

“Educating Professionals for Changing Educational Contexts”
Curriculum and Instruction Department
College of Education, University of Nevada, Las Vegas
ICE 201 Introduction to Elementary School Teaching
Spring, 2004

3 Credit Hours – Section 002

Tuesday and Thursday 10:00 a.m. – 11:15 a. m.

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COURSE INTRODUCTION

The primary purpose of this introductory course is to provide you with the information and experiences to understand the personal-professional requirements for becoming an elementary school teacher. The course will provide you with advisement, policies and procedures of the C&I Department. Hopefully, this information will enable you to make the decision to become a “passionately committed teacher” or seek some other professional field of work more in line with your interests and aptitude. The field experience portion of this course requires a minimum of 24 hours of structured/guided observation in an elementary classroom under the supervision of an experienced CCSD K-12 teacher. This course will focus on the teacher, teaching and teaching behaviors that influence student achievement and developing reflective teachers for diverse and urban populations.

COURSE OBJECTIVES

After active participation in this introductory course, students will meet the following essential outcomes:

1. Understand the requirements of the ICS elementary program, and begin to develop an awareness of the knowledge base that support current practice in teaching; (INTASC #1)
2. Know the realities of the profession of teaching from a historical, social, cultural, and legal perspective; (INTASC#2,3)
3. Acquire experience in instructional, management and planning as a pre-professional teacher in a structured elementary CCSD classroom; (INTASC#4,5,6,7)
4. Understand the characteristics of children in elementary school and their developmental patterns; (INTASC#8)
5. Experience community and school partnerships, working conditions and curriculum of elementary CCSD schools ;(INTASC#10)
6. Develop skills in observation, personal-professional reflective inquiry as a beginning to a life-long commitment to teaching and learning; (INTASC# 9)
7. Understand lesson plan mechanics; (INTASC#7)
8. Decide to make a passionate commitment to teach or pursue some other suitable career choice.

INTASC STANDARDS FOR LICENSING BEGINNING TEACHERS

Principle 1 Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle 2 Human Development and Learning The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle 3 Diversity in Learning

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adopted to diverse learners.

Principle 4 Variety of instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5 Motivation and Management

The teacher uses understanding of individual and group motivation and behavior to create a learning environment that encourages positive and social interaction, active engagement in learning, and self-motivation.

Principle 6 Communication Skills The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7 Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8 Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.

Principle 9 Reflection and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions of others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10 Relationships and Partnerships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Source: Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

KNOWLEDGE

By the end of this course, the students should have

1. Personal knowledge of whether or not they are committed to becoming teachers.
2. Cursory content knowledge of Teachers and Students, Schools and Curriculum, Foundations, Tomorrow, social and political factors that impact schools, diversity of students, teaching models, basic lesson planning, etc.
3. Become aware of INTASC, and begin to explore and incorporate in their thinking and practice the INTASC skills.
4. Use their experiences to decide whether or not they can make the decision and passionate commitment to become a teacher.
5. Understand the impact of diversity, social justice and poverty on learning and teaching.
6. Gain an understanding of the role of an effective teacher in planning, instruction, classroom management and assessment.
7. Understand the undergraduate requirements for teacher education majors.
8. Increase knowledge of students, teachers, curriculum in CCSD classrooms.

PERFORMANCE (SKILLS)

By the end of this course, the students should be able to:

1. Identify meaningful reflections about classroom observations.
2. Demonstrate teacher planning.
3. Construct classroom projects to demonstrate planning, assessment, classroom teaching strategies and management.
6. Begin to utilize technology and the internet as educational tools.
6. Structure a developmental portfolio.
7. Speak comfortably in front of a class.
8. Demonstrate and practice microteaching lessons in direct instruction, concept teaching, cooperative learning and problem based instruction.
9. Access and make use of resources in the field (ERIC, internet, etc.).
10. Develop a personal view of teaching (Creating your own Philosophy of Education).

DISPOSITION

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Respect and appreciation for diversity in all work contexts.
2. Treats students with respect and dignity and promotes social justice.
3. Spend time looking for solutions rather than looking for blame.
4. Has enthusiasm for discipline (s) and sees connections to every day life.

RESULTS

(In what ways do students demonstrate that their “patterns” of behavior, and what they know and are able to do make a difference in student learning?)

1. Writing assignments
2. Portfolio design
3. Cooperative group discussions (Jigsaw)
4. Microteaching lesson
5. School Observations

REQUIRED TEXTBOOK(S)

Sadker, M and Sadker, D. (2003). *Teachers, Schools and Society* (Sixth Edition). Boston: McGraw Hill.

ICS Undergraduate Handbook.

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Bigelow, B., Christensen, L., Karp, S., Miner, B., and Peterson, B. Rethinking our Classroom: Teaching for Social Justice, First Edition. Rethinking Schools, Ltd., Milwaukee, WI. 1994

Wong, H K. & Wong, R. T. (2000) the first days of school: How to be an effective teacher. Sunnyvale, CA: Harry k. Wong Publications.

Zehm, S.J., and Kottler, J. M., (1993). On being a teacher. Newbury Park, CA: Corwin Press. ICS Undergraduate Handbook.

ASSIGNMENTS

DESCRIPTION OF ASSIGNMENTS

All papers must be typed or word processed. Please double space and use a size 12 block-style font (no script or (italics)). Please type your name date, assignment title, course number and section number in the upper right hand corner of the first sheet. Do not prepare a separate title page. Please staple your paper in the upper left hand corner. Do not use plastic binders or folders

Example:

Your Name
February 26, 2004
Observation # 1 School Orientation
ICE 201, Section 002

ATTENDANCE POLICY (5%)

Attendance, punctuality and active participation in all class session discussions and activities are essentials. Each session carries 5 points. There will be no makeup for missed attendance points.

If you miss class I suggest you seek another student in class to collect notes and materials.

ARRIVING LATE AND LEAVING EARLY

Our time in class is valuable. If you arrive more than 15 minutes late and or leave early three times you will be penalized the equivalent of one absence.

Please note: As a courtesy to the class, please do not use beepers, pagers, or cellular phones during the class time.

I. OBSERVATION ASSIGNMENTS (5 @ 6% = 30%)

1. Structured Observation Assignment #1: Orientation to the School/Classroom

Date Due: February 19, 2004

The purpose of this observation assignment is to familiarize yourself with your assigned school (its philosophy, policies, organizational structures, resources, etc.) and to become familiar with the classroom in which you will be conducting your 24 hours of observations.

Observing/Recording Observations

Your observations will be focused on the following topics. Review these topics ahead of time so that you are able to collect the necessary information.

A. Orientation to the School

1. Description of the school (location, number of students)
2. Community demographics (ethnic communities served by the school, characteristics of these ethnic communities)
3. School Philosophy
4. Organizational structure and deployment of staff
5. Supervision of students
6. Procedures for accidents/emergencies/student illness
7. Policies, rules, regulations
8. Special programs (Curricular and Extracurricular Activities)
9. Resources (Human and Material)
10. Other features/attributes of the school

B. Orientation to the Classroom

1. Physical environment
2. Classroom climate
3. Students (numbers, backgrounds etc.)
4. Special needs students

Prepare a 2 - 3 page written report that summarizes your observations.

2. Structured observation assignment #2 Diversity: Date Due: February 26, 2004

The student population of CCSD is racially, ethnically, and culturally diverse. According to Zeichner (1993) one of the key elements of effective teaching of ethnic and language minority students is that teachers are personally committed to achieving equity for all students and believe that they are capable of making a difference in their students learning. In this assignment, you are asked to examine your own racial and cultural assumptions and/or biases in preparation for teaching. Ask yourself the following questions:

1. What assumptions do I make about different student groups:
 - Do I imagine that Latinos or African Americans will express their opinions in non-standard English?
 - Do I expect that Asian students will excel in math and science? - Do I respond to a white student's voice as if it had more cultural weight?

- Do I assume that white students will be insensitive, arrogant, and condescending towards persons of color? .
- Do I assume that African Americans or Latinos or other students of color are all alike? Are there individual differences amongst these groups of students?
- Do I assume that students who are the same color as me have similar value systems?

2. What assumptions about different student groups seem to be at play in the classroom and the school in which I am observing?
3. Am I comfortable around minority students? Am I comfortable around white students?
4. Do I expect minority students to need extra help?
5. Do I call on minority students as often as others?
6. Do the minority students seem to participate less than others? Why might this be?

Prepare a 2 - 3 page written report that summarizes your observations.

3. Structured observation assignment # 3: Management Strategies

Date Due: March 25, 2004

The purpose of this assignment is to focus your observations on the management strategies used in the classroom. Record your observations with respect to the following:

1. Class routines (lateness, absentees, handing in assignments, etc.)
2. Classroom rules/expectations/consequences
3. Attention-getting techniques
4. Strategies to keep students on task
5. Strategies to redirect students who are off-task

Prepare a 2 - 3 page written report that summarizes your observations.

4. Structured observation assignment # 4: Teaching Strategies

Date Due: April 13, 2004

The purpose of this assignment is to focus your observations on teaching strategies that are used in the classroom. Record your observations with respect to the following topics:

1. Lesson introductions and closures
2. Accommodating differences in learning styles and diverse abilities
3. Modes of Instruction (whole class, small group, pairs, centers, project-based)
4. Ways to stimulate student interest in lessons
5. Questioning techniques

Prepare a 2-3 page report that summarizes your observations in a coherent and succinct manner.

5. Structured observation assignment #5: All Day Experience Date Due: April 27, 2004

For the purposes of this assignment, you are being asked to spend one full day in your assigned elementary school. We believe that this experience will allow you to see more completely the many responsibilities of a teacher, the variety of activities that go on in school, the application of the entire curriculum, and the many types of behaviors students demonstrate over the entire school day. More importantly, it is designed to enable you to reflect about yourself, your enthusiasm for teaching, and your own physical endurance. **Write a 2 - 4 page paper about your "All Day" experience that addresses the following topics:**

1. Describe a typical day in the life of an elementary teacher and the challenges he/she faces and the ways in which he/she meets these challenges.

2. Describe how you see yourself handling the challenges of a typical day in the life of an elementary teacher. Will you do things differently from what you are observing?

3. Outline the order in which teaching-learning interactions take place. How is the curriculum being presented? Any concerns?

4. Observe one student at several times throughout the day and describe his/her behaviors. How do they differ at different points in the day?

5. Have lunch with your assigned teacher in the faculty lounge. Describe what you see and hear.

6. At the conclusion of the day, describe how you feel mentally, emotionally, physically. Are you ready for this? Do you think you have the right stuff?

Frame a question about some aspect of elementary school life you don't understand. Discuss this question with your assigned teacher. Include the question, the teacher's response and your further response in this paper.

Written Report of Observations

Your observation report should address each of the topics in a coherent, succinct manner. This assignment should SUMMARIZE your observations under each sub-heading.

Assessment Criteria for ALL Observation Assignments

Is there evidence of:

1. Close, careful observations

- descriptive statements about what is being seen/heard

2. Thoughtful commentary

- about how things seem to be working, what things seem to mean. This commentary needs to include evidence for the conclusions that you draw.

- about how your observations connect to the process of becoming a teacher

3. Wondering out loud raising questions, identifying ambiguities, and possibilities uncertainties, and framing problems

II. CHAPTER READING ASSIGNMENTS (10%) Date due: Weekly

Chapter readings, OBSERVATION assignments and features (10) are provided for each chapter of our textbook. You will be completing five (5) Observation assignments, and **ALL Portfolio Artifact Collection** to demonstrate the (1-9 INTASC Principles/Standards) related to the four parts of the text. These Portfolio Artifact Collection will be submitted in your portfolio for grading at MIDTERM and FINAL. Portfolio Artifacts Collection Assignments must be completed after a chapter is completed. You will be provided with ample notice regarding due dates. Please see the course outline for due dates.

III. CLASS ASSIGNMENTS/Group presentation -JIGSAW (10%) Date due: ongoing

These assignments will be submitted at the conclusion of the class SESSION. Class time will be provided for their completion. The assignments will allow you and your peers to explore specific topics addressed in class, through cooperative groups(jigsaw) presentations, writing, role play, demonstrations and other forms of representation. Class will be divided into groups. **Quizzes and exams (10%) will be given at end of these jigsaw presentations.**

For some in-class assignments you will be asked to construct a concise piece of writing that is related to assigned reading, lecture; discussion, or small group work. When written composition is required, the assignment is restricted to a maximum of two handwritten pages. Other in-class

assignments will be completed in groups and will require effective group work and the development of collegial relationships to complete.

Further clarification will be provided prior to each assignment. These assignments are assigned at the discretion of Dr. Troutman. You must be in attendance to receive credit. There is no provision for you to rewrite an in-class assignment / activity if you are absent during the class in which it was assigned.

IV. Portfolio (20%) Date Due: April 29, 2004

In this assignment, you will be expected to complete a portfolio that documents the significant learning experiences (the lightning bolts) that you have encountered in the class. The portfolio is not merely a collection of things. You must include, in some kind of written form, the rationale for why you have chosen to include certain things in your portfolio and how the things you have chosen are reflective of your growth as a beginning teacher. It will be important to read PORTFOLIOS located at www.mhhe.com/lit and the intermission sections in Parts 1, 2, 3, and 4 of the text. This Portfolio Primer site includes numerous online resources. You will need to demonstrate that you can be introspective about phenomena that take place both within your internal world and in the world around. The portfolio must address **ALL Portfolio Artifact Collection on pages 131, 301, 469 and 613 in the text.**

FINAL PORTFOLIO FORMAT

All handouts and assignments must be maintained in a **new three ring binder**. Section labels must be typed. The binder (portfolio) should be divided into fifteen sections:

- 1. Title Page**
- 2. Table of Content**
- 3. Introduction**
- 4. Resume and documents of personal achievement**
- 5. Philosophy Statement**
- 6. Reflections (1-2 pages)**
- 7. Portfolio Artifact Collection**
 INTASC Principles or Standards 1, 2, 3, 4, 5, 7, 6, 8, 9
- 8. In-Class Work (Quizzes and Exams)**
- 9. Observations at School (Structured Observation Assignments 1-5)**
- 10. Micro teaching Lesson (Performance Assessment)**
- 11. ICE 201 Evaluation of Student Performance (Midterm and Final)**
- 12. Student Confirmation Form**
- 13. Self-Selected Documents**
- 14. Student Self Assessment**
- 15. Summary and Conclusions**

Evaluation will be based on the following:

- a. Appearance
- b. Organization and overall structure.
- c. Evidences of effort in responding to assignments.
- d. Quality of responses

Portfolio Rating

Name _____ **Date** _____

All evaluation has elements of subjectivity. Therefore, astute mindfulness in the review procedure is a significant aspect of portfolio ratings.

For each element of the rubric, the following grading key will be used:

0 = inadequate presentation; lack critical elements

1 = adequate presentation

<u>Content</u>		
1. Meet objectives of portfolio development		
2. Incorporate assignments		
3. Demonstrates organization, i.e. logical/meaningful sequence		
4. Reflects critical thinking/understanding		
5. Meets standards of grammar and written expression		
<u>Presentation</u>		
1. Attract reader		
2. Represents overall quality		
3. Reflects individual strengths and interests		
4. Incorporates creativity		
5. Reflects professionalism		
TOTAL SCORE		

Comments:

V. MICRO-TEACHING LESSON (5%)

All students will complete a micro teaching lesson in the classroom with a teacher. You may videotape the lesson. Specifics for this assignment will be given in class. Practice sessions will be conducted in class.

DELIVERY OF INSTRUCTION:

A variety of instructional methods will be employed, including (but not limited to) lectures and small group work. Membership to cooperative working groups (JIGSAW) will be assigned by Dr. Troutman

Group 1	Chapters	Presentation Dates
1.		
2.		
3.		
4.		
5.		
Group 2		
1.		
2.		
3.		
4.		
5.		
Group 3		
1.		
2.		
3.		
4.		
5.		
Group 4		
1.		
2.		
3.		
4.		
5.		
Group 5		
1.		
2.		
3.		
4.		
5.		
Group 6		
1.		
2.		
3.		
4.		
5.		

REMINDER

NOTE: Failure to complete the school) observation to the satisfaction of the supervising classroom teacher and the instructor will result in a final grade of F.

CONFIDENTIALITY: We expect that all students will maintain confidentiality in regard to the observations they make of CCSD teachers and students and the personal disclosures

PERFORMANCE ASSESSMENTS

Should be based on performance indicators (i.e., what tools you are using to assess learning in the four domains?)

1. Assessment of the above outcomes are done through:
2. Portfolios based on a rubric (presentation, communication, content knowledge, pedagogy, etc.)
3. Presentation rubrics (for mini-lesson, presentations, written reports)
4. Completion of a structured journal of classroom observations and reflections
5. Objective and essay tests (combined)
6. Evaluations forms from observation experience completed by classroom teacher
7. Products from required assignments

Artifacts to support these assessments include:

1. resumes
2. educational autobiography
3. educational philosophy statement
4. excerpts from Inter-mission
5. certificate of completion of observations
6. micro lesson plan and test
7. grading rubrics for presentations and written reports

GRADING POLICY

Evaluation

Summary of Grading Rubric Scoring

(See Written Assignment Attachment for details about Assignment / Performance Assessments)

Assignments	Total of 100 points	Earned points Excellent	Earned points Good	Earned points Fair	Earned points Unsatisfactory	Grade Scale	Grade	Points Earned
Orientation	6	6	5-6	4-3	2-0	94-100	A	
Management Strategies	6	6	5-6	4-3	2-0	90-93	A-	
Teaching Strategies	6	6	5-6	4-3	2-0	87-89	B+	
Diversity	6	6	5-6	4-3	2-0	84-86	B	
All Day Experience	6	6	5-6	4-3	2-0	80-83	B-	
Portfolio	20	20	18-16	15-13	12-0	77-79	C+	
Oral (Jigsaw) Presentation	10	10	8-9	7-6	5-0	74-76	C	
Micro Teaching Lesson	5	10	8-9	7-6	5-0	70-73	C-	
Quizzes/Final	10	10	8-9	7-6	5-0	67-69	D+	
Attendance Mandatory	5	5	-1	-2	More than 3 -- -5	64-66	D	
Portfolio Artifact Collection	10	5	4	3	2	60-63	D-	
						below	F	
	100							Total Points

COURSE REQUIREMENTS & GRADING POLICY

1. Class participation and attendance

Attendance: Report on time to **all** class meetings.

Participation: Be actively involved in all classes.

2. Readings

Specific information will be given regarding assignments in the course texts. You should be prepared for class discussions by reading all that is assigned prior to each class meeting.

3. Completion of Assignments

All assignments must be completed.

- a. weekly reading assignments & structured observation assignments
- b. weekly writing assignments
- c. personal/professional philosophy statement
- d. cooperative group presentation
- e. portfolio artifact collection
- f. classroom presentation
- g. portfolio maintenance including:
 - self-selected items documenting growth
 - all class assignments, tests, journal, etc.

4. Exams

The **final exam** (worth 10%) is scheduled for May 11/13. The **midterm exam** is the evaluation of your portfolios.

EVALUATION

Throughout the semester, you will receive formative evaluations through feedback on assignments and exams. Semester grades will be determined with the following weight on assignments and exams:

Structured observation (5) assignments	30%
Chapter reading/writing assignments	10%
Jigsaw oral presentation	10%
Portfolio & microteaching Lesson	20%
Portfolio artifact collection	10%
Quizzes/Final exam	15%
Attendance	5%

Note: Failure to complete the school observation to the satisfaction of the supervising classroom teacher and Dr. Troutman will result in a final grade of F.

Grading Scale

94-100	A	74-76	C
90- 93	A-	70-73	C-
87- 89	B+	67-69	D+
84- 86	B	64-66	D
80- 83	B-	60-63	D-
77- 79	C+	below 60	F

CLASS PROCEDURES

1. Attendance is required. Please be on time for class and ready to begin.
2. Please have assignments ready on time. Late assignments will not be accepted. Submission of written assignments using conventional language and grammar is expected. Assignments produced without the use of a word processor must be legible to Dr. Troutman
3. Complete reading assignments prior to class.
4. Attend carefully to class presentations and discussions.
5. Class participation is expected. Please share your questions, ideas, and feelings.
6. Dr. Troutman will provide sufficient advance notice of assignments so that you will have adequate time to prepare.
7. If you are having difficulty with an assignment, it is your responsibility to see Dr. Troutman about the problem. If you are uncomfortable raising your problem in class, please make an appointment so that you may receive individual guidance. You should never fail to complete an assignment because you don't understand, or because you think that you may be on the wrong track.
8. Establishing a professional attitude is expected. You are largely responsible for your own success - what you get out of a learning experience is equal to that which you put in.

Day by Day Topics and Assignments			
All reading assignments are to be read before date of presentation for discussion.			
Day	Topics/Presentation	Field Assignments	Reading Assignment
1/20	Course outline distribution. Divide class into groups for course understanding and requirements Video Segment #1		Course syllabus Chapter 1: Becoming a Teacher
1/22	Group 1 Meeting/Planning	Bring NEW 3 ring binder to class with 15 Sections	Chapter 1: Becoming a Teacher
1/27-29	Group 1 Presentation		Chapter 1: Becoming a Teacher
2/3	Group 2		Chapter 2: Student Diversity
2/5	Group 2		Chapter 2: Student Diversity
2/10	Requirements of Elementary Program Group 3 -	Advising Center – Heather Howard	Chapter 3: Teacher Effectiveness
2/12	Group 3	Observation in School	Chapter 3: Teacher Effectiveness
2/17	Group 4	Portfolio Artifact Collection : 1:P4 1:P7 & 1:P10 page 131 due (INTASC 4,7& 9)	Chapter 4:Schools: Choices and Challenges
2/19	Group 4	Structured Observation # 1 Orientation due	Chapter 4:Schools:

		CML -TBA	Choices and Challenges
2/24	Group 5		Chapter 5: Life in Schools
2/26	Group 5	Structured Observation #2 Diversity due	Chapter 5: Life in Schools
3/2	Group 6		Chapter 6: What Students are Taught in School
3/4	Group 6		Chapter 6: What Students are Taught in School
3/9	Group 1		Chapter 7: Controversy Over Who Controls the Curriculum Draft of Philosophical Statement due
3/11	Group 2	MIDTERM- PORTFOLIO DUE Portfolio Artifacts Collection Due Page 301: 2:P1 & 2:P3 (INTASC 1 & 3)	Chapter 7: Controversy Over Who Controls the Curriculum Draft of Philosophical Statement due
3/16	Group 3		Chapter 8: The History of American Education
3/18	Group 3		Chapter 8: The History of American Education
3/23	Group 4		Chapter 9: Philosophy of Education
3/25	Group 4	Structured Observation # 3 Management Strategies	Chapter 9: Philosophy of Education
3/30	Group 5		Chapter 10: Financing and Governing America's Schools
4/1	Group 5		Chapter 10: Financing and Governing America's Schools
4/6			Spring Break
4/8			Spring Break
4/13	Group 6	Structured Observation # 4 Teaching Strategies due	Chapter 11: School Law and Ethics

4/15	Group 6		Chapter 11: School Law and Ethics
4/20	Group 1	Portfolio Artifact Collection DUE, page 469: 3:P2, 3:P5 (INTASC 2 & 5)	Chapter 12: The Struggle for Educational Opportunity
4/22	Group 1/4		Chapter 12: The Struggle for Educational Opportunity
4/27	Group 2/5	All Day Experience-Structured Observation # 5	Chapter 13: Technology in Education
4/29	Group 3/6	Portfolio Due Portfolio Artifact Collection Due, page 613: 4:P6, 4P:8, 4:P9 (INTASC 6, 8 & 9)	Chapter 14: Your First Classroom
5/4		FINAL Portfolio Assessment	Chapter 15: Q and A Guide to Entering the Teaching Profession Pedagogical Terminology test over all Chapters
5/6		FINAL Portfolio Assessment	Peer review of Philosophical Statement Student-led discussion of teaching as a career
5/11			Portfolio Exhibit Philosophical Statement due Summative Experience
5/13			

ASSESSMENT of ASSIGNMENTS

The following rubrics will be used to assess your assignments, group presentations, portfolios collections, and portfolios.

Oral Presentation Rubric
Jigsaw

Your Name _____

Group Member _____

Oral Presentation	Possible Points 10	2 Developed	1 Attempted	0 Not Present	Self Assess- ment	Peer Review	Teacher Assessment/ Suggestions
1. Topic stated							
2. Goals and Objectives							
3. How is topic related are linked to principle							
4. Audio, visuals, materials and technology used							
5. Presentation well planned & coherent							
6. Communi- cation clear & useful							
7. Covered topic in depth & linked to text features							
8. Personal experiences integrated where relevant and appropriate							
9. Bibliographic information and other resources references							
10. Summarized topic							
Allocated time: 10 minutes							
Total Points							

Portfolio Artifact Collection Rubric

Artifact # and principle	Max Pt. 10	INTASC principle demo skills	Purpose & activity stated	Carefully selected & presented	Peer review	Self review	UNLV review	Feedback & suggestions
1:P4 Strategies								
1:P7 Planning								
1:P10 Reflect. & Responsi- bility								
2:P1 Know- ledge								
2:P3 Clipping on MCE & Diversity								
3:P2 Develop- ment								
3:P5 Philosophy								
4:P6 Communi- cation								
4:P8 Assess- ment								
4:P9 Reflection & Responsi- bility								

ARTIFACT EVALUATION WORKSHEET

A poor/unacceptable artifact:	A good / acceptable artifact rubric
1. is not carefully selected 2. does not demonstrate teaching competencies 3. does not address me the principles/standard(s) 4. is not presented is clearly and visually 5. does not have a written, audio or video reflection statement	1. is carefully selected 2. demonstrates teaching competencies 3. addresses the principles / standard(s) 4. is visual 5. is presented clearly and professionally 6. has a good written, audio or video reflection statement

1. What artifact do I need at this time?

2. Where can I find these artifact?

3. How can I improve or revise my portfolio artifacts?

Peer: _____ Student: _____ Date _____

Portfolio Rubric Assessment

Portfolio Sections	Max Points 20	Peer Review	Self Review	UNLV Review	Feedback/Suggestions
1. Title Page					
2. Table of Content					
3. Introduction					
4. Resume & documents of personal achievement					
5. Philosophy					
6. Reflection (1-2 pages)					
7. Portfolio Artifact Collection					
8. In-Class Quizzes Exams					
9. Observations at School (Structured Observations Assignments (1-5)					
10. Micro-Teaching Lesson (Performance Assessment)					
11. ICE 201 Evaluation of Student Performance (Midterm and Final)					
12. Student Confirmation Form					
13. Self-Selected Documents					
14. Students Self-Assessment					
15. Summary and Conclusion					
Total Points					

Comments:

JIGSAW GROUP PRESENTATION DATES

Groups	Chapters	Presentation Dates
Groups 1	Becoming A Teacher (1) Controversy Over Who Control Schools (7)	1-27/29 3/23/25
1. Calleen Ullman		
2. Ashley Skidmore		
3. Brian Kasper		
4. Courtney A. Cavaretta		
5. Tabitha Mattox		
Group 2	Student Diversity (2) The History of American Education (8)	2/3/5 3/30-4/1
1. Rachel Webb		
2. Erin Chapman		
3. Tara Sims		
4. Sandra Ratner		
5. Tiffany Jones		
Group 3	Teacher Effectiveness (3) Philosophy of Education (9)	2/17/19 4/13/15
1. Kami Ricks		
2. Allyson Vassallo		
3. Brandi Alexander		
4. Marlene Nagata		
5. Brittany Doucet		
Group 4	Schools: Choices & Challenges Financing & Governing America's Schools (10)	2/24/26 4/20/22
1. La Shawna Shaw		
2. Caitlin Hughes		
3. Tori Mandeles		
4. Heather Mariskanish		
5. Nicole Quesada		
Group 5	Life in Schools (5) School Laws and Ethnics (11)	3/2/4 4/27/29
1. Stephanie MacDuffee		
2. Jessica Ross		
3. Marsha Rollins		
4. Nicole Conner		
5. Genoa X Barrett		
Group 6	What Students are Taught in Schools (6) The Struggle for Equal Opportunity (12)	3/16/18 5/4/6
1. Becca Tremoine		
2. Liz Scott		
3. Jocelyn Mata		
4. Mallorie Ogren		
5.		

