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  
|                       | Log hours in LiveText  
| Candidate Expectations| Professionalism  
|                       | Observation and note taking  
| Classroom Teacher Involvement | Allow candidates to observe and take notes in the classroom  
| Supervision           | No direct supervision – the Office of Field Experience will contact schools following observations to check attendance and professionalism  
| Performance Assessment| Candidates complete a performance assessment via LiveText at the conclusion of each experience  
| 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. 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 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.