



Intermediate Practicum  
TED 2400

Time	<ul style="list-style-type: none"><li>• Minimum 60 hours</li><li>• Minimum 63 hours combined with TED 2380</li><li>• Released from class for 5 weeks and select days as directed (4 days/week for 3 hours)</li></ul>
Candidate Expectations	<ul style="list-style-type: none"><li>• Attend culture walk and building orientation</li><li>• Attend practicum orientation</li><li>• Attend seminars on campus once a week during released time</li><li>• Support curriculum as an engaged, active participant</li><li>• Learn and assist with routines and procedures within the classroom</li><li>• Learn names of all students</li><li>• Provide assistance to students as needed</li><li>• Understand culture of the school and community</li><li>• Deliver small and whole group lessons as directed (a minimum of 4)</li><li>• Collaborate with the classroom teacher in lesson delivery</li><li>• Utilize co-teaching strategies as appropriate</li><li>• Complete performance assessment via LiveText</li><li>• Video Analysis</li><li>• Log hours via LiveText <i>(including TED 2380 observations hours if applicable)</i></li></ul>
Classroom Teacher Involvement	<ul style="list-style-type: none"><li>• Guide teacher candidates</li><li>• Model effective teaching strategies</li><li>• Utilize co-teaching strategies as appropriate</li><li>• Approve hours via LiveText</li><li>• Complete performance assessment via LiveText</li></ul>
Supervision	<ul style="list-style-type: none"><li>• UNO faculty</li><li>• Instructional Coaches</li></ul>
Performance Assessment	Candidates, <del>coaches</del> /faculty and cooperating teachers will complete a performance assessment via LiveText at the conclusion of the experience.
Necessary Paperwork	Candidates are expected to review the Field Experience Handbook prior to start of practicum. A signature form will be required via LiveText. A form will be required via LiveText Complete the following prior to start of practicum <ul style="list-style-type: none"><li>• Personal and Professional Fitness Form</li><li>• Universal Precautions review and quiz</li><li>• Review video and complete quiz online for each practicum course</li></ul>

\*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 2400 Planning for Effective Teaching Elementary & Secondary**

- 1) 2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2) 2l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 3) 6b. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 4) 6r. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 5) 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.
- 6) 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7) 8a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8) 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

8/9/19