



Final Practicum

TED 4350 Teaching Reading and Language Arts & TED 4320 Teaching Social Studies

Time	<ul style="list-style-type: none">• Minimum 40 hours• Released from class• Log hours in LiveText• Spring and Fall• Semester before clinical practice (student teaching)
Candidate Expectations	<ul style="list-style-type: none">• Be professional• Support mentor teacher as an engaged, active participant and beginning teacher.• Learn and enforce existing classroom routines, procedures, and behavior expectations• Understand the culture of the school and community• Submit lesson plans to UNO instructors and classroom teachers using lesson plan format (Standards, Learning Goals, Objectives, Procedures – gradual release model, Differentiation, Assessment)• Observe and assist mentor teacher three times while building relationships• Learn names of all students• Collaborate on lesson development and assessment with faculty member in consultation with classroom teacher• Teach a minimum of seven 30-60 minute lessons within the existing curriculum for each class• Log hours on LiveText• Record one or two 10-minute lessons• Reflect on the field experience• Complete self-assessment rubric via LiveText
Classroom Teacher Involvement	<ul style="list-style-type: none">• Utilize candidates to assist learners as needed• Model effective teaching strategies• Support teacher candidates and give professional feedback on lessons (oral and/or written feedback)• Utilize co-teaching strategies when appropriate• Provide the candidate opportunities to take the lead on select lessons• Contribute to candidates' professional development as needed• Complete performance assessment via LiveText at the end of experience and give input to university faculty on candidates' experiences
University Involvement	<ul style="list-style-type: none">• Meet with principals and teachers before field experience begins to go over expectations and develop professional relationships• Support assignment of teacher candidates to mentor teachers• Inform individual mentor teachers of expectations• Observe candidates and provide feedback• Process feedback (both formal and informal) from mentor teachers• Evaluate candidates' lessons and reflections• Conference with candidates individually• Approve LiveText hours• Complete performance assessment on LiveText at the end of experience and determine pass/fail grade
Coaching Themes	<ul style="list-style-type: none">• Content knowledge• Instructional/Engagement strategies• Differentiation/UDL• Classroom management• Planning and implementation• Assessment• C.R.T.
Performance Assessment	<ul style="list-style-type: none">• Candidates, faculty and classroom teachers will complete a performance assessment in LiveText.
Necessary Paperwork	<ul style="list-style-type: none">• Candidates are expected to review the Field Experience Handbook and complete the required form via LiveText. A signature form will be required via LiveText.

The University of Nebraska at Omaha is an equal opportunity educator and employer with a comprehensive plan for diversity.

*Changes in expectations are at the discretion of the instructor. The Office of Field Experiences will communicate via LiveText and/or UNO email. Please check your UNO email daily and 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 4350 – Teaching Reading and Language Arts Elementary

- 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) 4d. The teacher simulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 3) 4g. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4) 4h. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 5) 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.

TED 4320 – Teaching Social Studies Elementary

- 1) 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning
- 2) 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.
- 3) 4c. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

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