description: Field Experience II (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same materials in a face-to-face practicum course receive, requiring students to engage the online modules for at least three hours per week. Prior to being woven into the content to support key concepts or provide perspective on the application of math and science content within the EC6 class, 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 hours associated with 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:

Experiences in this course provide a hands-on—minds-on learning opportunity for teacher candidates at SFASU. Practicum II field experience students in the program, teacher candidates work in a variety of teaching venues. Through field placements, teacher candidates also 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 teacher candidates at SFASU become reflective professionals who have experience planning apps for diverse student learners.

See this link to visit the SFASU College of Education Conceptual Framework:
fasu.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 (PPR 1.9k, 1.18k, 1.1s, 1.3k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Aii, 1Ci, 1Ei, 1Eii, 2Bi, 3Ai, 3Bi, 3Bi; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5g, 5i, 6o, 6p, 6t, 7g, 7k, 7m, 8n, 10o; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5c, 6c, 7a, 7c])

- **SLO 2.1.2 Assessment** – Two Math Lesson Plans (5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning objectives, and language objective) Assignment (implementing SmartBoard when available) (PPR 1.9k, 1.18K, 1.1s, 1.3s, 1.6s, 1.7s, 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, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.15s, 3.17s; TS1Ai, 1Aii, 1Bi, 1Bii, 1Ci, 1Cii, 1Ei, 1Eii, 2Bi, 3Ai, 3Bi, 3Bi; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5i, 5j, 5q, 5o, 5p, 6o, 6p, 6t, 7g, 7k, 7m, 8n, 10o; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 5a, 5b, 5c, 6c, 7a, 7c])

- **SLO 2.1.3 Assessment** – Field Experience II Science or Math Instructor Formative Evaluation (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS1Di, 1Dii, 3Bii, 4Ci, 4Cii, 4Di, 4Dii, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 10o)

- **SLO 2.1.4 Assessment** – Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty

- **SLO 2.1.5 Assessment** – Math Lesson Observation & Facilitation (PPR 3.12k, 3.13k, 3.14k, 3.16k; Math 1.4K, 1.9s, 1.12s, 5.4k, 5.6s, 5.9s, 5.17s, 6.7s, 5.20s, 5.22s; INTASC 6d, 6n, 6s)

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, 7.5k, 7.8k, 7.9k, 7.1s, 7.1s, 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, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.13s, 4.14s, 4.15s, 4.6s)

- **SLO 3.1.2 Assessment** – Morning Meeting Plan (PPR 1.1s, 1.3s, 1.4s, 1.9s, 1.11s, 1.15s, 1.16s, 1.23s, 2.2s, 2.3s, 2.6s, 2.7s, 2.8s, 2.10s, 2.15s, 2.17s, 2.20s, 2.3s, 3.2s, 3.3s, 3.4s, 3.7s, 3.8s, 3.9s, 3.10s, 3.14s; TS 1Aii, 1Bi, 1Ci, 1Cii, 1Di, 1Dii, 1Ei, 1Eii, 2Ai, 3Bi, 4Di, 4Dii, 4Di; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3p, 4a, 4d, 4f, 4g, 4i, 4m, 5c, 5d, 5f, 5i, 5j, 5m, 5n, 5p, 5q, 5r, 7k, 7m, 8n, 10o)

- **SLO 3.1.3 Assessment** – Morning Meeting Plan (PPR 1.1s, 1.17s, 2.7K, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS1Di, 1Dii)

3.3 Candidates will utilize technology as part of instruction.

- **SLO 3.3.1 Assessment** – Field Experience II Science or Math Instructor Formative Evaluation (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS1Di, 1Dii)
3Bi, 4Ci, 4Ci, 4Di, 4Di, 5Di; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 10o; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 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; TS6Ai; INTASC 9l, 9m, 10t; Technology 1.4s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

Candidates will demonstrate the ability to plan and implement effective instruction in science.

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, 5.5s, 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, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continued social, emotional, and physical development 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, 4.11k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.20s; TS1Di, 2Ai, 2Aii, 3Bi, 4Ci, 4Ci, 4Di, 4Di, 4Di, 5Di; 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)
- 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; TS2Ai, 5Cii)

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, physical growth, and well-being of all children.

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)

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.
Assignments, Activities, Instructional Strategies, use of Technology:

Field Experience Assignments:

We 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 group of elementary school students (or Wetland Adventure / Spring Bugs, Butterflies, Bees & Blossoms project). Successful completion of this assignment will be demonstrated via observations and rubrics completed by the instructor. (PPR 1.9k, 1.18k, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.1s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.18s, 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, 4.14s; TS1Ai, 1Ai, 1Bi, 1Bi, 1Cii, 1Fii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bi, 3Ci, 5Ci, 5Ci, 5Dii, 6Ai; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5p, 5i, 5j, 5k, 5l, 5m, 6k, 6l, 6m, 6n, 6o, 6p, 6s, 6t, 7g, 7k, 7l, 7m, 8b, 8n, 9l, 9m, 10o, 10t; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

Field Experience Assignments:

We will plan (5E model addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (TEKS system) in math content lessons with a group of elementary school students (or participate in the Math Career Carnival project). Successful completion of this assignment will be demonstrated via completed self-reflections and rubrics completed by the instructor. (PPR 1.9k, 1.18K, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 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, 3.14k, 3.16k, 3.1s, 3.2s, 3.3k, 3.4k, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Aii, 1Bi, 1Bi, 1Cii, 1Ci, 1Cii, 1Ei, 1Eii, 1Fii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bi, 3Ci, 3Ci, 5Ci, 5Ci, 5Dii; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5p, 5i, 5j, 5k, 5l, 5m, 6k, 6l, 6m, 6n, 6o, 6p, 6s, 6t, 7g, 7k, 7l, 7m, 8b, 8n, 10o; Math 1.1k, 1.2k, 1.3k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 2.1k, 2.1k, 2.1k, 2.1k, 2.1k, 2.1k, 2.1k, 2.1k, 2.1k; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

Assignment:

We will submit two lesson plans from the above mentioned Field Experience Assignments, one each in the content area of Science and Math, in addition to 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.

In this coursework, you are required to transmit teaching activities for observation via webcam. Sometimes the instructor may deem it necessary to observe activities instead of using the webcam. Adhere to the following guidelines when selecting the equipment to submit a recording. Digital recordings uploaded to a private YouTube account or submitted on jump drives are preferred.

Professional Expectations: Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public school community.
Experience II/ELE 450.511/512

019

he greater community.

earance: 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 by schools.

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

essionalism 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).

essional 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 SFA factors and the campus mentor teacher.

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

comply with the above may result in a Program Continuation Plan. Teacher candidates receiving a Program Continuation Plan will see a course grade reduced by one letter.

AM - There is no final exam for ELE 450.

ition and Assessments (Grading):

perience 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.

e for ELE 450 will be reduced by one letter for any of the following:

-completed assignments (quizzes, discussions, dropboxes) outlined in the syllabus
-submission of the LiveText assignments associated with this course by the date noted on the timeline
-failure to return SFA equipment (computers, webcams, and mics) in working order 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 TExES 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 TExES exams must be passed successfully.

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

- 90-100% (144 – 160 pts.)
- 80-89% (128 – 143 pts.)
- 70-79% (112 – 127 pts.)
- Below (0 - 111 pts.)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalism Points</td>
<td>20</td>
</tr>
<tr>
<td>Lessons (13 at 3 points each)</td>
<td>39</td>
</tr>
<tr>
<td>Communications (3 at 4 points each)</td>
<td>12</td>
</tr>
<tr>
<td>Content Lessons (3 lessons at 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Content Lesson 1 Reflective Conference</td>
<td></td>
</tr>
<tr>
<td>Content Lessons (3 lessons at 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Content Lesson 1 Reflective Conference</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans (4 at 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Experience II Self-Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Permission Form</td>
<td>5</td>
</tr>
<tr>
<td>Permission Forms</td>
<td>1</td>
</tr>
<tr>
<td>Observation Lessons to LiveText FEM</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>160</td>
</tr>
</tbody>
</table>

Speaking Conventions are important and are also important to this (Field Experience) grade. If you are experiencing difficulty 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.
### Course Outline/Calendar

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.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| **Week 1** Jan 22-27 | **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** Jan 28-Feb 3 | **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  
- Initial Campus Observation  
**Discussions:**  
- #1 – Reflective Practice  
**Dropbox Assignments:**  
- Field Experience II Self-Assessment  
**Checklists** (located on last page of modules):  
- Getting Started with Field Experience II |
| **Week 3** Feb 4-10 | **Module 2:** Weekly Discussions – guidelines and resources for completing weekly discussion requirements. | **Site Assignments:**  
- Continue/Complete classroom observations  
- Continue to secure campus/parent permission slips.  
**Discussions:**  
- #2 – English Language Learners |
### SFA Campus Visit  
**February 7-8**

#### Dropbox Assignments:
- Family Communication #1 *(Note differentiated instructions in module 1 for students participating in both special teaching days and those students teaching individual science and 5 individual math lessons).*

#### Checklists *(located on last page of modules):*
- Weekly Discussions

---

#### Week 4  
**Feb 11-17**

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

**Module 4**: Morning Meeting – guidelines, resources, and explanation for planning Morning Meeting in the classroom.

**Module 5**: READ AND REVIEW  
Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5

#### Site Assignments:
- Complete classroom observations

#### Discussions:
- #3 – 5E Lesson Plan

#### Dropbox Assignments:
- Campus Permission Form
- Morning Meeting Plan

#### Checklists *(located on last page of modules):*
- Lesson Planning
- Morning Meeting
- Science Content Lessons

---

#### Week 5  
**Feb 18-24**

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

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

#### Site Assignments *(For students teaching 5 individual science lessons):*
- Plan, teach, and assess Science Content Lesson 1

#### BBBB Assignments *(For students teaching on April 25):*
- Refer to ELE 301 (Science) timeline

#### Discussions:
- #4 – Initial Observations

#### Dropbox Assignments *(For students teaching 5 individual science lessons):*
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Feb 25-Mar 3</th>
</tr>
</thead>
</table>
| **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
| **Module 5:** Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5  
| **BBBBB Assignments (For students teaching on April 25):**  
| • Refer to ELE 301 (Science) timeline  
| **Discussions:**  
| • #5 – Teacher as Facilitator vs. Giver of Knowledge  
| **Dropbox Assignments (For students teaching 5 individual science lessons):**  
| • 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>Mar 4-10</th>
</tr>
</thead>
</table>
| **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
| **Module 5:** Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 5  
| **Site Assignments (For students teaching 5 science lessons):**  
| • Plan, teach, and assess Science Content Lesson 2  
| • Observation - Science Content Lesson 3  
| **BBBBB Assignments (For students teaching on April 25):**  
| • Refer to ELE 301 (Science) timeline  
| **Discussions:**  
| • #6 – Classroom Management  
| **Dropbox Assignments (For students teaching 5 individual science lessons):**  
| • Science Content Lesson 2  
| • Recording Permission Forms  
| • Observation - Science Content Lesson 3  

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mar 11-17</th>
</tr>
</thead>
</table>
| **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
| **Module 5:** Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 – 5  
| **Site Assignments (For students teaching 5 individual science lessons):**  
| • Plan, teach, and assess Science Content Lesson 4  
| • Observation - Science Content Lesson 5  
| **BBBBB Assignments (For students teaching on April 25):**  
| • Refer to ELE 301 (Science) timeline  

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mar 25-31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 6:</strong> READ AND REVIEW</td>
<td><strong>Discussions:</strong></td>
</tr>
<tr>
<td>Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td>• #7 – Authentic Assessment</td>
</tr>
<tr>
<td>Dropbox Assignments (For students teaching 5 individual science lessons):</td>
<td><strong>Dropbox Assignments (For students teaching 5 individual science lessons):</strong></td>
</tr>
<tr>
<td>• Science Content Lesson 4</td>
<td>• Science Content Lesson 4</td>
</tr>
<tr>
<td>• Observation - Science Content Lesson 5</td>
<td>• Observation - Science Content Lesson 5</td>
</tr>
<tr>
<td>• Family Communication 2 (Note differentiated instructions in module 5 for students teaching at BB and those students teaching 5 individual science lessons)</td>
<td>• Family Communication 2</td>
</tr>
<tr>
<td><strong>Checklists</strong> (located on last page of modules):</td>
<td><strong>Checklists</strong> (located on last page of modules):</td>
</tr>
<tr>
<td>• Math Content Lessons</td>
<td>• Math Content Lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Apr 1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3:</strong> Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td><strong>MCC Assignments (For students teaching on April 26):</strong></td>
</tr>
<tr>
<td><strong>Module 6:</strong> Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 5</td>
<td>• Refer to ELE 303 (Math) timeline</td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td><strong>Discussions:</strong></td>
</tr>
<tr>
<td>• #8 – School Violence</td>
<td>• #9 – Educating 21st Century Students</td>
</tr>
<tr>
<td><strong>Dropbox Assignments (For students teaching 5 individual math lessons):</strong></td>
<td><strong>Dropbox Assignments (For students teaching 5 individual math lessons):</strong></td>
</tr>
<tr>
<td>• Math Content Lesson 1</td>
<td>• Math Content Lesson 1</td>
</tr>
<tr>
<td><strong>MCC Assignments (For students teaching on April 26):</strong></td>
<td><strong>MCC Assignments (For students teaching on April 26):</strong></td>
</tr>
<tr>
<td>• Refer to ELE 303 (Math) timeline</td>
<td>• Refer to ELE 303 (Math) timeline</td>
</tr>
<tr>
<td><strong>Discussions:</strong></td>
<td><strong>Discussions:</strong></td>
</tr>
<tr>
<td>• #9 – Educating 21st Century Students</td>
<td>• #9 – Educating 21st Century Students</td>
</tr>
<tr>
<td><strong>Dropbox Assignments (For students teaching 5 individual math lessons):</strong></td>
<td><strong>Dropbox Assignments (For students teaching 5 individual math lessons):</strong></td>
</tr>
</tbody>
</table>
### Week 11
**Apr 8-14**

**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 7:** FERPA and the McKinney-Vento Act – review legislation related to privacy of student information and educational access for homeless students

**Site Assignments (For students teaching 5 individual math lessons):**
- Plan, teach, and assess Math Content Lesson 2
- Observation - Math Content Lesson 3

**MCC Assignments (For students teaching on April 26):**
- Refer to ELE 303 (Math) timeline

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

**Dropbox Assignments (For students teaching 5 individual math lessons):**
- Math Content Lesson 2
- Observation - Math Content Lesson 3

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

### Week 12
**Apr 15-21**

**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 teaching 5 individual math lessons):**
- Plan, teach, and assess Math Content Lesson 4
- Observation - Math Content Lesson 5

**MCC Assignments (For students teaching on April 26):**
- Refer to ELE 303 (Math) timeline

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

**Dropbox Assignments (For students teaching 5 individual math lessons):**
- Math Content Lesson 4
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Apr 22-28</th>
<th><strong>Module 9</strong>: Texas Teacher Evaluation and Support System (TTESS) – review TTESS framework, documentation and evaluation criteria.</th>
</tr>
</thead>
</table>
|         |           | • Observation - Math Content Lesson 5  
|         |           | • Family Communication 3 (**Note differentiated instructions in module 6** for students teaching at MC and those students teaching 5 individual math lessons)  
|         |           | **Checklists** (located on last page of modules):  
|         |           | • STAAR  
| **Week 14** | Apr 29-May 5 | Use this week to complete any approved late work/assignments.  
| **Week 15** | May 6-12 | **SPECIAL TEACHING DAYS**  
|           |           | • Bugs, Butterflies, Bees, & Blossoms (BBBB) – April 25, SFASU Arboretum  
|           |           | • Mathematics Career Carnival (MCC) – April 26, Fredonia Elementary School, Nacogdoches, TX  
|           |           | **Discussions:**  
|           |           | • #12 – Texas Teacher Evaluation & Support System (TTESS)  
|           |           | **Checklists** (located on last page of modules):  
|           |           | • TTESS  
| **Week 16** | May 13-17 | **LiveText Assignments:**  
|           |           | • Observation Science Content Lesson #5 Plan, family communication, & Resources/Documentation  
|           |           | • Observation Math Content Lesson #5 Plan, family communication, & Resources/Documentation  
| **Week 16** | May 13-17 | **Discussions:**  
|           |           | • #13 – AHA Moments  
|           |           | **LiveText Assignments:**  
|           |           | • Complete Course Evaluation for ELE 450 through MySFA  
|           |           | • SFA Webcams, Mics, and Computers must be returned before **May 10, 2019.**  
|           |           | • LiveText assignments must be uploaded by **May 10, 2019.**  
|           |           | **There is no final for ELE 450**
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 decisions regarding promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Perkins College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

Although the instructor is not aware of the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to anyone 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

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 facilitation 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 during an exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another commit academic dishonesty.

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 a 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.

Penalty 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, and/or, removal from the university.

Appeals

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

Withdrawal of Incomplete Grade: 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 work within one calendar year from the end of the semester in which the grade was earned because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the grade was earned 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 after the one-year period, 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. Unruly or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to disciplinary or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc., and all have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who miss 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.

Information:

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, be honest and have personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success in each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community 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 g.sos.state.tx.us/public/readtac$ext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

The 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 clinical teaching and prior to employment as an educator. The public school cannot initiate the process for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-applicant preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the possibility 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 service includes your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive a preliminary criminal history 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.

Eligible for a preliminary evaluation of your criminal history if you do not have 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.

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 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.

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 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 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.

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.