



Beginning Practicum  
TED 2300 – Human Growth & Learning  
TED 2380 – Developing and Learning in Adolescence

In **Beginning Practicum**, teacher candidates are primarily observing the developmental levels of K-12 students and the culture and context of schools.

Time	Minimum 3 hours Two observations ( <i>TED 2380 will complete as part of TED 2400 class</i> ) TED 2380 blocked with TED 2400
Candidate Expectations	Professionalism Observation and note taking Complete assessment via LiveText ( <i>TED 2380 combined with TED 2400</i> ) Log hours via LiveText ( <i>TED 2380 will log in TED 2400 placement</i> )
Classroom Teacher Involvement	Allow candidates to observe and take notes in the classroom
Supervision	No direct supervision – the Office of Field Experience will verify attendance by checking hours logged in LiveText
Performance Assessment	Candidates complete a performance assessment via LiveText at the conclusion of each experience. <i>TED 2380 combined with TED 2400.</i>
Necessary Paperwork	Candidates are expected to review the Field Experience Handbook prior to start of first practicum. A signature form will be required via LiveText.

\*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 2300 – Human Growth & Learning Elementary & Secondary**

- 1) 1b. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 2) 1d. The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.
- 3) 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 4) 8g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 5) 8j. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.