



Final Practicum
TED 4000 & 8006

Time	<ul style="list-style-type: none">• Minimum 25 hours• Fall Semester• Select days as directed (1 day/8 weeks for 4 hours)• Attend building orientation• Outside class time required
Candidate Expectations	<ul style="list-style-type: none">• Support curriculum as an engaged, active participant• Learn and assist with routines and procedures within the classroom• Learn names of all students• Provide particular assistance to ELLs• Understand the culture of the school and community• Collaborate with the classroom teacher in lesson delivery• Utilize co-teaching strategies as appropriate• Plan and conduct individual, small, and whole group lessons throughout the practicum• Plan observation lessons• Schedule formal observations via Sign-up Genius• Implement ESL strategies taking into account ELLs' proficiency levels• Include effective technology skills and realia to support the learning of ELLs• Complete an ELL profile and case study• Record an individual, small or whole group less and analyze video• Reflect weekly on practicum experiences• Communicate respectfully and effectively with cooperating teacher• Complete performance assessment via LiveText• Video Lesson Analysis• Log hours via LiveText
Classroom Teacher Involvement	<ul style="list-style-type: none">• Guide teacher candidates into the classroom routines, students' names and backgrounds, curriculum, school context, and other helpful information.• Encourage teacher candidate's active participation in the classroom through planning and implementation of original individual, small and whole group lessons• Help candidates identify the ELLs in your classroom and their language levels• Model effective teaching strategies• Suggest topic and provide materials for observations• Utilize co-teaching strategies as appropriate• Allow teacher candidates to interact directly with ELLs and include them in the lesson planning, implementation and assessment of ELLs• Approve hours via LiveText• Complete performance assessment via LiveText
Supervision	<ul style="list-style-type: none">• UNO faculty will observe 1-2 lessons
Field Experience Focus	<ul style="list-style-type: none">• Culturally-Based Language Teaching• Planning and Implementation of effective ESL Strategies for ELLs• SIOP Lesson Planning• Using technology to support ELLs• Assessment of ELLs• After high school, comes college (Field Club/No Excuses University saying)



Performance Assessment	<ul style="list-style-type: none">• Candidates, faculty and cooperating teachers will complete a midterm assessment• Candidates, faculty, and cooperating teachers will complete a performance assessment via LiveText at the conclusion of the experience.
UNO Practicum Requirements	<ul style="list-style-type: none">• Candidates are expected to review the Field Experience Handbook prior to start of practicum. A signature form will be required via LiveText• Review video and complete one quiz only for each practicum course

*Changes in expectations are at the discretion of the instructor. The Office of Field Experiences will communicate with candidates via LiveText and/or UNO email. Please check your UNO email daily and your LiveText dashboard weekly.

UNO Teacher Preparation Key Learnings

By the end of the course, candidates will be expected to know and be able to apply the following key learnings. Guidance, coaching and performance in the classroom should support each key learning throughout the experience.

TED 4000/ 8006– Special Methods: ESL Elementary & Secondary/Undergraduate and Graduate

- 1) 4a. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 2) 4j. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 3) 8a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 4) 8n. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 5) 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6) 6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.

8/9/19