Fall 2018

**Instructor Information:**

Dr. Deborah J. Williams  
Email: williamsd9@sfasu.edu  
Office: 201 I  
Office Phone: 936-468-1884  
Office hours: 3:00-4:30 PM (M); 2:00-4:30 PM (W); 2:00-3:00 PM (R)  
Credits: 3 hours  
Course Time & Location: BQJ- 8:10-10:15 AM (M-R) & ECRC Room 215- 2:00-2:50 PM (M)

**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) Extension Activity Plan with e-book, a Small Reading Group Instruction Lesson Plan, and the Unit Work Sample (Final Paper) 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).

• 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 1.2s, 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, 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, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 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, 1.25k, 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, 3Bi, 1Ai, 3Bi, 1Aiii, 3BiII, 2Bt, 1CiII, 1BiII, 5BiI, 2BiI, 5Cii, 1Fii, 5Bi, 5Di, 4Aii, 1Di, 4CiII; In TASC 1a; 1c; 1f; 1h; 1i; 2a; 2c; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 2q; 3b; 3b; 3i; 3m; 4a; 4d; 4e; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5i; 5p; 5q; 6a; 6b; 6e; 6f; 6g; 6j; 6k; 6q; 7a; 7b; 7d; 7f; 7g; 7j; 7k; 7l; 7m; 7n; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 10d; 10g; 10j; 10o; 10q).
  - SLO Assessment 1.1.2 Reflection 3: Small Group After Teaching Reflection (EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9g; 9j; 9; 9m; 9o; 10t)
  - 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 1DiII, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10)
  - SLO Assessment 1.1.4 Reflection of the Lesson/Lab Discussions (EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9g; 9j; 9; 9m; 9o; 10t)

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).

• 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 7c; InTASC 4q; 9e; 9g; 9l; 9m)

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).
• 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.
  
  o SLO Assessment 3.1.1 Integrated Read Aloud and Extension Activity Plan with e-book (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, ID(iii)). 1Aii, 2Bi, 1Ci, 1Bi, 2Ai, 5Ci, 5Ci, 4Aii, 1Di; TECH 1.5s ISTE 4a, 5a, 5b, 6d.; In TASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3g; 3h; 3k; 3m; 4d; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)
  
  o 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, 1.17k, 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, SI Ai, ID(iii), 3Bi, 1Ai, 2Bi, 1Ci, 1Bi, 2Ai, 5Ci, 5Ci, 4Aii, 1Di; In TASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3d; 3g; 3k; 3m; 4d; 4f; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)
  
  o 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, EC-6 ELAR 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 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, SI Ai, ID(iii), 3Bi, 1Ai, 2Bi, 1Ci, 1Bi, 2Ai, 5Ci, 5Ci, 4Aii, 1Di; In TASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3d; 3g; 3k; 3m; 4d; 4f; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)
  
• SLO 3.2 Candidates monitor their choices for planning to provide instructional opportunities that meet the needs of all learners.
  
  o 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, 1Bi; InTASC 1e; 1f; 1h; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9l; 9m)

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; 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.
  
  o 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, 5Ci, 6Di, ISTE 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7i; 8b).
  
  o 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, 5Ci, 1Fi, 5Bi, 5Di, 6Di, ISTE 3.7s, 6.19s, 7.15s ISTE 2c, 3b, 7c; InTASC 6e; 7i; 8b).
  
• 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.
  
  o 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 1Fi, 5Bi, 5Di, ISTE 4.10s, 7.15s ISTE 7b, 7c; InTASC 1a; 6a; 6e; 6f; 6g; 6j; 6k; 7d; 7l; 7m; 8b; 9i)

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).

• 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; InTASC 1c; 9d; 10d; 10n; 10q)
- SLO Assessment 5.1.2 Copy of Introductory Family Letter (EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii; InTASC 1c; 10d; 10q)
- SLO Assessment 5.1.3 Copy of Mentor Thank You Letter (PPR 4.5s, 4.8s; TS 6Dii; InTASC 1c; 9d; 10d; 10n; 10q)

- 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; InTASC 1c; 10d; 10q)

- SLO 5.3 Candidates will develop a professionalism statement which reflects guiding criteria for personal actions and attitudes during the field experience.
  - SLO Assessment 5.3.1 Copy of Professionalism Statement (PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)

- SLO 5.4 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 5.4.1 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 7c; InTASC 3d; 3k; 9o; 10o)
  - SLO Assessment 5.4.2 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; InTASC 3d; 3k; 9o; 10o)

- SLO 5.5 Candidates will reflect on best practices that promote the intellectual, social, and emotional well-being of all children.
  - SLO Assessment 5.5.1 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; InTASC 3d; 3k; 5c; 5k; 9j; 9o; 10o)
  - SLO Assessment 5.5.2 Mentor Teacher Feedback (PPR 4.5s, 4.7s, 4.8s; TS 6Bi, 6Dii; InTASC 1c; 3n; 7e; 8c; 9d; 10n)

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

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES:** (36 total points)

**Professionalism Statement**: (14 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 (PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)

**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.
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.

The candidate will plan an integrated lesson on approved social studies content. Each week 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.

The classroom mentor teacher will observe the candidate teach the whole group lesson and conference with the site professor about the observation using the provided rubric. Before receiving final feedback/grade for the whole group lesson from the site professor, the candidate will reflect on his/her practices.

The candidate is required to individually prepare 2-3 lessons each week during the 6 weeks of 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.

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.

The candidate will track the instructional choices made each week to address strategies before, during, and after reading. Each week during the 6 weeks of small group reading instruction, the candidate will write a 4-5 page paper as part of the RDG Candidate Work Sample LiveText assignment that addresses the Impact on PK-12 Learning, Collaboration, Personal Reflection of the Overall Experience, and Future Plans.

Each week during the 6 weeks of small group instruction, the candidate will individually 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, 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, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 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, 2.5k, 2.1s, 2.2s, 2.3s, 3.8s. 4.10k; TS 2Bi, 3Ci, 3Ai, 5Ai, 1D(iii), 3Bi, 1Ai, 2Bi, 1Ci, 4Ai, 2Ai, 5Ci, 4Ai, 1D; In TASC 2a; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3g; 3h; 3k; 3m; 4d; 4f; 4g; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)

Final Paper (LiveText Component for Assessment 3) - (7 points)

At the conclusion of the semester, the candidate will write a 4-5 page paper as part of the RDG Candidate Work Sample LiveText assignment that addresses the Impact on PK-12 Learning, Collaboration, Personal Reflection of the Overall Experience, and Future Plans.
INSTRUCTION: (15 total points)

- Small Group Instruction Lesson Observation (LiveText Component for Document 2 – RDG Candidate Work Sample) - (10 points)

During the 6 weeks of small group instruction, the site professor 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 1Dii, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10a)

- Integrated Read Aloud and Extension Activity Observation - (5 points)
The classroom mentor teacher will observe the candidate teach the whole group lesson and conference with the site professor about the observation using the provided rubric. The mentor teacher will provide feedback to the teacher candidate after the lesson, but the site professor will provide the final grade after conferencing with the mentor teacher.

(PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 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 2Bii, 3Ci, 3Ai, 3Ai, 1D(ii), 3Bi, 1Ai, 2Bi, 1Ci, 1Bi, 2Ai, 5Ci, 5Aii, 4Bi, 1Di; In TASC 2a; 2c; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3d; 3g; 3k; 3m; 4d; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5e; 5i; 5p; 5q; 6r; 7a; 7b; 7g; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 8s; 9a; 10j; 10g)

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 4Ci, 4Ci, 6Di; InTASC 3d; 3k; 9o; 10a)

- Small Reading Group Pre-Assessments with Reflection (LiveText Component for Final Paper) - (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 2Ai, 5Ci, 5Aii, 6Di; TECH 3.7s, 6.19s, ISTE 2e, 3b; InTASC 6e; 7l; 8b)

- Progress Monitoring Charts (LiveText Component for Final Paper) - (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 1Fi, 5Bi, 5Di; TECH 4.10s, 7.15s ISTE 7b, 7c; In TASC 1a; 6a; 6e; 6f; 6g; 6j; 6k; 7d; 7l; 7m; 8b; 9i)

- Small Reading Group Pre/Post Assessment Results Comparison (LiveText Component for Final Paper) - (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 2Ai, 5Ci, 5Aii, 1Fi, 5Bi, 5Di, 6Di; TECH 3.7s, 6.19s, 7.15s ISTE 2e, 3b, 7c; InTASC 6e; 7l; 8b)

HOME/SCHOOL COMMUNICATIONS: (3 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 6Di; InTASC 1c; 9d; 10d; 10n; 10q)

- 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, 6Di; InTASC 1c; 10d; 10q)

- 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.

(EC-6 ELAR 1.8s, 2.4s, 4.10s, 7.15s; PPR 4.1k, 4.3s; TS 4Div; InTASC 1c; 10d; 10q)

- 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 6Di; InTASC 1c; 9d; 10d; 10n; 10q)

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. Failure to submit the required documents to LiveText by the required deadline may result in a letter grade reduction to the final grade.

Assignment 1: **RDG Content Assessment - ELA**

**Directions:** Create and submit in one document a Small Group Reading Lesson (aka. Guided Reading Lesson Plan) that includes and describes the following components:

**Title the Document:** Small Group Reading Lesson Plan with Reflection of the Lesson

- 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:** (see below)

**RDG Content – Social Studies** (aka. **Two Documents** Document 1 – Integrated Read Aloud and Extension Activity Plan and Document 2 – ebook)

**NOTE:** You are submitting two things: the lesson plan and your e-book.

**Required Title (for lesson plan) =** Social Studies Lesson Plan

**Required Title (for e-book) =** e-book (you may also include the title of your book)

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 of Center Activity)
- Plan for Extension Activity (Step by step directions for students to follow/Plan for differentiation)
- Assess (Plan for determining student success)
- 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: 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: 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.

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- F < 70 points

There are three LiveText assignments with a total of five submissions in this class. Not submitting ALL LiveText assignments will result in failure to pass this course. Failure to submit assignments by required deadline may result in a letter grade reduction for the final grade.

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, failure to comply with guidelines and expectations of this course or those of the assigned campus. Failure to follow expectations for preparing for successful completion of the PPR exam will result in infractions and deductions in professionalism points. See the Work Policy section for required steps for successful completion of the PPR exam.

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

NOTE: Points from Professionalism grade will be deducted beginning after the second infraction which may include notice of infraction through any form of written communication including email accounts, dropbox, and gradebook feedback in d2L.

**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. **NO late assignments will be accepted for full credit!!** 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, late submission of the weekly small group reading lesson plans may result in an automatic zero and the site professor may require the teacher candidate to make up the teaching of a lesson on a Friday. **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 oneself 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 seek 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). **If lesson plans are not appropriate and therefore not approved for the week, the teacher candidate is required to make up the days he/she was not approved to teach.**

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. **If the candidate did not submit lesson plans for approval, 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.**

**Requirements of PPR Exam:** The candidate is expected to complete a practice PPR exam during the week of orientation prior to receiving clearance to register for the PPR exam. In order to receive clearance, the candidate must receive a score of 75% or higher on the practice PPR exam. The candidate will have two opportunities during orientation week to achieve a score of 75% or higher. If a score of 75% or higher is not achieved, the candidate is required to meet with Karla Hamilton and his/her site professor to begin a Plan for Success. The Plan for Success will require the candidate at the minimum to begin practice sessions using the online program CertifyTeacher. The candidate will provide weekly reports to show the dates and time spent on the program, as well as, the progress made on the program. Additional resources may be provided by Mrs. Hamilton and your site professor as part of your Plan for Success.

**Orientation Week 1** – Complete Practice PPR (1 – Those who score 75% or higher are cleared to register for the PPR)
2 – Those who DO NOT score 75% or higher must attend a review session T/W/Th from 3:15-5:00 next week, then retest on Friday

**Orientation Week 2** – Practice Sessions T/W/Th 3:15-5:00 for those who need to retake AND Friday retake practice test

**Week 3** – 1) Those who scored a 75% or higher on the 2nd practice test are cleared to register for the PPR
2) Those who DO NOT score a 75% or higher MUST meet with Mrs. Hamilton and their site professor before the end of the week to develop their Plan for Success
3) ALL those cleared to take the PPR must be registered for the PPR exam and sent testing date to their site professor

**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 is 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. NO late assignments will be accepted for full credit!!

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 here 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.
# ECH 350 TENTATIVE TIMELINE – FALL 2018

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>EVENTS / TOPICS / READING PRIOR TO LAB</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>ORIENTATION WEEK</strong></td>
<td><strong>EACH MONDAY, UNLESS TOLD OTHERWISE, REPORT TO ROOM 215 FOR LAB (2:00-2:50)</strong></td>
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</tbody>
</table>
| 8/27-8/30 | Meet in Room 212 ECRC by 8:10 unless noted otherwise | DUE: *HARDCOPY - Monday in Lab*  
Return NacISD criminal background check/volunteer form with a copy of your driver’s license.  
DUE: Thursday, August 30  
- Professionalism Statement  
- Introductory Mentor Letter  
NOTE: You are required to make a 75% or higher on the practice PPR exam before you can register for the test. If you do not receive the required score, you must attend one of the review sessions provided T/W/TH Week 2 from 3:15-5 and retake the test on Friday, Sept. 10. |
| **MONDAY**  | 8:15-9:15 – Whole Group Orientation  
9:15-10:15 – Professional Development with Site Professor – Report to Room 204 ECRC | **THURSDAY**  
8:15-10:15 Professional Development with Site Professor – Report to Room 102A/Steen Library (Online IPT Training)  
**WEDNESDAY**  
8:15-10:15 – Departmental Assessment Exam PPR with Karla Hamilton  
**TUESDAY**  
8:15-9:00 Panel of Former FE1 Candidates  
9:00-10:15 Overview of PPR expectations with Karla Hamilton  |
| **WEEK 2**  | **ORIENTATION WEEK**  | **DUE: Thursday, September 6**  
- Reflection 1: Week 2 Orientation  
- Introductory Family Letter  
NOTE: You must be registered for the PPR by the end of the third week, September 17. If you do not meet the minimum score of 75% on the second PPR practice test, you must meet with your site professor and Karla Hamilton to develop a plan for success. |
| 9/3-9/6 | Meet in Room 212 ECRC by 8:10 unless noted otherwise | **MONDAY**  
8:15-9:15 Bag of Tricks – How to use the materials in your bag  
9:15-10:15 – Guest Speaker: Janet Tareilo (Schools, Teachers, and the Law)  
**TUESDAY**  
8:15-10:15 Professional Development with Site Professor – Report to Room 204 (ECRC)  
**WEDNESDAY**  
8:15-9:00 Professional Development with Site Professor – Report to Room 204 (ECRC)  |

All Dropbox assignments due by 11:30 PM; Lesson Plan Reflections due in class every Monday by 2:00 PM;
9:15-10:15 – Guest Speaker: Kristi Hachtel (Child Advocacy: Issues related to child abuse and neglect

**THURSDAY** –
8:15-10:15 Professional Development with Site Professor – Report to **Room 204 (ECRC)**

**FRIDAY** –
8:15-10:15 Departmental Assessment Exam PPR Retest with Karla Hamilton (Only for those required to retest)

**BEGINNING WEEK 3, YOU WILL REPORT TO BQJ ELEMENTARY FROM 8:10-10:15 MON-THURS. UNLESS NOTED OTHERWISE**

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<tr>
<th>WEEK 3</th>
<th>9/10-9/13</th>
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| **FIRST WEEK IN THE FIELD** | MONDAY – Site Orientation at Assigned Campus  
We will deliver the Mentor Teacher Introduction Letters on this day and get to know the mentor and students.  
TUESDAY-THURSDAY – You will begin your Getting Acquainted assignment and individually administer the Attitude Survey/Interest Inventory to each student in your guided reading group. |

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<th>WEEK 4</th>
<th>9/17-9/20</th>
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| **9/17-9/20** | Continue “Getting Acquainted”  
Complete your Attitude Survey/Interest Inventory  
Begin your Pre-Assessments if you haven’t already |

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<th>WEEK 5</th>
<th>9/24-9/27</th>
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| **9/24-9/27** | Complete your Pre-Assessments this week  
Start collecting books for small group familiar reading  
Sign up for Small Reading Group Observations |

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<th>WEEK 6</th>
<th>10/1-10/7</th>
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| **10/1-10/7** | Meet with your group about group expectations/CHAMPS  
Start planning your first lesson plans |

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<th>WEEK 7</th>
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<tr>
<td><strong>DUE: Monday, October 8</strong></td>
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<td>Week</td>
<td>Dates</td>
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| 10/8-10/11 | Monday, October 8 report to the ECRC Room 204/ 8:15-10:15  
Give your mentor teacher a hard copy of the feedback form | - Teach WK 2 GR Lesson Plans  
- WK 1 GR Lesson Reflection  
  (DUE in class 10/8)  
- WK 3 GR Lesson Plans | |
| WEEK 8 | 10/15-10/18 | Observations (small group lessons) by the Site Professor will begin Week 8. See schedule for designated time. | **DUE:** October 15  
  - Teach WK 3 GR Lesson Plans  
  - WK 2 GR Lesson Reflection  
    (DUE in class 10/15)  
  - WK 4 GR Lesson Plans  
  - 1st Mentor Teacher Feedback  
    (DUE Thursday, Oct. 18) | |
| WEEK 9 | 10/22-10/25 | Observations (small group lessons) by the Site Professor will continue Week 9. | **DUE:** October 22  
  - Teach WK 4 GR Lesson Plans  
  - WK 3 GR Lesson Reflection  
    (DUE in class 10/22)  
  - WK 5 GR Lesson Plans | |
| WEEK 10 | 10/29-11/1 |  
  - Start working with your team on the Parent Newsletter.  
  - Schedule a time with your Mentor teacher to teach your whole group lesson beginning Week12. | **DUE:** October 29  
  - Teach WK 5 GR Lesson Plans  
  - WK 4 GR Lesson Reflection  
    (DUE in class 10/29)  
  - WK 6 GR Lesson Plans | |
| WEEK 11 | 11/5-11/8 | Make sure all your data is up to date on your Implementation Plan and Progress Monitoring Charts | **DUE:** Monday, November 5  
  - Teach WK 6 GR Lesson Plans  
  - WK 5 GR Lesson Reflection  
    (DUE in class 11/5)  
  - Integrated Read Aloud and Extension Activity with e-book  
    DUE  
  - Begin Post Assessments | |
| WEEK 12 | 11/12-11/15 | Teach whole group lesson this week!  
  - Complete Post Assessments | **DUE:** November 12  
  - WK 6 GR Lesson Reflection  
    (DUE in class 11/15) |
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<tr>
<th>WEEK 13/ 11/19-11/25 THANKSGIVING HOLIDAY</th>
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<tr>
<td>WEEK 14 11/26-11/29</td>
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<td>WEEK 15 12/3-12/6</td>
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<td>Last Week to Make Up Absences</td>
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<td>WEEK 16 12/10-12/16 FINAL EXAM WEEK</td>
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- Give your mentor teacher a hard copy of the feedback form
- Parent Newsletter
- Small Group After Teaching Reflection Deadline
- Complete Post Assessments (DUE 11/15)
- Teach whole group lesson this week!
- Mentor Thank You Letter
- Pre/Post Assessment Results Comparison
- Implementation of Plan Chart
- Progress Monitoring Chart
- LiveText Assignment One
- LiveText Assignment Two
- Whole Group After Teaching Reflection Deadline
- 2nd Mentor Teacher Feedback
- LiveText Assignment Three – Document 2
- Final Paper (to d2L without charts)
- RDG Candidate Work Sample (Final Paper to LiveText with charts)
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 (including the first 12-day attendance report) 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/](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 policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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 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 an 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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.texas.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 Martin at 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 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.

COURSE REFERENCES


