NVTC 492 Apprentice Teaching  
University of Nevada, Reno  
College of Education

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Class schedule: By Arrangement in Schools

**Catalog Description:** (0 + 18) 6 credits. NevadaTeach supervised student teaching experience

**Prerequisites for NVTC 492:** NVTC 401 and successful completion of preliminary portfolio

**Co-requisite for NVTC 492: NVTC 482**

Required text: No required text

Silver Core Status: NVTC 492 meets Core Objective 14 of UNR’s Silver Core

The NevadaTeach program prepares individuals to be teachers at the 7th through 12th grade levels. The purpose of NVTC 492, Apprentice Teaching, is to provide participants with an opportunity to fully immerse themselves in their future profession. Early in this experience, Apprentice Teachers assume full responsibility for teaching two science and/or mathematics classes at the middle or high school level. Apprentice teachers perform all duties of a teacher every day throughout this fourteen week experience.

As the culminating experience in the NevadaTeach program, NVTC 492, Apprentice Teaching, requires participants to synthesize the pedagogical knowledge they have gained throughout their previous NevadaTeach and Education courses as well as the content knowledge they have gained in their mathematics and/or science coursework. The paragraphs below will describe how various types of courses previously taken by NevadaTeach students will be integrated into the teaching performed by Apprentice Teachers.

Three classes previously taken by NevadaTeach students, NVTC 101, NVTC 102, NVTC 202, and NVTC 401 include practicum experiences at various levels of the K-12 education system. Each of these classes focuses on a different aspect of teaching, beginning with the development of an understanding of the lesson planning process, moving to a study of classroom management and assessment in the real world of the K-12 classroom, and concluding with the delivery of instruction. In NVTC 492, Apprentice
Teachers must demonstrate the ability to plan, manage, assess, and teach their classes on a daily basis.

Additionally, previous education classes include study in the following aspects of teaching: teaching special education students, reading in the content areas, parental and family involvement, and socio-cultural aspects of education. Apprentice Teachers will need to put the theories learned in these courses into practice as each of their typical classes will include some special education students as well as students who are reading below grade level. Communicating effectively with parents and working effectively with a diverse student body will also be critical to the success of Apprentice Teachers.

From a content perspective, Apprentice Teachers have gained a strong fund of knowledge from which to draw as they plan and deliver their lessons. This in depth knowledge of their subject matter will allow Apprentice Teachers to provide their students with examples that help put the material they are teaching into context. Fielding the inevitable ‘when will we ever use this’ question will require Apprentice Teachers to reflect on the content they have learned that goes well beyond what they are teaching during that day’s lesson. Answering such questions effectively, however, can make the difference in motivating a student that might otherwise see the course material as boring and not worth pursuing.

Teaching is not an easy profession. Therefore, Apprentice Teachers are not expected to be perfect from day 1. For this reason, the ability to reflect on their performance and show continual improvement across the various aspects of their teaching duties is absolutely essential in order for them to evolve into highly competent teachers by the end of this experience. The reflective aspects of Apprentice Teaching comes in many forms and is supported by three professionals, the cooperating teacher, the university supervisor, and the NevadaTeach Master Teacher.

The cooperating teacher is the teacher whose classes are being taken over by the Apprentice Teacher. The cooperating teacher and the Apprentice Teacher meet on a daily basis to discuss the progress of the Apprentice Teacher. Cooperating teachers are chosen for their ability to support an Apprentice Teacher while providing an atmosphere in which the Apprentice teacher can put new ideas into practice. Since the Cooperating teacher is legally responsible for these classes, they have a vested interest in the success of the Apprentice Teacher. The experience of the cooperating teacher and their specific knowledge of the students in the classes being taught provide the Apprentice Teacher with a sounding board with whom to reflect on and improve their performance with regard to classroom management and the delivery of effective instruction.

The university hires experienced, successful teachers to serve as university supervisors. The university supervisor meets with and observes the teaching of the Apprentice Teacher once a week. The university supervisor meets with the Apprentice Teacher prior to the classroom observation to discuss what they will be expecting to see. Another meeting takes place immediately after the observation. The Apprentice Teacher will be asked to reflect on what went well and what areas might need improvement. By the conclusion of the post observation meeting, the Apprentice Teacher should have engaged in a reflective process that will impact their future performance.
The NevadaTeach Master Teacher provides additional guidance on various needs of Apprentice Teachers, including curriculum, pacing, classroom management strategies, how to work with colleagues in the schools, job interviewing, and selection of compatible school environments as future job sites. Much of the support provided by the master teacher takes place in a one-credit co-requisite, NVTC 482, Apprentice Teaching Seminar. These seminars provide a weekly forum in which Apprentice Teachers can discuss their teaching experiences and reflect on their performance with their fellow Apprentice Teachers and the NevadaTeach master teacher instructing the seminar.

Self reflection is also an important skill that Apprentice Teachers must develop. For example, if a classroom test is administered and student performance is poor, the Apprentice Teacher must be able to suppress the tendency to blame the students and instead critically analyze their own performance with an eye toward changing the teaching strategies that they have been using. Ultimately, the use of assessment data to inform instruction will require the Apprentice Teacher to consider alternate strategies they have learned in their coursework as well as seeking advice from the various professionals available to support them during the Apprentice Teaching experience.

The reflective process will be formalized by requiring Apprentice Teachers to submit written reflections of their performance to their university supervisor on a weekly basis. While the nature of reflection suggests that the topics of reflection should be open, the university supervisor will on occasion provide specific areas that should be included in a written reflection.

Course Objectives:

NevadaTeach students enrolled in Apprentice Teaching are required to teach two science and/or mathematics classes in a public middle or high school for a minimum of 14 weeks. Apprentice Teachers remain on the school campus for a minimum of four hours per day for a minimum of 14 weeks. These objectives will be achieved within the context of the conceptual framework of the College of Education: (a) to possess a love of learning; (b) to develop a strong fund of knowledge; (c) to engage in reflective practice; and (d) to value democracy and diversity.

Student Learning Outcomes:

The student learning outcomes listed below will allow the course objectives to be met in a manner consistent with the College of Education’s Conceptual Framework. Upon completion of this course, the student will be able to:

1. Design instruction appropriate for all students that demonstrates an understanding of relevant content and is based on continuous and appropriate reflection.

2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence and continually reflect on means of improving this environment.
3. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback.

4. Engage in on-going decision-making processes based on qualitative and quantitative data as well as the personal reflection necessary to improve the quality of instruction.

5. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the teaching profession.

Course Expectations and Assignments:

Apprentice Teaching is graded on a satisfactory/unsatisfactory basis. A grade of satisfactory in this course requires:

1. Teaching the specified number of days in the school
2. Completion of the Mid-Semester Evaluation and Focused Observations
3. A Completed Final Evaluation with Competent scores in all criteria
4. Completion of Weekly Reflections of Performance
5. Successful Completion of the NevadaTeach Final Portfolio (see details below).

Details regarding the expectations of the NevadaTeach Final Portfolio are provided below:

The NevadaTeach Final Portfolio submitted at the conclusion of NVTC 492 will provide an opportunity for NevadaTeach students to document their growth as well as demonstrate their ultimate competence in a number of areas critical to being an effective teacher of mathematics and/or science at the 7th - 12th grade levels. As such, this portfolio will contain artifacts from all previous NevadaTeach classes (NVTC 101, NVTC 102, NVTC 201, NVTC 202, and NVTC 401). These previously completed works will serve as fodder for reflection when compared to materials in related areas developed during NVTC 492 Apprentice Teaching, the culmination of the NevadaTeach program.

The main purpose of this portfolio is to evaluate NevadaTeach students in critical areas including their ability to: (a) plan lessons for a diverse student population; (b) implement creative learning experiences that engage all students in the learning process; (c) implement an effective classroom management plan; (d) incorporate appropriate formative and summative assessment strategies; (e) communicate effectively with fellow teachers, administrators, parents, and other critical constituencies.

The NevadaTeach Final Portfolio will be evaluated under the direction of the instructor of record of NVTC 492, typically the NevadaTeach Co-director from the College of Education, with input from the cooperating teacher, the university supervisor, and the
NevadaTeach Master Teachers. Successful completion of the portfolio requires that the NevadaTeach student has demonstrated at a minimum, the competence expected of a beginning teacher, in all five of the critical areas described in the previous paragraph. Competence is judged on a review of the artifacts related to each area as well as a clear reflection from the candidate explaining how these artifacts demonstrate competence and tying them to a personal philosophy of teaching.

The NevadaTeach Final Portfolio can serve as a powerful document when NevadaTeach completers seek a teaching position. By reviewing this portfolio, principals are afforded clear evidence of the candidate’s competence in the critical aspects of teaching that it includes. This documentation will be particularly beneficial to the many teachers hired in the summer as it is not possible for these teaching candidates to be observed in a teaching situation during the hiring process.

**Course Calendar:** Please note this course calendar applies to both NVTC 492 and the co- requisite NVTC 482.

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<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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| 1    | Syllabi  
*Video Consent Form**  
Goals of Initial Observations | Accepting Substitute Number Information |
| 2    | Portfolio Submissions Information  
First Impressions – Day One  
Getting off to the Right Start  
Classroom Management 101  
The 5E Lesson Plan Revisited (Inquiry Revisited)  
Preparing to Teach – Work Session | Weekly Email with Lesson Plans Due SATURDAY by midnight |
| 3    | Discussion on first teaching experiences  
PORTFOLIO – Subject Matter Knowledge  
ILP Survey | *Cooperating Teacher Schedule  
Weekly Email with Lesson Plans Due SATURDAY by midnight |
<p>| 4    | PORTFOLIO – Classroom Environment – ILP | Weekly Email with Lesson Plans Due SATURDAY by midnight |
| 5    | PORTFOLIO – Teaching Preparation – ILP | Weekly Email with Lesson Plans Due SATURDAY by midnight |
| 6    | PORTFOLIO – Equity - ILP | Weekly Email with Lesson Plans Due SATURDAY by midnight |
| 7    | PORTFOLIO – Instruction and Delivery - ILP | Final Due Date for Substitute Number Information |</p>
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| 8    | Mid Semester Discussion  
PORTFOLIO – Professional Responsibilities – ILP |
| 9    | Induction Teacher Panel  
Job Fair Prep |
| 10   | General ILP Night  
Showcase Night – ILPs and more |
| 11   | Showcase Night – ILPs and more |
| 12   | School Profile Reports  
Discussion – Choosing the Right School |
| 13   | Final Certification  
Saying Goodbye  
Final Evaluations  
WEA WEEKLY EMAIL WITH LESSON PLANS DUE SATURDAY BY MIDNIGHT  
*TIME CAPSULE |
| 14   | Apprentice Teacher Recognition Dinner – Location TBD  
Final Evaluation with original signatures |

### Statement on Academic Dishonesty:
For example, "Cheating, plagiarism or otherwise obtaining grades under false pretenses" constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

### Statement of Disability Services:
For example, "Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations."

### Statement for Academic Success Services:
For example, "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-center), and University Writing Center (784-6030 or http://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 videotaping 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 have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.