ELE 450.511 – Field Experience II Syllabus – Fall/2019

Department of Elementary Education

Dr. Paula Griffin

Course Time & Location: Online
Office Hours: Online Mon & Tues 9-11, Wed 9-10
Credit: 3 semester hours

Description: Field Experience II (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same materials students in a face-to-face practicum course receive, requiring students to engage the online modules for at least three hours per week. Primarily woven into the content to support key concepts or provide perspective on the application of math and science content within the EC6 classroom, students are required to plan and implement a series of weekly small group math and science lessons based on assessed need and state curriculum standards. Students complete multiple written assignments that evaluate their ability to observe and assess math and science skills, plan and implement lessons, and interpret/analyze data for future instruction. For every hour a student spends engaging with the content, he/she spends at least two associated activities and written assignments. There is no course fee associated with ELE 450.

Prerequisites: Admission to Teacher Education and enrollment in Field Experience II semester.

Learning Outcomes/Goals/Objectives:

The experience in this course provide a hands-on—minds-on learning opportunity for teacher candidates at SFASU. Practicum II field experience serves as a field experience in the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as we prepare them to be competent, successful, caring and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching experiences in the latest technologies to a range of diverse student interests, backgrounds, and aspirations and through this field experience, as well as field experiences in the program, teacher candidates work in a variety of teaching venues. Through field placements, teacher candidates also have opportunities to communicate and work with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas. These experiences require that teacher candidates have opportunities to work with student and parents and in this field placement candidates learn to communicate with parents. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to assess to reflect on student learning and teaching strategies to plan for future instruction. This course is one of three field placements for SFASU candidates and through these field placements, the teacher candidates at SFASU become reflective professionals who have experience planning and teaching diverse student learners.

www.sfasu.edu/education/about/accreditations/ncate/conceptual/
Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, and studies.

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 Plans (5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning objectives, ELPS and language objective) Assignment
- SLO 2.1.2 Assessment – Two Math Lesson Plans (5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning objectives, and language objective) Assignment
- SLO 2.1.3 Assessment – Field Experience II Science or Math Instructor Formative Evaluation
- SLO 2.1.5 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty
- SLO 2.1.6 Assessment-Math Lesson Observation & Facilitation

Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement engaging, thought provoking, inquiry-based instruction to meet the needs of all learners.

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 Formative Evaluation (aligned with Texas Teacher Appraisal System (Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 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, 7.19s, 7.20s, 7.21s, 8.2s; Science 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.14s, 4.15s, 4.6s)
- SLO 3.1.2 Assessment - Morning Meeting Plan

Candidates utilize technology as part of instruction.

- SLO 3.3.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation
3Bi, 4Ci, 4Ciii, 4Di, 4Dii, 4Di, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 10o; Technology 1.4s, 3.5s, 4.3s, 4.4s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

3.5 Candidates will demonstrate the ability to plan and implement effective instruction in science.
- SLO 3.5.1 Assessment – Instructional Artifact Sample/Lesson Documentation (PPR 4.14s; TS6Aii; INTASC 9l, 9m, 10t; Technology 1.4s, 3.5s, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous social, emotional, and physical development of all children.

4.1 Candidates will assess and show impact of science and math lessons.
- SLO 4.1.1 Assessment – Science and Math Assessments for Lessons (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; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k)
- SLO 4.1.2 Assessment – Math and Science Lesson Reflections (includes data analysis using technology, impact on student performance, self-reflection) (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii; INTASC 7l; 8b)

Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, and physical growth, and well-being of all children.

5.1 Candidates will demonstrate professionalism as an educator.
- SLO 5.1.1 Assessment - Field Experience II Science or Math Instructor Formative Evaluation (aligned with TTESS) (PPR 1.30K, 1.11s, 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, 3.12s, 3.13s, 3.14s, 3.20s; TS1Di, 2Ai, 2Aiii, 3Bi, 4Ci, 4Cii, 4Di, 4Dii, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 9k, 10o)
- SLO 5.2.1 Assessment – Math and Science Lesson Reflections (includes data analysis using technology, impact on student performance, self-reflection) (PPR 4.17k, 1.24k, 1.28s, 4.13s, 4.14s; INTASC 3b, 6v, 7l, 8b, 9l, 9m, 9n, 10t; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS2Ai, 5Ci, 5Cii)
- SLO 5.2.2 Assessment – Field II Self-Assessment (PPR 4.17k, 1.28s, 4.13s; INTASC 6v, 7l, 8b, 9n; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci)

5.3 Candidates will demonstrate proficiency in written communications to parents.
- SLO 5.3.1 Assessment – Parent Letter Assignment (PPR 2.2s, 2.3s; TS 1Di; INTASC 3k)

5.4 Candidates will demonstrate proficiency and professionalism through peer discussion.
- SLO 5.4.1 Assessment – Weekly Discussion Participation (PPR 4.16s; TS6Di; INTASC 9o)

5.5 Candidates will investigate responsive classroom environment procedures.
- SLO 5.5.1 Assessment – First 15 Days of School Quizzes (PPR 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, 2.22s, 2.23s, 2.24s, 2.25s, 2.26s, 2.27s, 2.28s, 2.29s, 2.30s, 2.31s; TS1Di, 2Aii, 2Aiii, 4Cii, 4Ciii, 4Di, 4Dii, 4Diii; INTASC 3c, 3d, 3k, 5o, 10o)
Assignments, Activities, Instructional Strategies, use of Technology:

Field Experience Assignments:

will use inquiry based learning and field investigation approach to plan (5E model addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (TEKS system) in order to implement 5 science inquiry lessons with a class of elementary school students (and/or participate in the Fall Wild About Science/Spring Bugs, Butterflies, Bees & Blossoms project for 2 of the 5 lessons). Successful completion of this assignment will be demonstrated via completed self-reflections and rubrics completed by the instructor. (PPR 1.9k, 1.18k, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.1s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 1.28s, 2.7K, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s, 3.18s, 3.19s, 3.20s, 3.21s, 3.22s, 3.23s, 3.24s, 3.26s, 3.28s, 2.7K, 3.12k, 3.13k, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s, 3.21s, 3.22s, 3.23s, 3.24s, 3.26s, 3.28s, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Aiii, 1Bi, 1Bii, 1Ci, 1Cii, 1Ei, 1Eii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bii, 5Ci, 5Cii, 5Dii, 6Ai; INTASC 1e, 1f, 1h, 1i, 2a, 2c, 2f, 2g, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5i, 5j, 5q, 5o, 5p, 6d, 6n, 6o, 6p, 6s, 7g, 7k, 7l, 7m, 8b, 8n, 9l, 9m, 10a, 10b; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.5k, 4.6k, 4.8k, 4.9k, 5.1k, 5.15s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 4.6s, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.17s, [ISTE 2c, 3b, 5a])

Experience Assignments:

will plan (5E model addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (TEKS system) in math content lessons with a class of elementary school students (and/or participate in the Math Career Carnival project for 2 of the 5 lessons). Successful completion of these assignments will be demonstrated via completed self-reflections and rubrics completed by the instructor. (PPR 1.9k, 1.18k, 1.30k, 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, 1.28s, 2.7K, 3.12k, 3.13k, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s, 3.21s, 3.22s, 3.23s, 3.24s, 3.26s, 3.28s, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Aiii, 1Bi, 1Bii, 1Ci, 1Cii, 1Ei, 1Eii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bii; INTASC 1e, 1f, 1h, 1i, 2a, 2c, 2f, 2g, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5i, 5j, 5q, 5o, 5p, 6d, 6n, 6o, 6p, 6s, 7g, 7k, 7l, 7m, 8b, 8n, 9l, 9m, 10a, 10b; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.6k, 4.8k, 4.9k, 5.1k, 5.15s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 4.6s, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.17s, [ISTE 2c, 3b, 5a])

Assignment:

will submit two lesson plans from the above mentioned Field Experience Assignments, one each in the content area of Science and Math, and documentation of said lessons which were observed by the instructor during the practicum. Successful completion of this assignment will be demonstrated via rubrics completed by the instructor.

For successful completion of this course, please note the following:

will be required to digitally transmit teaching activities for observation. It is the teacher candidate’s responsibility to successfully submit/transport these transmissions. Live Zoom transmissions (SFASU video conferencing tool) or digital recordings uploaded to an unlisted YouTube account are preferred. It will be required to electronically document/verify field experience hours. Documented hours will include both observation and teaching of elementary students. It is the teacher candidate’s responsibility to successfully document the required hours using the appropriate protocols outlined by the...
Professionalism:

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

Appearance: Teacher candidates must be dressed professionally each time they are on the campus to transmit or record lessons and activities. They must comply with the local school district’s dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair, and nails should be cared for each day. Tattoos must be covered. Jeans, tennis shoes, and school t-shirts are not considered professional attire – even if allowed occasionally.

Attendance: Teacher candidates must follow all policies and procedures as outlined in this syllabus. Regular online class attendance and participation of all students is required. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, completing all assignments in the course, 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 by practicing appropriate language, and maintaining confidentiality at all times. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with SFU factors and the campus mentor teacher.

Punctuality: Teacher candidates are expected to arrive early and be set up and ready to transmit or record at the scheduled time.

Non-compliance with the above may result in a Program Continuation Plan. Teacher candidates receiving a Program Continuation Plan will have their cumulative grade reduced by one letter.

AM - There is no final exam for ELE 450.

Assessment and Assessments (Grading):

Experience II is equal to a 3-hour credit course. Late work/submissions will not, as a rule, be accepted without prior approval. Late work/submissions submitted for 50% credit at the discretion of the instructor.

A 0 for ELE 450 will be reduced by one letter for any of the following: incompleted assignments (quizzes, discussions, dropboxes) outlined in the syllabus.
Experience II/ELE 450.511

Fall 2019

The submission of the LiveText assignments associated with this course by the date noted on the timeline

to Field Experience II is a grade of C or better in ECH 350, ECH 332, ELE 302, RDG 322 and the TEES PPR exam must be passed successfully.
to Clinical Practice (Student Teaching) is a grade of C or better in ELE 450, ELE 301, ELE 303, RDG 415 and all required TEES exams must be passed successfully.

Grades are determined by a percentage of total possible points earned based on the scale below:

\[
\begin{array}{c|c}
\text{Percentage} & \text{Points} \\
\hline
100\% & (144 – 160 pts.) \\
90\% & (128 – 143 pts.) \\
80\% & (112 – 127 pts.) \\
\text{below} & (0 - 111 pts.) \\
\end{array}
\]

**ASSIGNMENT** | **POINTS**
---|---
Final Reflection Points | 9
Reflections (13 at 3 points each) | 39
Communications (3 at 4 points each) | 12
Content Lessons (3 lessons at 5 points each) | 15
Content Lesson 1 Reflective Conference | Required for continued progress.
Content Lessons (3 lessons at 5 points each) | 15
Content Lesson 1 Reflective Conference | Required for continued progress.
Lesson Plans (4 at 10 points each) | 40
Experience II Self-Assessment | 4
Meeting Plan | 5
Permission Form | 1
Permission Forms | Required for course completion
Submission of Observation Lessons to LiveText FEM | Required for course completion

**TOTAL** | **160**

And **Speaking Conventions** are important and are also important to this (Field Experience) grade. If you are experiencing

with Standard English, writing conventions, and/or other areas of communication, you should seek assistance at the campus

Resource Center at 936-468-4108. Teachers are expected to be capable of modeling and teaching the conventions of the

language.


**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.**

## ELE 450 Tentative Timeline

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| **Week 1** Aug 26-Sept 1 | **Read the following modules:**
A: Before Class Begins – instructor bio, required texts, intro to course, and technology requirements
B: Syllabus & Timeline – specific program and course requirements/due dates.
C: LiveText – assignment requirements specific to course
D: Field Experience II Overview – overview of Field Experience II course components
E: First 15 Days of School | **Dropbox Assignments:**
- Professionalism Points
**Quizzes (located on last page of modules):**
- Syllabus & Timeline
- LiveText
- Field Experience II Overview
- First 15 Days of School |

| Week 2 Sept 2-8 | **Module 1:** Getting Started with Field Experience II – guidelines and resources for securing a school site and permission forms to complete Field Experience II assignments, self-assessment, initial observation, and initial family communication | **Site Assignments:**
- Secure site for Field Experience II observations/assignments and signed permission forms
- Begin Initial Campus Observation Hours
**Discussions:**
- #1 – Reflective Practice
**Dropbox Assignments:**
- Field Experience II Self-Assessment
**Checklists (located on last page of modules):**
- Getting Started with Field Experience II |

<p>| Week 3 Sept 9-15 | <strong>Site Assignments:</strong> |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Sept 16-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Experience II</strong></td>
<td><strong>FA Campus Visit</strong></td>
</tr>
<tr>
<td></td>
<td>Sept 19-20</td>
</tr>
<tr>
<td><strong>Module 2:</strong> Weekly Discussions – guidelines and resources for completing weekly discussion requirements.</td>
<td>Continue initial classroom observation hours</td>
</tr>
<tr>
<td></td>
<td>Continue to secure campus/parent permission slips.</td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td>#2 – English Language Learners</td>
</tr>
<tr>
<td><strong>Dropbox Assignments:</strong></td>
<td>Family Communication #1</td>
</tr>
<tr>
<td><strong>Checklists (located on last page of modules):</strong></td>
<td>Weekly Discussions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept 23-29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3:</strong> Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td>Site Assignments:</td>
</tr>
<tr>
<td><strong>Module 5:</strong> READ AND REVIEW Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5</td>
<td>Complete initial classroom observation hours</td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td>#3 – 5E Lesson Plan</td>
</tr>
<tr>
<td><strong>Dropbox Assignments:</strong></td>
<td>Campus Permission Form</td>
</tr>
<tr>
<td><strong>Checklists (located on last page of modules):</strong></td>
<td>Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>Science Content Lessons</td>
</tr>
</tbody>
</table>

<p>| <strong>Site Assignments (For all FEII students):</strong> | Plan, teach, and assess Science Content Lesson 1 |
| <strong>Discussions:</strong> | #4 – Initial Classroom Observation |
| <strong>Dropbox Assignments (For all FEII students):</strong> | Morning Meeting Plan |
| | Science Content Lesson 1 |
| <strong>Checklists (located on last page of modules):</strong> |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Sept 30-Oct 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 5</strong>: Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5</td>
<td></td>
</tr>
<tr>
<td><strong>Morning Meeting</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Discussions:**
- #5 – Teacher as Facilitator vs. Giver of Knowledge

**Dropbox Assignments (For all FEII students):**
- Schedule and complete Science Content 1 reflective conference with professor prior to teaching Science Content Lessons 2-5.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct 6-13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 5</strong>: Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5</td>
<td></td>
</tr>
<tr>
<td><strong>Site Assignments (For all FEII students):</strong></td>
<td></td>
</tr>
<tr>
<td>- Plan, teach, and assess Science Content Lesson 2</td>
<td></td>
</tr>
<tr>
<td>- Observation - Science Content Lesson 3</td>
<td></td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td></td>
</tr>
<tr>
<td>- #6 – Classroom Management</td>
<td></td>
</tr>
</tbody>
</table>

**Dropbox Assignments (For all FEII students):**
- Science Content Lesson 2
- Recording Permission Forms
- Observation - Science Content Lesson 3

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Oct 14-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 5</strong>: Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 – 5</td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong>: READ AND REVIEW</td>
<td></td>
</tr>
<tr>
<td>Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td></td>
</tr>
<tr>
<td><strong>Site Assignments (For students NOT participating in outdoor education event):</strong></td>
<td></td>
</tr>
<tr>
<td>- Plan, teach, and assess Science Content Lesson 4</td>
<td></td>
</tr>
<tr>
<td>- Observation - Science Content Lesson 5</td>
<td></td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td></td>
</tr>
<tr>
<td>- #7 – Authentic Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Dropbox Assignments (For students NOT participating in outdoor education event):**
- Science Content Lesson 4
- Observation - Science Content Lesson 5
- Family Communication 2

**Checklists** (located on last page of modules):
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct 21-27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong>: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td></td>
</tr>
</tbody>
</table>

**Site Assignments (For all FEII students):**
- Plan and implement Math Content Lesson 1

**Discussions:**
- #8 – School Violence

**Dropbox Assignments (For all FEII students):**
- Math Content Lesson 1

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct 28-Nov 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong>: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td></td>
</tr>
</tbody>
</table>

**Discussions:**
- #9 – Educating 21st Century Students

**Dropbox Assignments (For all FEII students):**
- Schedule and complete Math Content 1 reflective conference with professor prior to teaching Math Content Lessons 2-5.

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Nov 4-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong>: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td></td>
</tr>
<tr>
<td><strong>Module 7</strong>: FERPA and the McKinney-Vento Act – review legislation related to privacy of student information and educational access for homeless students</td>
<td></td>
</tr>
</tbody>
</table>

**OUTDOOR EDUCATION EVENT**
- Wild About Science – November 5-8, SFASU Pineywoods Native Plant Center

**Site Assignments (For all FEII students):**
- Plan, teach, and assess Math Content Lesson 2
- Observation - Math Content Lesson 3

**Discussions:**
- #10 – FERPA and the McKinney-Vento Act

**Dropbox Assignments (For all FEII students):**
- Math Content Lesson 2
- Observation - Math Content Lesson 3

**Checklists** (located on last page of modules):
- FERPA and the McKinney-Vento Act

<p>| Week 12 |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Nov 18-24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 9</strong>: Texas Teacher Evaluation and Support System (TTESS) – review TTESS framework, documentation and evaluation criteria.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussions</strong>:</td>
<td></td>
</tr>
<tr>
<td>#12 – Texas Teacher Evaluation &amp; Support System (TTESS)</td>
<td></td>
</tr>
<tr>
<td><strong>Checklists (located on last page of modules)</strong>:</td>
<td></td>
</tr>
<tr>
<td>TTESS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Dec 2-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH TEACHING EVENT</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics Career Carnival (MCC) – December 2, Nettie Marshall Elementary School, Nacogdoches,</td>
<td></td>
</tr>
<tr>
<td><strong>Discussions</strong>:</td>
<td></td>
</tr>
<tr>
<td>#13 – AHA Moments</td>
<td></td>
</tr>
<tr>
<td><strong>LiveText Assignments</strong>:</td>
<td></td>
</tr>
<tr>
<td>Observation Science Content Lesson Plan, family communication, &amp; Resources/Documentation</td>
<td></td>
</tr>
<tr>
<td>Observation Math Content Lesson Plan, family communication, &amp; Resources/Documentation</td>
<td></td>
</tr>
<tr>
<td>Complete Course Evaluation for ELE 450 through My</td>
<td></td>
</tr>
</tbody>
</table>

**Module 3**: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.

**Module 6**: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5

**Module 8**: State of Texas Assessment of Academic Readiness – review STAAR formats, performance labels, progress measures, and interpretation of scores

**Site Assignments (For students NOT participating the Mathematics Career Carnival event)**:
- Plan, teach, and assess Math Content Lesson 4
- Observation - Math Content Lesson 5

**Discussions**:
- #11 – State of Texas Assessment of Academic Readiness (STAAR)

**Dropbox Assignments (For students NOT participating the Mathematics Career Carnival event)**:
- Math Content Lesson 4
- Observation - Math Content Lesson 5
- Family Communication 3

**Checklists (located on last page of modules)**:
- STAAR

Use this week to complete any approved late work/assignments.
There is no final for ELE 450.

**Week 15**

Dec 9-13

**Finals Week**

**Books and Texts:**

Northeast Foundation for Children uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have a 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 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, be sure to check your junk mail folder and your spam filter for these e-mails.

Once you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical practice. 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 technical questions about obtaining or registering your LiveText account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText is purchased and activated, you must submit the required assignment(s) within the LiveText system may result in course failure.

**References:**


**Evaluations:**

At the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for important purposes including; course and program improvement, planning, and accreditation; instruction evaluation purposes; and making departmental, program, and university decisions, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. The faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

For the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available until after final grades are posted.
Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Attendance and Excused Absence: Policy 6.7

Actual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall result in the course grade, financial assistance, and/or enrollment status. This is an online course and attendance will be monitored through chats, time and submission of course assignments, in addition to regular access of the course by the student through D2L.

Accommodation for Students with Disabilities: Policy 6.1 and 6.6

As related accommodations, alternate formats and/auxiliary aids, students with disabilities must contact the Office of Disability Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and documentation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, please visit www.sfasu.edu/disabilityservices/.

Academic Dishonesty: Policy 4.1

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, devices or notes during an exam or assignment, using or attempting to use information obtained from unauthorized sources during an exam or assignment, and/or helping or attempting to help another to cheat.

Plagiarism includes 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 another person's work 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 another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Types of Academic Dishonesty

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, and/or, expulsion from the university.

Appeals

Any student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Grades: Policy 5.5

In 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 because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the class was taken.
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 for a second time, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Code of Conduct: Policy 10.4**

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

**Ethics for the Texas Educator:**

The 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, maintain personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall promote learning environments in which each student is treated with respect and dignity and shall promote equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success of instruction toward achievement of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall work with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

**Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to undergo a criminal history background check prior to employment as an educator. The public school campus is responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the potential for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.**

**Criminal History Evaluation** is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the service provides 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.
eligible to request a Preliminary Criminal History Evaluation if:

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

You must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting a criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to exclusion based on that criminal history, including any information you failed to submit for evaluation.

More information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID 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 exams which 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.

2. 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.

Information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

The Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to complete 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 want to reconsider your major while at SFASU.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID 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 exams which 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.

2. 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.
information concerning this matter, contact Katie Martin 936-468-1740 or snyderke1@sfasu.edu.

Relevant Course Information:

ENT FOR ADVANCEMENT IN TEACHER EDUCATION
Take the next course(s) in the professional teacher education sequence, departmental policy requires that teacher candidates maintain a GPA as required for admission to Teacher Education.

failing to maintain at least a 2.75 GPA will be dropped from professional education courses.