Advanced Practicum
TED 3350 Teaching and Assessing Reading,
TED 4330 Teaching Mathematics & TED 4340 Teaching Science

Time	• Minimum 50 hours • Released from class
Candidate Expectations	• Be professional • Support curriculum as an engaged, active participant • Learn and enforce existing classroom routines, procedures and behavior expectations • Learn names of all students • Understand the culture of the school and community • Submit lesson plans to UNO instructors and cooperating teachers using an established lesson plan format • Utilize co-teaching strategies as appropriate • Record lesson and provide analysis as required • Collaborate with mentor teacher in lesson development and assessment • Deliver four whole group and eight small group data-driven lessons as directed • Debrief with coach/instructor immediately after or seek feedback within 24 hours • Complete performance assessment via LiveText • Log hours in LiveText
Classroom Teacher Involvement	• Model effective teaching strategies (to include guided reading/math, small groups and science labs) • Use of guided release of responsibility • Guide teacher candidates and allow opportunities for work with individual students, small groups and the entire class (i.e., a mini lesson that leads into station work) • Provide ongoing feedback to candidate • Complete performance assessment
Supervision	• UNO faculty • Instructional Coaches
Coaching Themes	• Use assessment to plan for instruction • Implement a variety of instructional strategies to meet learning objectives. • Classroom management
Performance Assessment	• Candidates, faculty and cooperating teachers will complete a performance assessment via LiveText at the conclusion of the experience.
UNO Practicum Requirements	• Candidates are expected to review the Field Experience Handbook. A signature form will be required via LiveText. • Review video and complete quiz online 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 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 3350 – Teaching and Assessing Reading
Elementary

1) 6g. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
2) 7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3) 5c. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts

TED 4330 – Teaching Mathematics
Elementary

1) 3b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
2) 3p. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
3) 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.
4) 4n. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
5) 1d. The teacher understands how learning occurs – how learners construct knowledge, acquire skills, an develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.
6) 1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
7) 5b. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
8) 5d. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
9) 5r. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

TED 4340 – Teaching Science
Elementary

1) 5d. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
2) 5f. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
3) 5s. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
4) 4c. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
5) 4k. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
6) 2) 7g. The teacher understands content and content standards and how these are organized in the curriculum.
7) 7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

8/9/19