Fall 2017

Instructor Information:

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Office hours: Online Mondays 9:00-2:00, or by appointment
Credits: 3 hours
Course Time & Location:

Prerequisites:
Admitted to Educator Preparation, Enrolled in Field Experience I semester.

C or better in this course is required as a prerequisite for Field Experience II.

I. Course Description:

Candidates will design and implement developmentally appropriate conditions for learning and instruction that are informed through assessment data.

This three-hour course places teacher candidates on PK-6 public school campuses during the experience referred to as Field Experience I. The objectives and subsequent activities of this Field Experience I are designed to help the teacher candidate apply his/her knowledge and skills in the public school setting. The objectives and activities will be accomplished through 2-hour labs, four days a week (M-R).

These courses, ELE 302, ECH 332, RDG 322, and ECH 350 combine to provide the information and performance based application of knowledge, which leads to prove that teacher candidates are competent in teaching young children. This is a web-enhanced course.

This course contains three critical assessments that must be submitted through the LiveText management system. It is an absolute requirement of this course that all teacher candidates submit the Integrated Content (Social Studies/ELA) Workshop Plan, the Small Reading Group Instruction Lesson Plan, and the Unit Work Sample (Literacy Project) assignments in LiveText for successful completion of the course.

II. Intended Learning Outcomes/Goals/Objectives:

This course is aligned with the College of Education Vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
• **Openness** to new ideas, to culturally diverse people, and to innovation and change
• **Integrity** responsibility, diligence, and ethical behavior, and
• **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

These courses, ELE 302, ECH 332, RDG 322, and ECH 350 combine to provide the information and performance based application of knowledge, which leads to prove that teacher candidates are competent in teaching young children.

ECH 350 is a field experience course where teacher candidates demonstrate potential as an elementary teacher and document effectiveness by completing an extended literacy project with children in a public school classroom. Teacher candidates are asked to administer assessments, analyze the results, and implement appropriate instruction. Each assignment is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/.

### Program Learning Outcomes & Student Learning Outcomes:

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- **SLO 1.1** Candidates will conduct guided reading with a small group of students (2-3), and focus on strategy instruction while planning and implementing lessons to address specific TEKS and ELPS.
  - **SLO Assessment 1.1.1** Weekly Lesson Plans using the FEI Small Group Reading Lesson Plan (EC-6 ELAR 1.2, 1.3, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 3.1s, 3.2s, 3.6s, 4.1s, 4.3s, 4.4s, 4.5s, 4.9s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.8s, 7.11s, 10.3s; **PPR** 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.1s, 2.2s, 2.3s, 2.6s, 3.7s, 3.8s; **TS** 2Biii, 3Ci, 3Aiii, 1Aii, 1Di(3), 5Aii, 1Bi, 1Ci, 3Bi, 1Ai, 3Bii, 2Bi, 1Ci, 1Bii, 3Bi, 2Ai, 5Ci, 5Cii, 1Fi, 5Bi, 5Di, 4Aii, 1Di, 4Cii)
  - **SLO Assessment 1.1.2** Reflection 3: Small Group After Teaching Reflection (PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; **TS** 6Aii)
  - **SLO Assessment 1.1.3** Field Observation of FEI Small Group Reading Lesson (PPR 2.13k, 2.18k, 2.21s, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; **TS** 1Dii, 1Fii)
  - **SLO Assessment 1.1.4** Reflection of the Lesson/Lab Discussions (PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; **TS** 6Aii)

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in the content areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2; InTASC 4).

- **SLO 2.1** Candidates will synthesize teaching and learning into a literacy project that includes lesson planning, student work samples, assessment, parent communication, and reflective analyses.
  - **SLO Assessment 2.1.1** Final Paper (LiveText – RDG Candidate Work Sample) (PPR 4.12k; **TECH** 6.24s **ISTE** 3d)

**PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8).

- **SLO 3.1** Candidates will: (1) prepare a social studies mini lesson to teach readers how to make meaning from non-fiction text (graphic organizer, readers’ theatre, etc.); (2) confer during workshop worktime with children in a manner that demonstrates children are able to respond to the text showing understanding of the skill (TEKS) taught in the mini lesson; (3) take anecdotal notes on students; (4) assemble students in a seminar for sharing and closure.
SLO Assessment 3.1.1 Integrated Read Aloud and Extension Activity Plan (EC-6 ELAR 1.2s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.1s, 2.2s, 2.3s, 3.8s, 4.10k; TS 2Bi, 3Ci, 3Aii, 1Aii, 1D(ii), 1A1, 2Bi, 1Ci, 1Bi, 2A1, 5Ci, 5Cii, 4Aii, 1Di; TECH 1.5s ISTE 2a, 2b, 4a)

SLO Assessment 3.1.2 Field Observation of Integrated Read Aloud and Extension Activity (PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.18k, 2.1s, 2.2s, 2.3s, 3.8s, 4.10k; TS 2Bi, 3Ci, 3Aii, 1D(ii), 3B1, 1A1, 2Bi, 1Ci, 1Bi, 2A1, 5Ci, 5Cii, 4Aii, 1Di)

SLO Assessment 3.1.3 Reflection 4: Whole Group After Teaching Reflection (SS 1.7s, 3.1s, 3.2s, 4.1s, 4.2s, 4.3s, 4.8s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.18k, 2.1s, 2.2s, 2.3s, 3.8s, 4.10k; TS 2Bi, 3Ci, 3Aii, 1D(ii), 3B1, 1A1, 2Bi, 1Ci, 1Bi, 2A1, 5Ci, 5Cii, 4Aii, 1Di)

SLO 3.2 Candidates monitor their choices for planning to provide instructional opportunities that meet the needs of all learners.

SLO Assessment 3.2.1 Copy of FE I Implementation of Plan Chart (PPR 1.1s, 1.3s, 1.4s, 1.6s, 1.9s, 1.19s, 4.12k; EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s; TS 1Bi, 1Ci, 3Bi, 1Aii, 1Bii)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 6; ISTE II).

SLO 4.1 Candidates will select and use three assessment instruments to pre-and post-three students at the beginning and end of the semester to inform guided reading instruction and individual conferring within the classroom.

SLO Assessment 4.1.1 Copies of Pre-Assessment Results with Reflection (EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Cii, 6Dii; TECH 3.7s, 6.19s, ISTE 1d, 3h, 3c, 3d).

SLO Assessment 4.1.2 Copies of Pre/Post Assessment Results Comparison (EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Cii, 1Fii, 5Bi, 5Di, 6Dii; TECH 3.7s, 6.19s, 7.15s ISTE 1d, 3h, 3c, 3d).

SLO 4.2 Candidates will record the progress of daily assessments used during small reading instruction to inform the candidate for further planning to meet the needs of each student in the group.

SLO Assessment 4.2.1 Copies of Progress Monitoring Charts (EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s, 7.14k, 10.1s, 10.3s; PPR 1.25k, 1.29s; TS 1Fii, 5Bi, 5Di; TECH 4.10s, 7.15s ISTE 3d, 5c, 5d)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5; InTASC 9, 10).

SLO 5.1 Candidates will write three short letters (approved by the university professor and mentor teacher as appropriate) including two introductory letters written for their mentor teacher and another to the parents of their small reading group that will introduce the candidate. The Parent Letter will state the purpose of the small reading group. The third letter will be a thank you to the mentor teacher.

SLO Assessment 5.1.1 Copy of Introductory Mentor Teacher Letter (PPR 4.5s, 4.8s; TS 6Dii)

SLO Assessment 5.1.2 Copy of Introductory Parent Letter (EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii)

SLO Assessment 5.1.3 Copy of Mentor Thank You Letter (PPR 4.5s, 4.8s; TS 6Dii)

SLO 5.2 Candidates will collaborate with other candidates to create a one-page newsletter (approved by the university professor and mentor teacher) that alerts parents to web-based, community, and book resources to assist in literacy development at home.

SLO Assessment 5.2.1 Copy of Parent Newsletter (EC-6 ELAR 1.8s, 2.4s, 4.10s, 7.15s; PPR 4.1k, 4.3s; TS 4Div)

SLO 5.3 Candidates will prepare a take home activity around Reading TEKS and include a reader response activity.

SLO Assessment 5.3.1 Copy of Take-Home Activity (EC-6 ELAR 7.5s, 10.4s; PPR 4.1k)

SLO 5.4 Candidates will develop a professionalism statement which reflects guiding criteria for personal actions and attitudes during the field experience.

SLO Assessment 5.4.1 Copy of Professionalism Statement (PPR 4.12k)

SLO 5.5 Candidates will get acquainted with the mentor teacher’s established classroom climate/culture and students through observation and administration of an interest inventory to determine attitudes and dispositions towards literacy.

SLO Assessment 5.5.1 Copy of completed Getting Acquainted: Climate Culture Reflection Assignment (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Cii, 4Cii, 6Di; TECH 6.26s ISTE 3d)
- SLO Assessment 5.5.2 Copy of Attitude Survey/Interest Inventory Assignment (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Cii, 4Cii, 6Di)
- SLO 5.6 Candidates will reflect on best practices that promote the intellectual, social, and emotional well-being of all children.
  - SLO Assessment 5.6.1 Reflection 1: Week 2 - Orientation (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.13k, 4.14k, 4.15k, 4.16s; TS 4Cii, 4Cii, 6Di)
  - SLO Assessment 5.6.2 Mentor Teacher Feedback (PPR 4.5s, 4.7s, 4.8s; TS 6Bi, 6Di)

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

#### PROFESSIONAL PRACTICES AND RESPONSIBILITIES: (34 total points)

**Professionalism Statement:** (12 points)

The candidate will complete a written professionalism statement at the beginning of the semester to receive the total points for professionalism; however, points will be deducted from the final grade for infractions related to the following:

1. Attendance / Punctuality (documented by sign-in sheet)
2. Compliance with testing deadlines (documented through testing office)
3. Attitude / Dispositions
4. Engagement in classroom discussions (University lab class)
5. Engagement in elementary classroom (documented through site professor observations and mentor teacher feedback)
6. Compliance with assignment deadlines
7. End of course evaluation

**Mentor Teacher Feedback** (2 total points/1 point each for two submissions or .5 points each for four submissions)

The candidate will request written feedback from the mentor teacher at least twice during the semester using the required form that includes, but is not limited to, best practices for the candidate to reinforce, refine, and introduce. The site professor may require four submissions.

**Professional Reflections**

The candidate will reflect on best practices for the following assignments.

- Reflection 1: Week 2: Orientation Reflection - (1 point)
  
  After the second week of orientation, the candidate will reflect on the information provided by guest speakers and professors and provide a written response.

- Reflection 2: Getting Acquainted: Climate/Culture Reflection - (1 point)
  
  At the end of the first week in the field, the candidate will have observed the mentor teacher’s classroom completing the Getting Acquainted form to reflect on what was observed.

- Reflection of the Lesson/Lab Discussions (6 total) - (9 total points/1.5 each)
  
  The candidate is required to prepare 2-3 lessons each week during the 6 weeks of their small reading groups. After each implemented lesson, the candidate will reflect on their practices. The teacher candidate will submit hardcopies of each reflection of lesson during the following lab class and use the reflections to complete additional lab discussions related to topics the site professor has selected for further discussion related to the planning and implementation of small group instruction.

- Reflection 3: Small Group After Teaching Reflection - (1 point)
  
  During the 6 weeks of small group reading instruction, the candidate will be observed by the site professor. Before receiving final feedback from the site professor, the candidate will reflect on his/her practices.

- Reflection 4: Whole Group After Teaching Reflection - (1 point)
  
  The site professor will observe each candidate participate in whole group instruction. Before receiving final feedback from the site professor, the candidate will reflect on his/her practices.

- Final Paper (LiveText Component for Literacy Project) - (7 points)
At the conclusion of the semester, the candidate will write a 4-5 page paper as part of the Literacy Project LiveText assignment that addresses the Impact on PK-12 Learning, Collaboration, Personal Reflection of the Overall Experience, and Future Plans. (PPR 4.12k; TECH 6.24s ISTE 3d)

PLANNING: (28 total points)

- **Weekly Lesson Plans** – (2/3 per week for 6 weeks) (1 Exemplary Plan with Reflection in LiveText) = (18 total points/ 3 each week)

Each week during the 6 weeks of small group reading instruction, the candidate will prepare 2-3 lessons each week to address strategies before, during, and after reading to increase individual students’ literacy development.

**(EC-6 ELAR)** 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 3.1s, 3.2s, 3.6s, 4.1s, 4.3s, 4.4s, 4.5s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.8s, 7.11s, 10.3s; **PPR** 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.1s, 2.2s, 2.3s, 2.6s, 3.7s, 3.8s; **TS** 2Biii, 3Ci, 3Aiii, 1Aii, 1D(iii), 5Ai, 1Bi, 1Ci, 1Aii, 3Bi, 1Aii, 3Biii, 2Bi, 1Ciii, 1Bi, 1Bii, 5Bii, 2Ai, 5Ci, 5Ci, 1Fiii, 5Bi, 5Di, 4Aii, 1Di, 4Ciii)

- **Implementation of Plan Chart** (LiveText Component for Literacy Project) - (5 points)

Each week during the 6 weeks of small group reading instruction, the candidate will track the instructional choices made when preparing each lesson taught.

**(PPR 1.1s, 1.3s, 1.4s, 1.6s, 1.9s, 1.19s, 4.12k; EC-6 ELAR)** 1.7s, 2.1s, 3.3s, 4.9s; 5.7s; **TS** 1Bi, 1Ci, 3Bi, 1Aii, 1Bii)

- **Integrated Read Aloud and Extension Activity Plan** (LiveText) - (5 points)

The candidate will plan an integrated read along and extension activity lesson that demonstrates effective instructional methods for teaching Social Studies and Reading skills. The lesson will incorporate technology using an e-book created by the teacher candidate on approved social studies content.

**(EC-6 ELAR)** 1.2s; **PPR** 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.1s, 2.2s, 2.3s, 3.8s, 4.10k; **TS** 2Biii, 3Ci, 3Aiii, 1Aii, 1D(iii). 1Aii, 2Bi, 1Ciii, 1Bii, 2Aii, 5Ci, 5Ci, 4Aii, 1Di; **TECH** 1.5s **ISTE** 2a, 2b, 4a))

INSTRUCTION: (15 total points)

- **Small Group Instruction Lesson Observation** - (10 points)

During the 6 weeks of small group instruction, the site will observe the candidate’s implementation of their lesson plan and provide feedback.

**(PPR 2.13k, 2.18k, 2.21s, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Di, 1Fi)**

- **Integrated Read Aloud and Extension Activity Observation** - (5 points)

The mentor classroom teacher will observe the candidate’s implementation of their lesson plan and provide feedback.

**(PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.18k, 2.1s, 2.2s, 2.3s, 3.8s, 4.10k; TS 2Biii, 3Ci, 3Aiii, 1Aii, 1D(iii), 3Bi, 1Aii, 2Bi, 1Ciii, 1Bii, 2Aii, 5Ci, 5Ci, 4Aii, 1Di; TECH 1.5s ISTE 2a, 2b, 4a))

ASSESSMENT: (18 total points)

- **Attitude Survey/Interest Inventory with Reflection** – (2 points)

During the first week in the field, the candidate will interview each student in their small reading group about their interests and attitudes about reading.

**(EC-6 ELAR)** 4.4s; **PPR** 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; **TS** 4Cii, 4Cii, 6Dd)

- **Small Reading Group Pre-Assessments with Reflection** (LiveText Component for Literacy Project) - (6 points)

Prior to small group instruction, the candidate will use three pre-assessments to assess the literacy skills of each individual in their small reading group.

**(EC-6 ELAR)** 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s; **PPR** 1.28s, 1.29s, 4.18s; **TS** 2Aii, 5Ci, 5Ci, 6Diii; **TECH** 3.7s, 6.19s, **ISTE** 1d, 3b, 3c, 3d.

- **Progress Monitoring Charts** - (LiveText Component for Literacy Project) - (6 points)

During the 6 weeks of small group instruction, the candidate will record the progress of each individual in their small reading group.

**(EC-6 ELAR)** 1.7s, 2.1s, 3.3s, 4.9s; 5.7s, 7.14k, 10.1s, 10.3s; **PPR** 1.25k, 1.29s; **TS** 1Fiii, 5Bi, 5Di; **TECH** 4.10s, 7.15s **ISTE** 3d, 5c, 5d)

- **Small Reading Group Pre/Post Assessment Results Comparison** (LiveText Component for Literacy Project) - (4 points)

At the conclusion of the 6 weeks of small reading instruction, the candidate will reassess each individual student using the three assessments used for the pre-assessments and compare the pre/post results.

**(EC-6 ELAR)** 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, **PPR** 1.28s, 1.29s, 4.18s; **TS** 2Aii, 5Ci, 5Ci, 1Fiii, 5Bi, 5Di, **TECH** 3.7s, 6.19s, 7.15s **ISTE** 1d, 3b, 3c, 3d.

HOME/SCHOOL COMMUNICATIONS: (5 total points)
• Introductory Mentor Teacher Letter (.5 points)
The candidate will prepare a letter to their assigned mentor teacher introducing themselves.

(PPR 4.5s, 4.8s; TS 6Dii)

• Introductory Family Letter – (1 point)
The candidate will prepare a letter to each family of the students in their small reading group introducing themselves and explaining what their child will do in the small reading group.

(EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii)

• Take-Home Activity and Letter – (2 points)
Around the 3rd or 4th week of small group instruction, the candidate will send home a take-home activity prepared especially for the literacy needs of the individuals in his/her group.

(EC-6 ELAR 7.5s, 10.4s; PPR 4.1k)

• Parent Newsletter – (1 point)
The candidate will collaborate with other candidates assigned to the same mentor teacher to create a parent newsletter providing literacy resources for families to use at home.

(PPR 4.1k, 4.3s; TS 4Div)

• Mentor Teacher Thank You Letter - (.5 points)
At the conclusion of the semester, each candidate will prepare a thank you letter for the mentor teacher.

(PPR 4.5s, 4.8s; TS 6Dii)

TOTAL: 100 points

Summary of LiveText Assignments:

*ALL LiveText assignments must be submitted to meet the requirements to pass this course.

All LiveText assignments are submitted under the Field Experience tab in LiveText. All of your assignments will be in the same Dropbox, therefore it is important that you title each document as instructed. Always use your first and last name in your document title.

Assignment 1: RDG Content Assessment - ELA

Directions: Create and submit in one document a Small Group Reading Lesson that includes and describes the following components:

Title the Document:  First LastName_Exemplary Lesson Plan

• Completed Small Group Reading Lesson Plan (use of technology must be included in the lesson)
• Reflection of the Lesson (typed)

Assignment 2: RDG Content Assessment - Social Studies

Directions:

Title the Document:  First LastName_RDG Content Assessment_Social Studies

1) Create and submit the Integrated Read Aloud and Extension Activity plan that includes and describes the following components:

• TEKS and Learning Objective
• ELPS and Language Objective
• Assessment of Objective
• Non-Fiction Text
• Materials List (everything needed by teacher and students; use of technology (e-book of non-fiction text) required)
• Transition/Engage
• Read Aloud/Explore/Explain (teaching readers to make meaning from text)
• Preview for Extension Activity (Model/Explanation)
• Closure/Seminar (how you will facilitate sharing and closure)

2) Attach teacher created e-book of non-fiction text

Assignment 3: RDG Candidate Work Sample

Directions: The Literacy Project is based on work with a small group of students in the area of literacy instruction. The district mentor selects a group of two to three children with whom each Teacher Candidate will work for a minimum of (6) weeks. There are numerous opportunities to demonstrate potential as an early childhood teacher and to document effectiveness. There are two final word documents to submit for this assignment.

Title Document 1: First LastName_Work Sample_Final Paper

Document 1:
The Literacy Project is a comprehensive assignment for the semester. Although the campus instructor will track progress by assessing sections of the project throughout the semester, the candidate will submit all sections in one document to LiveText. The Literacy Project includes several forms for collection of data including; pre-assessment data with reflection, implementation of plan chart, progress monitoring, and pre/post assessment result comparison.

At the conclusion of the post-assessments, the data is analyzed and an academic paper that documents and summarizes the experience is submitted along with the collected documentation throughout the semester. The academic paper will be a 4-5 page personal response including the impact on PK-12 learners, family/school relationships, reflection, and future plans.

- Analysis of their teaching and the project overall in order to identify methods to determine effectiveness and accountability for PK-12 learning
- The importance of establishing and maintaining positive collaborative relationships with others in order to promote intellectual, social, and emotional well-being of children
- Evaluating areas of professional growth
- Identification of future plans based on analyses of assessments/reflections

Title Document 2: First LastName_Document 2_RDG Candidate Work Sample

Document 2:
After the candidate receives formal feedback of the observed small reading group and has completed the after teaching reflection, the candidate will copy and paste the reflection to the observed feedback and submit the document to LiveText.

IV. Evaluation and Assessments (Grading):

There is a total of 100 points for this course. Extra credit assignments are not an option for this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
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</tbody>
</table>

There are three LiveText assignments/submissions in this class. Not submitting ALL LiveText assignments will result in failure to pass this course.
See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment. You can also locate the ECH 350 Point Scale in the d2L course module.

**Rubrics for Grading Assignments:** Rubrics for assignments in this course are provided in the d2L course. It is recommended that you review each rubric prior to completing and submitting any assignment so you are clear on how you will be graded for that assignment. Rubrics can be accessed by clicking on the OTHER RESOURCES tab and selecting RUBRICS. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school). Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public school campus and the greater community.

**Professionalism Points:** Candidates receive all professionalism points at the beginning of the semester after submitting the Professionalism Statement; however, infractions related to professionalism may result in deducted points. Examples of behaviors that signify a lack of professionalism include, but are not limited to: inappropriate dress, tardiness, unexcused absences, late assignments, ongoing submission of incorrect assignments, inappropriate communication with students, mentor teachers, other teacher candidates, and site professors.

**Infraction one and two:** Notice of Concern (Professor Feedback through Dropbox and/or Email)

**Infraction three:** Written Notice of Concern and Plan for Improvement (Required meeting with Professor)

**Infraction four:** Referral to the Program Review Panel

Any behavior that does not model ethical and respectful behavior and demonstrate integrity in all situations will result in automatic referral to the Program Review Panel including:

1) Not following policies and procedures at their specific school placement and adhering to Code of Ethics and Standard Practices for Texas Educators

2) Not communicating consistently, clearly, and respectfully with all members of the campus community, including students, parents, and families, colleagues, administrators, and staff

3) Causing potential physical or emotional harm to a student, including but not limited to, posting student personal information in any format on social media without written consent from parents

**Work Policy:**

All assignments and LiveText submissions are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. It is at the discretion of the professor to accept the late assignment; however, “technically difficulties” will not be considered a legitimate excuse. An automatic 20% grade deduction will result for any late assignment received within 7 days after the due date. No credit will be given to late assignments submitted a week after the due date; however, due to the necessity of weekly planning and feedback, the weekly small group reading lesson plans will receive an automatic zero if submitted late. ALL assignments must be attempted to pass this course. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

**Assigned Responsibilities:** While in the field, teacher candidates must follow the lead of the mentor teacher and carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates, either on their campus or on other sites. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones' self in a professional manner, refraining from party activities on week nights that may interfere
with your professionalism the next day, maintaining a drug free and alcohol free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with the school district.

**Professional Appearance:** Teacher candidates must be professionally dressed each time they are on the elementary campus (regular attendance, after school faculty meetings, PTA/PTO meetings, etc.). Their attire must comply with the local school district’s dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair, and nails should be carefully considered EACH day. Tattoos must be covered.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors. Candidates in Field Experience I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

**Lesson Planning:** The candidate is expected to follow the expectations provided in this course and the site professor when creating and submitting lesson plans for their small reading group. Occasionally candidates may submit lesson plans that are developmentally inappropriate for their students and/or do not follow the expectations of the course or site professor. You are highly encouraged to see the support of your site professor prior to submitting your lesson plans if you have any questions about the lesson plan expectations or concerns about the appropriateness of your lessons (see your site professor’s office hours).

When lessons are submitted after the required due date, or not approved, feedback cannot be provided in a timely manner that will allow the candidate to teach their small group at the beginning of the week. Therefore, any late or resubmitted lesson plans will result in the candidate receiving a zero for the weekly lesson plans grade. However, lessons must be submitted or resubmitted prior to Monday morning. Once lesson plans are approved, the candidate must make up the time that is missed working with the small group. The candidate must make up the time that is missed working with the small group. The candidate is not allowed to attend field experience while waiting for approval and must make up their time on that following Friday 8:15-10:15. The missed time will count as an **unexcused absence** because it is the responsibility of the candidate to be prepared with appropriate lessons each week.

**Use of Technology:** You are required to incorporate the use of technology for some assignments in the course; however, use of laptops, iPads, cell phones, beepers, and pagers in the field and lab class should be for educational purposes related to ECH 350 ONLY. Use of devices for personal reasons while in the field or lab class is unprofessional and may result in loss of professionalism points.

**Attendance Policy:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Students must provide appropriate documentation for excused absences.** Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7). **No make-up work will be accepted during Finals Week.**

Whether excused or unexcused **ALL** absences from the field must be made up hour-for-hour, as soon as possible or as required by the site professor. An extension to complete absences must be approved by the site professor. The candidate is required to make up absences on Friday during the regularly scheduled 8:15-10:15 time. The teacher candidate is not required to make up absences
from lab class, but unexcused absences from lab class will result in loss of professionalism points. The teacher candidate must notify the site professor prior to field and lab class absences as well as notify their mentor teacher for any field absences.

Absences/Tardiness Grading Policy

- **ALL absences from the field** must be made up hour-for-hour; however, **excused absences** will not result in loss of professionalism points. **Excused absences must have documentation.** Calling in “sick” is not considered documentation.
- **ALL unexcused absences** require DOUBLE make-up time, and 2 points will be deducted from the professionalism grade, after the first initial **unexcused absence**
- Leaving field placement early will count as an **unexcused absence**
- Arriving early to field placement does not accumulate and transfer to make-up hours.
- After the first initial tardy, 1 point will be deducted from the professionalism points, or the student may choose to make up an hour of field time during 8:15-10:15 on Friday. If the tardy is not made up within a reasonable timeframe (within 2 weeks), the points will be deducted. A tardy is defined as any time after 8:15. A tardy after 8:45 will require two hours of make-up time. Any time after 9:15 will count as an **unexcused absence**.

Punctuality:
Teacher candidates are expected to arrive between ten and fifteen minutes before the time required for each individual campus. For some campuses, this is 8:00 AM and for others it is 8:15 AM. **To be "on time" is to be late.** Teacher candidates are expected to remain on the elementary school campus site the full 2-hour requirement. Teacher candidates should not leave the campus during the school day. Candidates are expected to sign in upon arrival and sign out upon departure. Teacher candidates are expected to arrive before the time required for lab class each week so instruction can begin promptly at 2:00pm. In addition, each candidate is expected to participate in the entire lab class. Arriving late or leaving lab class early will negatively affect the candidate’s professionalism grade.

**All assignments are expected to be at least attempted and must be completed to pass the course!**
The professor reserves the right to lower the grade by one letter if assignments are consistently submitted late.

V. Tentative Course Outline/Calendar:

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. Please remember that while the Field Experience follows a uniform course calendar, special circumstances arise on individual campuses which require occasional adjustment. Please refer to your site professor for changes per individual site to the course outline and calendar.

VI. Required Text and Other Required Materials:

**Required:**
LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. **NOTE:** If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

**LiveText** - LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

**FEM Statement** - In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. **FEM must be purchased from** www.livetext.com **for a fee of $18.00**
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Failure to submit required assignments into the LiveText system by the required deadline will result in a penalty assessed to the assignment grade. Not submitting ALL LiveText assignments will result in failure to successfully complete the course.

There are no other additional texts required for this course. Textbooks, packets, and other materials from current and previous reading and early childhood courses will be used for references. Reading assignments will vary per campus need; some reading assignments are provided online in the d2L course modules.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: (Policy 6.7):

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty (Policy 4.1):

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience I courses or student teaching, students will be dropped from professional education courses. NOTE: Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.
### Week 7 - Daily on Site @ TRJ Elementary 8:10-10:15

**Monday, 10/09 - Thursday, 10/12**
- Reteach Revised Wk. 1 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart

**Monday, 10/16 - Thursday, 10/19**
- Progress Monitor and chart data on the Progress Monitoring Chart (Monday)
- Teach Wk. 2 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart
  - Dr. Vaughn will be formally observing lessons
- Dr. Vaughn will be formally observing lessons
- Send home 2nd Parent Letter and Take Home Activity
- Teach Whole Group Workshop Lesson (times TBA)

**Monday, 10/23 - Thursday, 10/26**
- Progress Monitor and chart data on the Progress Monitoring Chart (Monday)
- Teach Wk. 3 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart
  - Dr. Vaughn will be formally observing lessons
- Send home 3rd Parent Letter and Take Home Activity
- Teach Whole Group Workshop Lesson (times TBA)

**Monday, 10/30 - Thursday, 11/02**
- Progress Monitor and chart data on the Progress Monitoring Chart (Monday)
- Teach Wk. 4 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart
  - Dr. Vaughn will be formally observing lessons
- Teach Whole Group Workshop Lesson (times TBA)

**Monday, 11/06 - Thursday, 11/09**
- Monday: NISD Teacher Workday
  - Small Group Meeting with Dr. Vaughn 8:10-10:15, location TBA
  - Teach Wk. 5 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart
  - Dr. Vaughn will be formally observing lessons
- Teach Whole Group Workshop Lesson (times TBA)

**Monday, 11/13 - Thursday, 11/16**
- Teach Wk. 6 Small Group Reading Lessons (Tuesday & Thursday)
  - Chart your lessons on the Implementation of Plan Chart
  - Dr. Vaughn will be formally observing lessons
- Begin administering Individual Informal Reading Post-Assessments
- Teach Whole Group Workshop Lesson (times TBA)

**Monday, 11/20 - Thursday, 11/23**
- **Thanksgiving Holiday 11/20-24 – ENJOY and be Thankful!!!**

**Monday, 11/27 - Thursday, 11/30**
- Teach Whole Group Content-Social Studies Workshop Lesson (times TBA)
- Complete administering Individual Informal Reading Post-Assessments

**Week 8 - Daily on Site @ TRJ Elementary 8:10-10:15**

**Monday, 11/27 - Thursday, 12/07**
- Deliver Mentor Teacher “Thank you” Letter
- Deliver Parent Newsletter
- Observe in other classrooms

**Week 9 - Daily on Site @ TRJ Elementary 8:10-10:15**

**Monday, 12/04 - Thursday, 12/11**
- Check and respond to your emails throughout the week in the event you are needed to correct submission of documents.
- Submit Final Paper / RDG Candidate Work Sample along with:
  - Small Reading Group Pre-Assessments with Reflection,
  - Implementation of Plan Chart,
  - Progress Monitoring Charts,
  - Small Reading Pre-Post Result Comparison

**Week 10 - Daily on Site @ TRJ Elementary 8:10-10:15**

**Monday, 12/11 - Thursday, 12/14**
- Module 1b: Final Paper to D2L & LiveText (RDG Candidate Work Sample)
### ECH 350 Field Experience I Tentative Schedule - Fall 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event (Where &amp; When)</th>
<th>Due in D2L Dropbox by 11:59 p.m. in D2L unless otherwise noted</th>
</tr>
</thead>
</table>
| **Week 1 - FE I Orientation (ECRC 212, 8:10-10:15)** | **Due: Tuesday, 08/28 @ 8:00 a.m.** | • Module 1a: Professionalism Statement, Tuesday, 08/29 @ 8:00 a.m.  
• Module 2: Mentor Teacher Introduction Letter, Tuesday, 08/29 @ 8:00 a.m. |
| Monday, 08/28      | • Whole group Orientation 8:10-10:15                                              |                                                                 |
| Tuesday, 08/29     | • Departmental Assessment with Karla Hamilton 8:10-9:15                             | • Module 2c: FE I Panel 9:15-10:15                              |
| Wednesday, 08/30   | • Departmental Assessment with Karla Hamilton 8:10-10:15                            |                                                                 |
| Thursday, 08/31    | • TExES PPR Preparation with Karla Hamilton 8:10-10:15                             |                                                                 |
| **Week 2 - FE I Orientation, 8:10-10:15**          | **Due: Sunday, 09/10**                                                             | • Module 1b: Reflection 1: Week 2 Orientation                    |
| Monday, 09/04      | • Small Group with Dr. Vaughn 8:10-10:15, location TBA                             | • Module 2: Introductory Family Letter                           |
| Tuesday, 09/05     | • Whole Group Orientation                                                           | • Module 1c: PPR Registration                                   |
|                    |   o Guest Speaker Janet Tareilo, Schools, Teachers, and the Law                    |                                                                 |
|                    |   o Guest Speaker Kristi Hatchel, Child Advocacy                                    |                                                                 |
| Wednesday, 09/06   | • Small Group with Dr. Vaughn 8:10-10:15, location TBA                             |                                                                 |
| Thursday, 09/07    | • Small Group with Dr. Vaughn 8:10-10:15, location TBA                             |                                                                 |
| **Week 3 – Daily on Site @ TRJ Elementary 8:10-10:15** | **Due: Sunday, 09/17**                                                             | • Module 1b: Reflection 2: Getting Acquainted: Climate/Culture Assignment with Reflection  
• Module 3a: Attitude Survey/Interest Inventory with Reflection (Think about your ECH 332 CHAMPS assignment as you complete this document) |
| Monday, 09/11      | • Site Orientation                                                                  |                                                                 |
|                    |   • Deliver Mentor Teacher Letter                                                  |                                                                 |
|                    |   • Assist teacher and students as needed (daily)                                  |                                                                 |
|                    |   • Get names of students in your small group                                      |                                                                 |
|                    |   • Begin gathering information for Getting Acquainted form                         |                                                                 |
| Tuesday, 09/12     | • Complete Getting Acquainted form                                                 |                                                                 |
|                    |   • Begin administering the Attitude Survey/Interest Inventory with your students  |                                                                 |
| Wednesday, 09/13   | • Continue administering the Attitude Survey/Interest Inventory                    |                                                                 |
| Thursday, 09/14    | • Complete administering the Attitude Survey/Interest Inventory and Reflection      |                                                                 |
|                    |   • Begin administering the below Individual Informal Reading Pre-Assessments as time allows |                                                                 |
| **Week 4 – Daily on Site @ TRJ Elementary 8:10-10:15** | **Due: Sunday, 09/24**                                                             | • Module 3b: Small Group Pre-Assessment Data with Reflection  
• Module 4c: FE I Small Group Reading Lesson Plans x2, Wk. 1 |
| Monday, 09/18 - Thursday, 09/21 | • Deliver Parent Letter  
• Individual Lesson Planning meetings with Dr. Vaughn - time TBA  
• Complete Individual Informal Reading Pre-Assessments  
  o (Monday) - Phonological Awareness:  
    • KPAT  
    • Yopp-Singer  
  o (Tuesday) Phonics:  
    • QPS  
  o (Wednesday) Reading Level:  
    • Running Record  
    • Oral Retell  
  o Fluency (if both the KPAT/Yopp-Singer are developed):  
    • WCPM with Prosody  
    • Fry's Instant Sight Words |                                                                 |
| **Week 5 - Daily on Site @ TRJ Elementary 8:10-10:15** | **Due: Sunday, 10/01**                                                             | • Module 4c: FE I Small Group Reading Lesson Plans x2, Wk. 1 Reflection  
• Module 4c: FE I Small Group Reading Lesson Plans x2, Wk. 2 |
| Monday, 09/25 - Thursday, 09/28 | • Enjoy reading with your students  
• Individual Lesson Planning meetings with Dr. Vaughn - time TBA |                                                                 |
| **Week 6 - Daily on Site @ TRJ Elementary 8:10-10:15** | **Due: Sunday, 10/08**                                                             | • Module 4c: FE I Small Group Reading Lesson Plans x2, Wk. 1 Reflection  
• Module 4c: FE I Small Group Reading Lesson Plans x2, Wk. 1, Revised after teaching  
• Module 1a: Mentor Teacher Feedback 1 |
| Monday, 10/02 - Thursday, 10/05 | • Monday: NISD Teacher Workday  
  o Small Group Meeting with Dr. Vaughn 8:10-10:15, location TBA  
  o Schedule your Whole Group Integrated Read Aloud & Extension Activity Lesson  
  o Teach Wk. 1 Small Group Reading Lessons (Tuesday & Thursday)  
  o Chart Your Lessons on the Implementation of Plan Chart |                                                                 |