ECH 350 Field Experience I Syllabus

Instructor: Dr. Dorothy (Dottie) Gottshall
Office: ECRC 201 S
Office Phone: 936.468.2904 (ELE ED)
Preferred Phone: 936.556.4312 (cell)
Email: dottiegottshall@gmail.com
Preferred email: In D2L course

Course Time & Location: D2L
Office Hours: By appointment only
Credits: 3 credit hours

Prerequisites: Admitted to Educator Certification; Enrolled in Field Experience I semester.

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

II. Intended Learning Outcomes/Goals/Objectives:

During the course of this semester 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.

The literacy project is a comprehensive project that provides evidence that each future teacher is able to use the early childhood and elementary education, reading knowledge, technology, and interaction skills developed in prior and current courses to demonstrate the ability to teach children in a diverse, public school setting. As stated in the College of Education’s Conceptual Framework, “The professional standards and best practices that connect programs within the unit are predicated on candidate performance expectations that are aligned with professional, state, and institutional standards and systematically assessed to gauge candidate, program, and unit performance. A common thread within educator preparation programs is the centrality of diversity and integration of technology within each program.”

Following the standards of the Association for Childhood Education International (ACEI), this course includes a family involvement component.

Through the project, teacher candidates will show qualities of a competent, successful, caring and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development. The dispositions academic excellence, life-long learning, collaboration, openness, integrity, and service, which are valued by our college, should be reflected in performance in this course.

Each of the assignments in this field placement is designed to reinforce the shared vision and purpose of the SFASU College of Education. These assignments provide the field experiences that translate into knowledge, skills, and dispositions in the 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/

LEARNING OUTCOMES

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.

- SLO 1.1 Candidates will conduct guided reading with a small group of students (3), and focus on strategy instruction while planning lessons to address specific TEKS
  - SLO Assessment 1.1 Weekly Lesson Plans using the FEI Small Group Reading Lesson Plan addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (ELAR 1.2s, 1.3s, 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, 1.25k, 1.29k, 1.11s, 1.3s, 1.4s, 1.6s, 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 1Aii, 1Aiii,1Bi, 1Bii, 1Biii, 1Ci, 1Cii, 1Di, 1Dii, 1Fiii, 2Ai, 2Bi, 2Biii, 3Aiii, 3Bi, 3Bii, 3Bii, 3Ci, 4Aii, 4Ci, 5Aii, 5Bi, 5Bii, 5Ci, 5Ci, 5Di; INTASC 1a, 1e, 1f, 1h, 1i, 2a, 2c, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2o, 2q, 3b, 3d, 3g, 3h, 3k, 3m, 4a, 4d, 4e, 4f, 4g, 4k, 4i, 4l, 4m, 4n, 4o, 4r, 5c, 5l, 5p, 5q, 5r, 6a, 6b, 6e, 6f, 6g, 6j, 6q, 6r, 7a, 7b, 7d, 7f, 7g, 7j, 7k, 7l, 7m, 7n, 7p, 8b, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i,
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.

- **SLO 2.1** Candidates will synthesize the experience of planning and implementing small group reading lessons over the semester into a reflective paper that includes student outcomes and overall impact of the project on PK-12 learning.
  - **SLO Assessment 2.1** Benchmark II: Field Experience/Clinical Practice - Work Sample (Technology 6.24s, [ISTE 7c])

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.

- **SLO 3.1** Candidates will: (1) prepare a social studies mini lesson to teach readers how to make meaning from non-fiction text (teacher candidate created original e-book); (2) plan and implement a learning center/station during which students respond to the text showing understanding of the skill (TEKS) taught in the mini lesson; (3) confer with students and informally assess student progress; (4) assemble students in a seminar for sharing and closure.
  - **SLO Assessment 3.1** FE I Integrated ELAR/Social Studies Workshop Plan; self-reflection and supervisor feedback (SS 1.7s, 3.1s, 3.2s, 3.3s, 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, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.18k, 2.1s, 2.2s, 2.3s, 2.5k, 3.8s, 4.10k; TS 1Aii, 1Biil, 1Ciil, 1Dii, 1Diil, 2Ai, 2Bi, 2Bii, 3Aiil, 3Bi, 3Ci, 4Aiil, 5Ciil, 5Ci, 5Ci; INTASC 2a, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2o, 3b, 3d, 3g, 3h, 3k, 3m, 4d, 4f, 4g, 4i, 4l, 4m, 4n, 4o, 4r, 5c, 5i, 5p, 5q, 6r, 7a, 7b, 7g, 7j, 7k, 7l, 7m, 7n, 7p, 7q, 8b, 8g, 8k, 8n, 8o, 8q, 8r, 8s, 9a, 10g 10j; Technology 1.5s, [ISTE 4a, 5a, 5b, 6d])

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.

- **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 small group reading instruction and individual conferring within the classroom.
  - **SLO Assessment 4.1** Copies of pre and post assessment results; analyses; and recommendations for targeted instruction (ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.14k, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.17s, 1.28s, 1.29s, 4.18s; TS 1Fii, 2Ai, 5Bi, 5Ci, 5Cii, 5Di, 6Diil; INTASC 7i, 8b; Technology 3.7s, 4.10s, 6.19s, 7.15s [ISTE 2c, 3b, 7b, 7c]).

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.

- **SLO 5.1** Candidates will write a short letter (approved by the university professor and mentor teacher) to parents introducing him/herself and state purpose of small group.
  - **SLO Assessment 5.1** Introductory Family Communication

- **SLO 5.2** Candidates will create a one-page newsletter (approved by the university professor and mentor teacher) that alerts families to web-based, community, and book resources to assist in literacy development at home.
  - **SLO Assessment 5.2** Family Resource Newsletter (ELAR 1.8s, 2.4s, 4.10s, 7.15s; PPR 4.1k, 4.3s; TS 4Div; INTASC 1c, 10d, 10q; Technology 1.5s [ISTE 4a, 5a, 5b, 6d])

- **SLO 5.3** Candidates will write a short letter (approved by the university professor and mentor teacher) to families of individual students in group summarizing growth in literacy skills at the end of small group instruction.
  - **SLO Assessment 5.3** Final Family Communication (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** Copy of professionalism statement; quality indicators.
SLO 5.5 Candidates will get acquainted with mentor teacher’s classroom 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/Attitude Survey/Interest Inventory Assignment (ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Bi, 4Cii, 4Ciii, 6Di; INTASC 3d, 3k, 9o, 10o)

- **SLO Assessment 5.5.2** Copy of Climate/Culture Observation Narrative (ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Bi, 4Cii, 4Ciii, 6Di; INTASC 3d, 3k, 9o, 10o; Technology 6.26s [ISTE 7c])

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

In this course students will investigate and examine the following topics and complete the following assignments (in parentheses):

- Professionalism: Discussion Board Posting, Professionalism Statement.
- Classroom Climate: School Climate/Culture Narrative (ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Bi, 4Cii, 4Ciii, 6Di; INTASC 3d, 3k, 9o, 10o; Technology 6.26s [ISTE 7c])
- Home and School Connections: Family Communications #1, #2, & #3 (ELAR 1.8s, 2.4s, 4.10s, 7.15s 7.5s, 10.4s; PPR 4.1k, 4.3s; TS 4Div; INTASC 1c, 10d, 10q; Technology 1.5s [ISTE 4a, 5a, 5b, 6d])
- Small Group Pre/Post Assessment and analyses: Pre-Assessment/Initial Plan of Action, Post Assessment Data Narrative. (ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.14k, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.17s, 1.28s, 1.29s, 4.18s; TS 1i, 2ai, 5bi, 5ci, 5cii, 5di; INTASC 7i, 8b; Technology 3.7s, 4.10s, 6.19s, 7.15s [ISTE 2c, 3b, 7b, 7c]).
- Final Literacy Paper (must be submitted to LiveText). (Technology 6.24s, [ISTE 7c])
- Lesson Planning: Plan, implement, and assess 10 Small Group Reading Lessons (one of which must be submitted to LiveText). (ELAR 1.2s, 1.3s, 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, 1.8s, 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 1aii, 1aii, 1bi, 1bii, 1cii, 1ci, 1cii, 1di, 1dii, 1fi, 2ai, 2bi, 2bii, 3aii, 3aiii, 3bii, 3bii, 3cii, 4aii, 4cii, 5ai, 5bi, 5bii, 5cii, 6i, 6ii, 6iii, 7a, 7b, 7d, 7f, 7g, 7j, 7k, 7l, 7m, 7n, 7p, 7q, 8b, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g 10j, 10o)
- Cross Curricular Learning/Workshop Approach (Integrated Content Workshop Lesson Plan (must be submitted to LiveText). (SS 1.7s, 3.1s, 3.2s, 3.3s, 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, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.18k, 2.1s, 2.2s, 2.3s, 2.5k, 3.8s, 4.10k; TS 1aii, 1bii, 1cii, 1di, 1dii, 2ai, 2bi, 2bii, 3aii, 3aiii, 3cii, 4aii, 5ai, 5bii, 5cii, 6i, 6ii, 6iii, 7a, 7b, 7d, 7f, 7g, 7j, 7k, 7l, 7m, 7n, 7p, 7q, 8b, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 10g 10j; Technology 1.5s, [ISTE 4a, 5a, 5b, 6d])

**Professionalism**

Candidates are expected to be professional at all times. While points will not be earned for behaving professionally, behaving unprofessionally will adversely affect the candidate's grade.

**Professional Expectations:** Each candidate is expected to be familiar with and fully comply with professionalism as it deals with the public school campus and the greater community.

**Appearance:** Teacher candidates must be professionally dressed each time they are on the elementary campus. Their attire must comply with the local school district’s dress code.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, 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 SFA and local school districts.

**Punctuality:** Teacher candidates are expected to arrive early for campus assignments and follow designated camps procedures for entering and exiting the classroom.

**IV. Evaluation and Assessments (Grading):**
All assignments listed below must be submitted for completion of ECH 350. Failure to submit any of the assignments will reduce the final course grade by one letter.

In addition, failure to attend and participate in the FEI campus visit without prior approval from the EC6 online program coordinator will reduce the final course grade by one letter.

Late submission of assignments are not accepted for full credit without prior approval. Assignments submitted after the due date without prior approval from the instructor will be graded at 50% credit.

**Prerequisite to Field Experience II is a grade of C or better in ECH 350, ECH 332, ELE 302, RDG 322 and the TExES PPR exam must be passed successfully.**

Additionally, **Prerequisite to Clinical Practice (Student Teaching) is a grade of C or better in ELE 450, ELE 301, ELE 303, RDG 415 and all required TExES exams must be passed successfully.**

**Points Scale:**

- **A** = 90-100% = 180-200 pts.
- **B** = 80-89% = 160-179 pts.
- **C** = 70-79% = 140-159 pts.
- **F** = 0=69% = 0-139 pts.

**D2L Assignments:**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Quizzes</td>
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<tr>
<td>Professionalism Statement/Points</td>
<td>27</td>
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<td>Campus Permission Form</td>
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<td>Recording/Transmission Permission Forms</td>
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<td>Getting Acquainted</td>
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<td>School Climate/Culture</td>
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<td>Individual Pre-Assessment Data Forms</td>
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<td>Small Group Pre-Assessment Data and Reflection Form</td>
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<td>Pre-Assessment/Initial Plan of Action</td>
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<td>SGR Observation Lesson 4</td>
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LiveText Assignments:

The following assignments must be submitted in LiveText FEM:

- Unit Work Sample (Literacy Project-Final Paper)
- SS Content Assessment (Integrated Content Workshop Lesson Plan)
- ELA Content Assessment (Observed Small Group Reading Lesson Complete)

These assignments must be submitted to LiveText for successful completion of the course. Incomplete/Non-submissions to LiveText will reduce the final course grade by one letter.

**Prerequisite to Practicum II – Practicum I students must earn a C or better in ELE 302, RDG 322, ECH 350 and ECH 332.

V. Tentative Course Outline/Calendar:

This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it ready and available, and mark your personal calendar with due dates/deadlines. All Chats, Discussions, Dropbox Assignments, and Quizzes are due on Sundays by 11:59 PM, Central Standard Time. Early submissions are accepted.

Tentative Course Timeline for ECH 350

All assignments are due on Sundays by 11:59 PM with one exception, the Final Paper which is due on Friday of finals week. If extenuating circumstances occur, and the due date cannot be met, the student MUST email the professor via D2L BEFORE the due date with an explanation and a request for an extension. With timely communication and a valid explanation, a one-week extension (end date) may be granted and full earned credit given. If an emergency happens at the last minute, the student will text the professor and later send an email via d2l for documentation.

Communication is essential.

With no communication before the due date, an extension may be granted but with a maximum of 50% earned credit if submitted by the end date. Assignments submitted after the end date without prior approval will be scored zero percent. Submissions and communications will be monitored on Mondays after each Sunday night due date.
ALL assignments must be completed or the final semester grade will be lowered by one letter grade.

If an out-of-the-ordinary situation develops, please communicate as soon as possible and alternate due dates might be arranged. The goal is student/child success…not inflexible dates. Being a professional does mean, however, good communication and completing tasks in a timely manner unless unusual circumstances arise.

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<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;August 27 - September 2</td>
<td><strong>Read the following modules:</strong>&lt;br&gt;<strong>A:</strong> Before Class Begins – instructor bio, required texts, intro to course, and technology requirements.&lt;br&gt;<strong>B:</strong> Syllabus &amp; Timeline – specific program and course requirements/due dates.&lt;br&gt;<strong>C:</strong> LiveText – assignment requirements specific to course&lt;br&gt;<strong>D:</strong> APA – online resources, APA requirements for course&lt;br&gt;<strong>E:</strong> Field Experience I Placement – guidelines and resources for securing a site for Field Experience I assignments.&lt;br&gt;<strong>F:</strong> Beginning With the End in Mind – overview of Field Experience I and culminating Work Sample /Literacy Paper</td>
<td>• Secure site for Field Experience I assignments&lt;br&gt;&lt;br&gt;<strong>Dropbox Assignments:</strong>&lt;br&gt;• Campus Permission Forms&lt;br&gt;&lt;br&gt;<strong>Quizzes:</strong>&lt;br&gt;• Syllabus &amp; Timeline&lt;br&gt;• LiveText&lt;br&gt;• APA&lt;br&gt;• Field Experience I Placement,&lt;br&gt;• Begin With the End in Mind</td>
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<td><strong>Week 2</strong>&lt;br&gt;September 3-9</td>
<td><strong>Module 1:</strong> Professionalism in Field Experience I – define professionalism as it relates to field experience, develop personal professionalism statement&lt;br&gt;&lt;br&gt;<strong>Module 2:</strong> Classroom Climate and Small Group Instruction – guidelines and resources for beginning site observations, initial home/family communication, and identifying appropriate small group instruction practice through the text, <em>Making the Most of Small Groups</em> by Diller</td>
<td>• Begin classroom observations&lt;br&gt;&lt;br&gt;<strong>Discussions:</strong>&lt;br&gt;• Professionalism&lt;br&gt;&lt;br&gt;<strong>Dropbox Assignments:</strong>&lt;br&gt;• Professionalism Statement&lt;br&gt;• Family Communication #1 (Send home Recording Permission Form with Fam Com 1)&lt;br&gt;&lt;br&gt;<strong>Checklists</strong> (located on last page of modules):&lt;br&gt;• Professionalism in Field Experience I&lt;br&gt;• Classroom Climate and Small Group Instruction&lt;br&gt;&lt;br&gt;<strong>Quizzes</strong> (located in module 2):&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 1&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 2&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 3&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 4&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 5&lt;br&gt;• <em>Making the Most of Small Groups</em> – Ch 6&lt;br&gt;• <em>Making the Most of Small Groups</em> –</td>
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| Week 3 | Module 3: Home and School Connections — guidelines and resources for creating family communications and interactive take-home literacy activities to increase connection between home and school  
Module 4: ELAR Standards — review standards K-6 in preparation for planning literacy lessons | Site Assignments:  
- Continue classroom observations  
Dropbox Assignments:  
- Getting Acquainted  
- Climate/Culture  
Checklists (located on last page of modules):  
- Home and School Connections  
- ELAR Standards  
Quizzes (located in module 2):  
- Continue to complete *Making the Most of Small Groups* Chapter quizzes |
| Week 4 | Module 5: Small Group Pre-Assessment — guidelines and resources for completing literacy pre-assessments with small group | Site Assignments:  
- Begin individual pre-assessments  
Checklists (located on last page of modules):  
- Small Group Pre-Assessment  
Quizzes  
- Complete *Making the Most of Small Groups* Chapter quizzes |
| Week 5 | Module 6: Assessment Analysis — guidelines and resources for analyzing and reporting individual/small group needs | Site Assignments:  
- Complete individual pre-assessments  
Dropbox Assignments:  
- Individual Pre-Assessment Data Forms  
- Small Group Pre-Assessment Data Form and Reflection  
- Pre-Assessment Initial Plan of Action  
Checklists (located on last page of modules):  
- Assessment Analysis |
| Week 6 | Module 7: Lesson Planning – Explicit Learning Framework and explanation for Field Experience lessons 1-10 | Dropbox Assignments:  
- Small Group Reading Plan 1  
- Recording/Transmission Permission Forms  
Checklists (located on last page of modules):  
- Lesson Planning |
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<th>Module 7: Lesson Planning – Explicit Learning Framework and explanation for Field Experience lessons 1-10</th>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 1</td>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 2</td>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 4 (Observation #1)</td>
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<th>Week 9</th>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 5</td>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 6</td>
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<td>Dropbox Assignments:</td>
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<td>● Small Group Reading Lesson 5 Complete</td>
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<td>● Small Group Reading Lesson 6 Complete</td>
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<td>● Family Communication #2 (Module 3)</td>
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<tr>
<th>Week 10</th>
<th>Module 7: Lesson Planning – Explicit Learning Framework and explanation for Field Experience lessons 1-10</th>
<th>Site Assignments:</th>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 7</td>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 8 (Observation 2)</td>
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<td>● Small Group Reading Lesson 8 Complete</td>
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<th>Week 11</th>
<th>Module 8: Social Studies Standards – review standards K-6 in preparation for planning integrated social studies lessons</th>
<th>Site Assignments:</th>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 9</td>
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<tr>
<th>Week 12</th>
<th>Module 8: Social Studies Standards – review standards K-6 in preparation for planning integrated social studies lessons</th>
<th>Site Assignments:</th>
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<tr>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 9</td>
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<tr>
<th>Week 13</th>
<th>Module 8: Social Studies Standards – review standards K-6 in preparation for planning integrated social studies lessons</th>
<th>Site Assignments:</th>
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<tr>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 9</td>
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<tr>
<th>Week 14</th>
<th>Module 8: Social Studies Standards – review standards K-6 in preparation for planning integrated social studies lessons</th>
<th>Site Assignments:</th>
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<tbody>
<tr>
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<td>● Plan, teach, &amp; assess Small Group Reading Lesson 9</td>
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<tr>
<td>Week 12</td>
<td>Thanksgiving Holidays November 19-23</td>
<td><strong>Module 9</strong>: Cross-Curricular Learning – guidelines and resources for integrated ELAR/Social Studies learning centers and small group activities</td>
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<tr>
<td>Week 13</td>
<td>November 26-December 2</td>
<td><strong>Module 11</strong>: Using the Workshop Approach – building schema for workshop based classroom instruction through the text, <em>That Workshop Book</em>, by Bennett</td>
</tr>
<tr>
<td>Week 14</td>
<td>December 3-9</td>
<td><strong>Module 12</strong>: Small Group Post Assessment – guidelines and resources for completing and analyzing post assessment of small group</td>
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<tr>
<td>Week 15</td>
<td>December 10-14 (The 14th is)</td>
<td><strong>Module 13</strong>: Bringing it All Together with the Final Paper – guidelines and resources for completing the final paper.</td>
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**Dropbox Assignments:**
- Small Group Reading Lesson 9 Complete
- Small Group Reading Lesson 10 Complete

**Checklists (located on last page of modules):**
- Social Studies Standards

**Site Assignments:**
- Begin individual post assessments

**Dropbox Assignments:**
- Family Communication #3
- Teacher Created E-Book

**Checklists (located on last page of modules):**
- Cross Curricular Learning

**Site Assignments:**
- Continue individual post assessments
- Plan and implement Integrated Content Workshop Lesson

**Dropbox Assignments:**
- Integrated Content Workshop Lesson and Reflection

**Checklists (located on last page of modules):**
- Using the Workshop Approach

**Quizzes (located in module 11):**
- *That Workshop Book*

**Site Assignments:**
- Complete individual post assessments

**Dropbox Assignments:**
- Individual Post Assessment Data Forms
- Individual Pre/Post Assessment Data Forms

**Checklists (located on last page of modules):**
- Small Group Post Assessment

**Dropbox Assignments:**
- Final Literacy Paper

**LiveText Assignments:**
- Final Literacy Paper

*There is no final exam for ECH 350.*
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have not previously done so, 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 will reduce the final course grade by one letter. 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, e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system will reduce the final course grade by one letter.

Books:


Suggested: APA Manual

References utilized to complete assignments in ECH 350 should include seminal sources (Vygotsky, Marie Clay, Caine & Caine, etc.) and current sources (no more than 5 years old).

References should include citations from a combination of scholarly sources: professional journals, refereed articles, textbooks, and scholarly books. Remember, you have access to the entire SFA library online. Please take advantage of it.

References:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. The course evaluation 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. You will receive email reminders about course survey dates via your SFA.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are 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.

Attendance will be monitored electronically through D2L course access and submission of assignments.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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 on academic integrity is a responsibility of all university faculty and students.

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; and/or; 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; and/or, 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: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, 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.

**Additional Information:**

**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 and other professional settings, 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.