**Final Practicum**  
TED 4000 & 8006

| Time | • Minimum 25 hours  
| • Log hours via LiveText  
| • Select days as directed (1 day/8 weeks for 4 hours)  
<table>
<thead>
<tr>
<th>• Attend Building Orientation</th>
</tr>
</thead>
</table>
| **Candidate Expectations** | • 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 deliver individual, small, and whole group lessons throughout the practicum  
| • Implement ESL strategies taking into account ELLs’ proficiency levels  
| • Include effective technology skills and realia to support the learning of ELLs  
| • Complete performance assessment via LiveText  
<table>
<thead>
<tr>
<th>• Video Lesson Analysis</th>
</tr>
</thead>
</table>
| **Classroom Teacher Involvement** | • Guide teacher candidates into the classroom routines, students’ names and backgrounds, curriculum, school context, and other helpful information.  
| • Model effective teaching strategies  
| • Utilize co-teaching strategies as appropriate  
| • Include teacher candidate in the lesson planning, implementation, and assessment of ELLs  
| • Approve hours via LiveText  
<table>
<thead>
<tr>
<th>• Complete performance assessment via LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **Field Experience Focus** | • Culturally-Based Language Teaching  
| • Effective teaching strategies for ELLs  
| • Planning and Implementation of ESL Strategies for ELLs  
| • SIOP Lesson Planning  
| • Using technology to support ELLs  
| • Assessment of ELLs  
<table>
<thead>
<tr>
<th>• After high school, comes college (Field Club/No Excuses University saying)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Assessment</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **Necessary Paperwork** | Candidates are expected to review the Field Experience Handbook. A form will be required via LiveText for completion of the following prior to the start of practicum:  
| • Personal and Professional Fitness Form  
| • Universal Precautions  
| • Review of Handbook |

*Changes in expectations are at the discretion of the instructor. The Office of Field Experiences will communicate with candidates via LiveText. Please check 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.