**ELE 450.016: Field Experience II-Fall 2019**

*This course is part of a new pilot program started in Fall 2018 called CREATE (Community Responsiveness and Engaged Teacher Advocacy in Teacher Education)*

**Stephen F. Austin State University**
**James I. Perkins College of Education**
**Department of Elementary Education**

<table>
<thead>
<tr>
<th>Instructor: Dr. Lauren Burrow</th>
<th>Co-Instructor: Dr. Heather Olson Beal</th>
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<tbody>
<tr>
<td><em>pronouns: she/her/hers</em></td>
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<tr>
<td>Office phone: 936-468-1628</td>
<td>Office phone: 936-468-1676</td>
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<tr>
<td><em>Remind.com allows for real-time, 2-way communication between professor and student</em></td>
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<td>Office hours:</td>
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<td>Fridays, 900am – 200pm (virtual via GroupMe)</td>
<td><strong>ECRC 201-U</strong></td>
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<td>ECRC 201-N (please schedule f2f)</td>
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<td>Email: use email through D2L</td>
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<td>Credits: 3</td>
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**Field-based experiences:**

**School-based**

- BQJ: 6 hrs/wk in class, times vary and
- BQJ: 1/hr wk after-school tutor, times vary

**Community-based**

- Community: 30 hours/semester, location varies

**Section I. Course Description:** An opportunity to apply theory to practice. Hands-on interaction in mathematics and science instruction. Particular emphasis is placed on pedagogy, philosophy, and professional development.

**Prerequisites:** Admitted to Educator Preparation; enrolled in Field Experience II
Prerequisite to Student Teaching- a grade of (C) or better in ELE 301, ELE 303, ELE 450, and RDG 415

**Section II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

ELE 450 is a field experience course taken in conjunction with ELE 301, ELE 303, and RDG 415. ELE 450 Field Experience supports the College of Education’s Vision, Mission, and Core Values in that it addresses openness (to new ideas in lab class and field-based classrooms), collaboration (with other teacher candidates, with mentor teachers, and with the instructor), integrity (through demonstration of ethical and professional behavior in field-based experiences, with K-5 students, with mentor teachers and campus administration, and in lab class), academic excellence (through course content, planning and delivery of lessons, and reflection), and life-long learning (through course discussions and field-based application). Though this course does not directly address service, other courses completed during the Field Experience II semester address this value.

**Vision, Mission, and Values of the College of Education**

The College of Education at Stephen F. Austin State University (SFA) 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.

**Mission Statement**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

**Values**

In the College of Education at SFA, we value and are committed to Service that enriches the community.

**when emailing, PLEASE email BOTH of your instructors at the same time. THANK YOU!**
Openness to new ideas, to culturally diverse people, and to innovation and change; Collaboration and shared decision-making; Integrity, responsibility, diligence, and ethical behavior; Academic excellence through critical, reflective, and creative thinking; Life-long learning.

The field experience aspect of this course provides a hands-on/minds-on learning opportunity for teacher candidates at SFASU. The Field Experience II field experience supports the mission of the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as the SFASU Department of Elementary Education prepares teacher candidates to become competent, successful, caring, and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations and through this field experience, as well as the other field placements in the program and teacher candidates’ work in a variety of teaching venues. Through field placements, teacher candidates also have opportunities to collaborate with external partners to enhance students’ knowledge, skills, and dispositions and to influence the ongoing exchange of ideas. The ACEI standards require that teacher candidates have opportunities to work with students and parents, and in this field placement candidate learn to communicate effectively with parents and have the opportunity to work with students on a regular basis. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. This course is one of three field placements for teacher candidates; through these field placements, the teacher candidates at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

Please follow this link to visit the SFASU College of Education Conceptual Framework:
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)
PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2).

- SLO 2.1 Candidates will demonstrate their knowledge of course content including math, science, and other areas as placement warrants.
  - SLO 2.1.1 Assessment – Two Science Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.13k, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, 1Ci; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 2.1.2 Assessment – One Math Lesson Plan including TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives, while utilizing technology in the classroom. (PPR 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Aii, 1Bi, 1Ci, 3Bi, 1Aii, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, 1Ci; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c; Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 2.1.3 Assessment – Field Experience II Science or Math Instructor Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30k, 1.11s, 1.17s, 2.7k, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Ci, 4Di, 4Dii, 4Di, 4Di, 2Aii)
  - SLO 2.1.4 Assessment – Mentor Science or Math Checklist evaluating the application of lesson and assessment to the learning objective (PPR 1.30k, 1.11s, 1.17s, 2.7k, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Ci, 4Dii, 4Dii, 4Di, 2Aii)
  - SLO 2.1.5 Assessment – Field Experience II Instructor Learning Walk (PPR 4.11k)
  - SLO 2.1.6 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty
  - SLO 2.1.7 Assessment - in-class Engagement (Math 1.4k, 1.9s, 5.4k, 5.17s, 5.18s, 6.7s, TS 1Aiii)
  - SLO 2.1.8 Assessment-Mental Math Chat and Comparison (PPR 3.16k; Math 1.12s, 5.6s, 5.9s, 5.20s, 5.22s)

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).

- SLO 3.1 Candidates will demonstrate their ability to engage, transition, communicate, give directions, question, pace, and motivate children
  - SLO 3.1.1 Assessment – Field Experience II Science or Math Instructor Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; Science 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.5s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s; TS 1Di, 1Dii)
  - SLO 3.1.2 Assessment - Field Experience Hours: Site-based learning log identifying student understanding related to the lesson objective through questioning (PPR 1.24s, 3.12k, 3.13K, 3.14k, 3.4s, 3.5s, 3.15s, 3.17s; TS 1Dii, 1Fi)
• SLO 3.3 Candidates will utilize technology as part of instruction.
  o **SLO 3.3.1 Assessment** – Field Experience II Science or Math Instructor Evaluation, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 5.8s, 7.6s, 2.7s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 2.20s; TS 2Aii, 1Di, 4Cii, 4Dii, 4Cii, 4Di, 2Aii, 1Eiii)
• SLO 3.5 Candidates will demonstrate the ability to plan and implement effective instruction in science and math.
  o **SLO 3.5.1 Assessment** – Field Experience Hours: Site-based learning log which shows evidence of reflection from lessons designed around the TEKS (PPR 4.14s)

**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).
• SLO 4.1 Candidates will assess and show impact of science and math lessons.
  o **SLO 4.1.1 Assessment** – Science and Math Lesson Plans with assessments demonstrating alignment to the TEKS and activities from the lesson (Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.6s, 5.8s, 5.9s, 5.10s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k)
  o **SLO 4.1.2 Assessment** – Field Experience Hours: Site-based learning log includes data analysis using technology, impact on student performance, and self-reflection (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Aii, 5Ci, 5Cii)

**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).
• SLO 5.1 Candidates will demonstrate professionalism as an educator.
  o **SLO 5.1.1 Assessment** – Field Experience II Science or Math Instructor Evaluation including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 2.20s; TS 1Di, 2Aii, 4Cii, 4Dii, 4Cii, 4Di, 2Aii, 1Dii)
• SLO 5.2 Candidates will demonstrate ability to self-evaluate for the purpose of self-improvement.
  o **SLO 5.2.1 Assessment** – Field Experience Hours: Site-based learning log includes data analysis using technology, impact on student performance, and self-reflection (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Aii, 5Ci, 5Cii; Technology 3.5s, 4.3K, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c).
  o **SLO 5.2.2 Assessment** – in-class Engagement (PPR 4.17k, 4.13s)
• SLO 5.3 Candidates will demonstrate proficiency in written communications to parents.
  o **SLO 5.3.1 Assessment** – in-class Engagement (PPR 2.2s, 2.3s)
  o **SLO 5.3.2 Assessment** – McKinney Vento & FERPA Quiz (PPR 4.16s; TS 6Di)
• SLO 5.4 Candidates will demonstrate understanding related to establishing a responsive classroom environment
  o **SLO 5.4.1 Assessment** – in-class Engagement (PPR 2.2s, 2.3s)

**Section III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:**

Assignments and Course Percentages*:
*Specifics regarding assignment directions and evaluation will be made available as assignments are introduced throughout the semester.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Brief DESCRIPTION (details will be made available as assignments are introduced)</th>
<th>Percentage of Total Course Grade out of 100%</th>
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<tbody>
<tr>
<td>FIELD HOURS: School-based (approximately 77 hours)</td>
<td>BQJ weekly hours: 6 hours class time + 1 hour math tutor = 7 hours per week</td>
<td>20%</td>
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<td>FIELD HOURS: Community-based (approximately 30 hours)</td>
<td>Monthly Mentor Family meet-ups, scheduled with your assigned family: minimum 2 meet-ups per month (1 hour minimum per meeting) X 3 months = minimum 6 meet-ups over semester</td>
<td>20%</td>
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<td>Service-Learning Experiences: approximately 12 hours over semester</td>
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<td>• Nacogdoches Public Library (NPL)</td>
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<td>• K&amp;R Cutt Bottle</td>
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<td>Community Show-up Hours: approximately 12 hours over semester</td>
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<td>• One-time attendance: OMA Poverty (2 hrs)</td>
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<td></td>
<td>One-time attendance: School Board (1.5 hrs)</td>
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<td>• Other experiences to be self-chosen and pre-approved</td>
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*For detailed descriptions and evaluation criteria of each assignment, please refer to the course syllabus or consult with the instructor.*
**FINAL EXAM:** A cumulative presentation about school- and community-based experiences

<table>
<thead>
<tr>
<th>Lesson PLANS</th>
<th>15%</th>
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<tbody>
<tr>
<td>• 3 Science Lesson Plans (STEM Day (ELE 301), WILD ABOUT SCIENCE (ELE 301) and NOVEL ENGINEERING)</td>
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<tr>
<td>• 2 Math Lesson Plan (MATH CARNIVAL (ELE 303) and Tutoring) <em><strong>these are LIVE TEXT assignments</strong></em></td>
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<thead>
<tr>
<th>Lesson EVALUATIONS</th>
<th>10%</th>
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<tr>
<td>• 2 Science professor observations + self-evaluations</td>
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<tr>
<td>• 1 Math professor observation + self-evaluation</td>
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<tr>
<th>MENTAL MATH chats with Charter School + BQJ comparison</th>
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<tbody>
<tr>
<td>• Mental Math write-up</td>
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<td>• Conferring practice</td>
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<td>• School Math comparison</td>
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<tr>
<th>McKinney, FERPA Quiz</th>
<th>P/F</th>
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<td>Review module information and complete a quiz in d2L. This will also include completion of Minors Training through SFA.</td>
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<tr>
<th>in class ENGAGEMENT</th>
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<tr>
<td>Teacher Candidates will complete in class engagement activities designed to document attendance, prompt class discussion, and demonstrate knowledge, understanding, and skill development throughout the semester. Additionally, &quot;Readying Work&quot;/Homework will be assigned to assist TCs in preparing for in-class discussions and activities. Professors will identify engagement activities throughout the semester. Failure to complete engagement activities will adversely impact Teacher Candidate’s final course grade.</td>
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<tr>
<th>*MONTHLY CHECK-IN LOG required for all School-based, Community-based experiences and In-Class Engagement/Attendance points (see d2l for template to be completed)</th>
<th>-10 pts for late monthly submission</th>
</tr>
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- **McKinney Vento & FERPA Module:** This module will be completed via D2L. In this module, you will review module information and complete a quiz (ACEI 5; PPR 4.16s; TS 6Di)

- **In class Engagement:** Teacher Candidates will complete in class engagement activities designed to document attendance, prompt class discussion, and demonstrate knowledge, understanding, and skill development throughout the semester. Additionally, "Readying Work"/Homework will be assigned to assist TCs in preparing for in-class discussions and activities. Professors will identify engagement activities throughout the semester. Failure to complete engagement activities will adversely impact Teacher Candidate’s final course grade. (PPR 2.2s, 2.3s, 4.17k, 4.13s; Math 1.4K, 1.9s, 5.4k, 5.17s, 5.18s, 6.7s, TS 1Aiii; ACEI 5; InTASC 9, 10)

- **Science Lesson Plan I and II:** You will create lesson plans which include TEKS alignment, TEKS, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. Your *STEM KIT lesson* will be facilitated in ELE 301 and executed at SFA Charter School with an assigned small group of students. Your *Novel Engineering lesson* will be facilitated in ELE 450 and executed as a two-part whole class lesson at BQJ Elementary within your Mentor Teacher’s classroom. Each lesson should last approximately 30 – 45 minutes. You are expected to incorporate technology into the lessons you will teach. When submitting the lesson plans, include all additional materials (e.g., PowerPoint, data sheet, assessment, etc.). You will submit your lesson plan materials to your instructor via D2L. **Lesson Plans must also be uploaded to LiveText.** (ACEI 2; PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K,
Assignment Policy

Teacher Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the instructors’ discretion based on the Teacher Candidate’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in class Engagement and assignments requiring f2f meetings with students/professors cannot generally be made up. It is the

- Full Math Lesson Plan: You will create a lesson plan which includes TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. This lesson will be executed in your BQJ tutor small group for approximately 60 minutes. You are expected to incorporate technology into the lessons you will teach. When submitting the lesson plan, include all additional materials (e.g., PowerPoint, data sheet, assessment, etc.). You will submit your lesson plan materials to your instructor via D2L. This lesson plan must also be uploaded to LiveText. (ACEI 2; PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aii, 1Ei, 2Bi, 3Bi, 1Ci, 2Bi, 1Cii, 1Ci, ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- Mental Math chats with Charter School + BQJ comparison: Based on chats with Charter School you will complete a Mental Math lesson plan write-up. You will create a lesson plan which includes TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. You are expected to incorporate technology into the lessons you will teach. You will also practice a 10-15 minute conferencing session. You will also complete a written reflection comparing Charter School methods to BQJ methods. The purpose of the reflection is to promote reflective teaching. (ACEI 2; PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aii, 1Ei, 2Bi, 3Bi, 1Ci, 2Bi, 1Cii, 1Ci, ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- FIELD-HOURS: site-based (TEACHING): In the site-based location, you are expected to take on the role of teacher. This means that you are expected not only to teach the lessons that are part of this course but are also expected to constantly observe students, learn from your mentor teacher and students, take initiative in the classroom, and work with students in whole groups, small groups, and one-on-one. You are expected to maintain a positive attitude in the classroom and to be receptive of requests from your mentor teacher, as well as feedback from your mentor teacher and instructor. Please refer to the handbook for additional information. You will be evaluated based on the following teaching experiences (ACEI 5; InTASC 9, 10; PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s)
  - Science Lessons Evaluation
  - Full Math Lesson Evaluation

  Documentation of hours + reflection log + Mentor Teacher evaluation will be required (PPR 1.28s, 3.4k, 3.12k, 3.14k, 3.4s, 3.5s, 3.6s; ACEI 3, 5; InTASC 2, 3, 5, 7, 8, 9, 10; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii; Technology 3.5s, 4.3K, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

- FIELD-HOURS: community-based (RELATIONSHIP-BUILDING): In the community, you are expected to take on the role of intentional learner. This means that you are expected not only to attend the events/experiences that are part of this course but are also expected to constantly listen to and seek to learn from your mentor families and other members of the Nacogdoches community through intentional engagement in and critical self-reflection of the scheduled events/experience and beyond. Required events/experiences include:
  - Monthly family mentorship meetings, scheduled with your assigned family: minimum 2 meetings per month (1 hour minimum per meeting) X 3 months = minimum 6 meet-ups over semester
  - Service-Learning: approximately 12 hours over semester
  - Community Show-Up: approximately 12 hours over semester
  - OMA Poverty (2 hrs)
  - School Board (1.5 hrs)
  - Other experiences to be self-chosen and pre-approved

Completion of Monthly Check-In Log required
responsibility of the Teacher Candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional discretion of the professors.

Section IV. Evaluation and Assessments (Grading):

Grading Scale:

<table>
<thead>
<tr>
<th>Total Course % Grade:</th>
<th>Final Course Letter Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90%</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80%</td>
<td>B</td>
</tr>
<tr>
<td>79 – 75%</td>
<td>C</td>
</tr>
<tr>
<td>Below 75%</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: As a prerequisite to Clinical Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

There are LiveText assignment in this class.

Field Experience Professionalism

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

**Appearance:** Teacher candidates must be appropriately dressed each time they are on the elementary campus, for any reason, including: regular attendance, after school faculty meetings, PTA/PTO meetings, etc. Their attire must comply with the site-school’s dress code. A photo ID must also be worn each day for the duration of your time at your site-school.

**Assigned Responsibilities:** 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.

**Attendance (school- and community-based):** Site-school attendance is mandatory during scheduled times. Site-school absences must be made up hour-for-hour, within one week of absence. Absences beyond two result in double make-up time. Absences beyond three will result in a program continuation meeting between professors and Teacher Candidate; failure of the course may be warranted. Failure to complete all scheduled hours (including make-up times, if applicable) may result in failure of the course.

It is the responsibility of the teacher candidate to communicate absences (preferably PRIOR to the absence) to BOTH the Mentor Teacher and the professor.

Hours scheduled with your family mentors and/or community mentors should be treated with the utmost priority and respect to the generosity of time and effort they are sharing with you from their personal/professional lives. Absence from a community-based field hour MUST be communicated to BOTH the family/community mentor and the professor PRIOR to the absence and suitable make-up must be determined with input from the family, community, and/or professor. Failure to communicate an absence and/or make suitable arrangements for make-up will result in an automatic program continuation meeting between professors and Teacher Candidate; failure of the course may be warranted.

**Punctuality (school- and community-based):** Teacher candidates should arrive at their field experience location (site-school or community-based) ten (10) minutes prior to the report time. To be "on time" is to be late. Teacher candidates are expected to remain on the elementary school campus site the full scheduled hour requirement. Teacher candidates should not leave the campus during their scheduled site-school classroom time. Candidates are expected to sign in upon arrival and sign out upon departure.

It is the responsibility of the teacher candidate to communicate tardiness (preferably PRIOR to the tardy) to BOTH the Mentor Teacher and the professor.

**Attendance (SFA classroom-based):** Due to the social constructivist nature of our course it is expected that all Teacher Candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed ONE absence per semester with no grade penalty (known as a “personal day”); advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first one), Candidates will earn a full letter grade deduction from their final course grade. After two absences (not including your “personal day”), a program continuation
A meeting will be called between professors and Teacher Candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

Attendance will be verified through Engagement activities completed in class.

To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete could result in grade penalties.

This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the mentor teacher, other teacher candidates, and instructors/professors. Candidates in Field Experience II are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. **when emailing, PLEASE email BOTH of your instructors at the same time. THANK YOU!!**

**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).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting one's self in a professional manner, refraining from activities 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 students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in the site-school classrooms without prior approval from the Mentor Teacher AND your professor.

**Section V. Tentative Course Outline/Calendar** (see timeline at end of syllabus)

**Section VI. Readings:**
ELE 450 has no required textbook. However, you are required to have a LiveText account with FEM.


**LiveText:**
This course uses the LiveText data management system to collect critical assessments for Teacher Candidates 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. Teacher Candidates 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 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 a zero for the assignment and/or course failure.

**LiveText COURSE REQUIREMENTS**
- Science and Math Lesson Plans (submit to LiveText and Dropbox)

**FEM:**
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.
Section VII. Course Evaluations:
Near the conclusion of each semester, Teacher Candidates in the College of Education electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
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 College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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 teacher candidates 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.

Section VIII. Student Ethics and Other Policy Information:

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

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers 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/ <http://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 936-468-1740 or snyderke1@sfasu.edu.

Section IX. Other Relevant Course Information:

Course Reference Information (These are NOT required textbooks):
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Take Note!</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed. Aug 28</td>
<td>FIRST DAY</td>
<td>Intro/Syllabus/Orientation to C.R.E.A.T.E. and Introduction to Nacogdoches</td>
</tr>
<tr>
<td>2</td>
<td>Wed. Sept. 04</td>
<td>Class will take place at Nac Public Library (NPL)</td>
<td>Working with Mentor Families</td>
</tr>
<tr>
<td>3</td>
<td>Wed. Sept. 11</td>
<td>McKinney/FERPA Quizzes should be completed</td>
<td>Classroom Management (CM) and Motivation Theory</td>
</tr>
<tr>
<td>3 (dates will vary)</td>
<td>Anticipated start in BQJ classroom + afterschool tutor during chosen time slots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Wed. Sept. 18</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>CHAMPS/Rules and Procedures</td>
</tr>
<tr>
<td>5</td>
<td>Wed. Sept. 25</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>School-to-prison pipeline/Zero Tolerance</td>
</tr>
<tr>
<td>6</td>
<td>Wed. Oct. 02</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>7</td>
<td>Wed. Oct. 09</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>Stereotype Threat/Serving ELLs and their families</td>
</tr>
<tr>
<td>8</td>
<td>Wed. Oct. 16</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>CM Role Plays/Gender Issues</td>
</tr>
<tr>
<td>9</td>
<td>Wed. Oct. 23</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>Novel Engineering/Trauma-Informed Teaching/Restorative Justice</td>
</tr>
<tr>
<td>10</td>
<td>Wed. Oct. 30</td>
<td>Anticipated start date for Novel Engineering BQJ Class Lessons</td>
<td>Organizing the Classroom and Student Work (1st days/weeks of School)</td>
</tr>
<tr>
<td>11</td>
<td>Wed. Nov. 06</td>
<td>BQJ classroom + afterschool tutor during assigned times</td>
<td>Consequences and Rewards/Parent and Guardian Communications</td>
</tr>
</tbody>
</table>

*Take Note! Topics*

- **WEEK 1**
  - FIRST DAY
  - Intro/Syllabus/Orientation to C.R.E.A.T.E. and Introduction to Nacogdoches
- **WEEK 2**
  - Class will take place at Nac Public Library (NPL)
  - Working with Mentor Families
- **WEEK 3**
  - McKinney/FERPA Quizzes should be completed
  - Classroom Management (CM) and Motivation Theory
- **WEEK 3 (dates will vary)**
  - Anticipated start in BQJ classroom + afterschool tutor during chosen time slots
- **WEEK 4**
  - BQJ classroom + afterschool tutor during assigned times
  - CHAMPS/Rules and Procedures
- **WEEK 5**
  - BQJ classroom + afterschool tutor during assigned times
  - School-to-prison pipeline/Zero Tolerance
- **WEEK 6**
  - BQJ classroom + afterschool tutor during assigned times
  - Culturally Responsive Teaching
- **WEEK 7**
  - BQJ classroom + afterschool tutor during assigned times
  - Stereotype Threat/Serving ELLs and their families
- **WEEK 8**
  - BQJ classroom + afterschool tutor during assigned times
  - CM Role Plays/Gender Issues
- **WEEK 9**
  - BQJ classroom + afterschool tutor during assigned times
  - Novel Engineering/Trauma-Informed Teaching/Restorative Justice
- **WEEK 10**
  - Anticipated start date for Novel Engineering BQJ Class Lessons
  - Organizing the Classroom and Student Work (1st days/weeks of School)
- **WEEK 11**
  - BQJ classroom + afterschool tutor during assigned times
  - Consequences and Rewards/Parent and Guardian Communications

*Note: This schedule is subject to change. Notification will be provided if/when any changes occur. Teacher Candidates are responsible for keeping aware of any changes posted.*
**PLEASE NOTE: A final Mentor Family farewell event will take place in late November/early December. Attendance is required; date TBA as soon as possible.**

All policies, descriptions, assignments, timelines, etc. are subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

The professor reserves the right to change this syllabus at any time to meet the emergent needs of students, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of the students to stay aware of any changes made to the original syllabus. Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each student’s overall course performance, taking into account assignment submissions and overall professional demeanor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Nov. 06</td>
<td><strong>WILD ABOUT SCIENCE (ELE 301 with Dr. Kahn)</strong></td>
</tr>
<tr>
<td><strong>WEEK 12</strong></td>
<td><strong>Wed. Nov. 13</strong></td>
</tr>
<tr>
<td></td>
<td>Collaboration/Communication with Families</td>
</tr>
<tr>
<td></td>
<td><strong>BQJ classroom + afterschool tutor during assigned times</strong></td>
</tr>
<tr>
<td><strong>WEEK 13</strong></td>
<td><strong>Wed. Nov. 20</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Anticipated Date of Completion for Novel Engineering BQJ Class Lessons</strong></td>
</tr>
<tr>
<td></td>
<td>Collaboration/Communication with School Support Staff</td>
</tr>
<tr>
<td></td>
<td><strong>BQJ classroom + afterschool tutor during assigned times</strong></td>
</tr>
<tr>
<td><strong>WEEK 14</strong></td>
<td><strong>November 25 - 29</strong></td>
</tr>
<tr>
<td></td>
<td><strong>THANKSGIVING/LONG FALL BREAK</strong></td>
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<tr>
<td></td>
<td><strong>THANKSGIVING/LONG FALL BREAK</strong></td>
</tr>
<tr>
<td><strong>WEEK 14</strong></td>
<td><strong>Wed. Dec. 04</strong></td>
</tr>
<tr>
<td></td>
<td>Fall Wrap Up / Spring Preview</td>
</tr>
<tr>
<td></td>
<td><strong>Anticipated last week at BQJ classroom + afterschool tutor during assigned times</strong></td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>Wed. Dec. 11 (4 – 630pm)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Field and Community Experience PRESENTATIONS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Field and Community Experience PRESENTATIONS</strong></td>
</tr>
</tbody>
</table>