher is currently teaching
- Prepare and teach a lesson

**Week #4: October 1, 2013**

- Assist and observe in classroom
- Assist with engagement activities, anticipatory sets, class starters
- Discuss management of learners with special needs and cultural differences.
- Discuss with teacher how he/she works with parents
- Get samples of parent/teacher or school/parent communications
- Tutor students
- Observation/reflection discussion of teacher’s experience teaching various concepts
- How does he/she find that students think about these concepts?
- What ways has he/she tried to teach concepts?
- What things do students have problems with?
- How does teacher help students think about those concepts?
- What learning theory is most evident in the classroom? What is least evident?
- Prepare and teach a lesson
- Do a duty along with teacher (if teacher has no duties, ask about assisting another teacher)

**Week #5: October 8, 2013**

- Plan group activities
- Teach/conduct/manage one group learning activity and get teacher feedback.
- Discuss grouping/cooperative learning as it applies to students with special needs, second language learners and classroom management.
- Attend a grade level meeting
- Is your lead teacher involved in extra-curricular programs? What are they and when?
- Attend a parent-teacher conference, if possible
- Complete midterm evaluation and schedule conference time with me

**Not at school site October 15, 2013**
### WCSD Fall Break

**Week #6: October 22, 2013**
- Discuss assessment of students with IEPs, and second language learners
- Prepare and teach a lesson
- How are films, documentaries, and film clips utilized?
- Assist with closing of lessons
- Tutor students

**Week #7: October 29, 2013**
- Interview students about effectiveness of your teaching
- Teach lesson, as first formal observation should be completed by this time
- Implement Classroom Management Strategy #1

**Week #8: November 5, 2013**
- Prepare and teach lesson, which should be formally observed by lead teacher by this time
- Discuss with your lead teacher how they use Infinite Campus
- Assist teacher with development of assessments
- Assist teacher with grading or logging grades as requested / Grade students’ assessments and enter grades into grade book
- How is assistive technology utilized?

**Week #9: November 12, 2013**
- Grade material from lessons taught
- Get samples of assessments or grading approaches/policies from other teachers in grade level

**Week #10: November 19, 2013**
- Discuss with lead teacher your strengths and weaknesses in the classroom.
- Discuss facets of professionalism with teacher – paperwork, collegiality, collaboration, advising for extracurricular activities, career development and job acquisition, advice for student teaching etc.
- Review parent communication procedure
- How does the lead teacher communicate with parents/guardians?
- Discuss second Teach lesson, as second formal observation should be completed by this time

**Week #11: November 26, 2013**
- Implement Classroom Management Strategy #2
- Compare the classroom culture from the September to November
- In what way have the students matured socially?
- What recent school wide assessments have been done?

**Week #12: December 3, 2013**
- Reflect how you your content knowledge has increased
- How has your instruction delivery changed?
- Discuss with teacher the areas you have grown the most in.

**Week #13: December 10, 2013**
• Discuss with teacher your final evaluation and make sure sign-in sheet completed and formal observation with lead teacher
• Wrap up practicum
• Thank lead teacher and students
• Turn in sign-in sheets and final evaluations to professor
Practicum Student: ________________________________________________

Contact information: _____________________________________________

________________________________________________________________

<table>
<thead>
<tr>
<th>Strengths Within a Classroom:</th>
<th>Areas for Growth/Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have experience with...</td>
<td>I would like to spend time...</td>
</tr>
</tbody>
</table>


Classroom Demographics

Name: ___________________________
School: __________________________ Lead Teacher: ___________________________ Grade: ________

**Based on the school and classroom of your practicum placement, answer the following questions:**

1) How many total students are there? _______  Boys___________ Girls___________

2) How many students have an IEP? _______
   
   - Make sure you know the student’s names and Special Education eligibility. For each student with an IEP, find out when and where they receive their Specialized Instruction.
   
   - Find out who the Special Education teacher is and where their classroom is located.

3) How many students have a 504 plan? _______

4) How many students are ELLs? _______
   
   - Make sure you know the student’s names and Language Proficiency.
   
   - Find out who the ESL teacher is (if applicable) and where their classroom is located.

5) How many students receive Tier 2/3 interventions related to the RTI model?

6) What is the daily schedule for days you are there? (Include recess, lunch, specials, etc.)

7) What “specials” take place each week?
EDES 313

Required Lesson Plan Components for Formal Teaching Observations

1. **Basic Information**: Name, Lead Teacher’s Name, School, Grade, Date, Time, Room #

2. **Grade Level**

3. **Lesson Topic/Concept**

4. **Materials**: Describe the material(s) you will need to execute the lesson effectively. Attach any worksheets you plan to use.

5. **Standards**: List the specific number and write out the standard in words. Content standards are the benchmarks by which school officials, parents and legislatures can determine the progress of their schools. For this reason all instructional programs are aligned with the standards and teachers are generally mandated to align their daily lesson plans with the standard framework. Standards and benchmarks are an excellent source of direction and support during construction of daily lesson plans.

6. **Objectives**: This is the purpose and aim of your lesson. Concisely state what you want your students to gain from this lesson. List only the main objective or objectives in teacher format; as well as in student-friendly format ie: “Students will be able to…” or “I Can…” etc. It is imperative to share your objectives in a clear & concise manner with your students (Learning should NEVER be a mystery!)

7. **Rationale**: Tell why you think it is important for students to learn the lesson objective(s). You might give specific examples of how attaining the objective will benefit students in real world situations in the present or future or how the concept taught will be applicable to future lessons. Might want to share with students as well, so they are invested in the learning about to take place.

8. **Background Knowledge** – (1) Teacher: What do you, as the teacher, need to know before starting this lesson? (2) Describe what concepts, skills, and/or knowledge students should have prior to participating in this lesson.

9. **Comprehensible Input** “(EBP- Planning for Standards-based Content Area Instruction) How will you adapt content materials to ensure comprehensibility for ALL of your diverse learners? (Ie: Visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, picture books, and hands-on techniques).

10. **Body of the lesson**: Describe in detail what you plan to do. Separate parts of your plan into logical subdivisions. For example:
Opener: Describe the introductory activity. This portion of the lesson describes the objectives of the lesson and focuses the student’s attention on the topic at hand. It may provide the motivation for the topic, review important concepts, or set up a conceptual framework.

Main Body: Describe in detail the lesson components. Give a step by step description.

Closure: Describe how you will wrap up the lesson. This could be a discussion with students, a review or summary, an assessment of material covered, or a preview of the next lesson.

10. Assessment – Determine the extent of student comprehension. Explain how you will informally/formally gather information on the performance of your students and how well they achieved the lesson objectives. Attach any assessment tools you plan to use with students.

Lesson Reflection: Comprehensible Input ~(EBP- Planning for Standards-based Content Area Instruction)
How did you adapt content materials to ensure comprehensibility for ALL of your diverse learners?
Include specific strategies used during instruction. How did students practice and apply new content learned?
EDES 313

Informal Observation Notes

Name of Student: __________________________ Name of Observer: __________________

Grade: ___________ Date of Observation: ___________ Time: ___________

Lesson: __________________________

Strengths:
Suggestions

Signature of Observer: _______________________________________ Date: ____________

Signature of Student: ________________________________ Date: ____________
**EDES 313**

**Formal Teaching Observation Grading Scale**

Name: _______________________________ Date of Obs.: ______________________________

Pre-Observation Notes: ________ (Necessary for formal observation: check if completed)

Completed Lesson Plan: ________ (Necessary for formal observation: check if completed)

Two copies of lesson plan_________ (Necessary for formal observation: check if completed)

Observation Rubric: ____________/85 Points

Post Conference/Overall rating ___________/15 Points

TOTAL: _____/100 Points Grade: _______

---------------------------------------------------------------

**Pre-Observation Notes**

Prior to your formal observation you will need to (The morning of your scheduled lesson observation):

a. Complete the top half with your name and date
b. Complete this bottom half with your required Pre-Observation Notes
c. Attach a copy of your lesson plan
d. Hand in to your observer

Based on the lesson you are teaching today, identify the strengths:
What evidence based strategies/techniques will you use to engage students in your lesson?

What are areas that you have concerns for or are unsure about?

Specific areas you want feedback in:
EDES 313 Formal Observation

Comments:
Suggestions:

Signature of Observer: ________________________________  Date: ____________

Signature of Student: ________________________________  Date: ____________