ECED 3320: Field Experience I
Section 511, 512, 514

Fall 2020

Instructor Information:

INSTRUCTOR
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Office: Not On Campus
Office Phone: 615-818-5905
Credits: 3
Course Time & Location: Online

Prerequisites:
Admitted to Educator Preparation, Enrolled in Field Experience I semester and accompanying block courses (ELED 3330, ECED 3310, READ 3330).
C or better in this course is required as a prerequisite for Field Experience II.

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

II. Course Delivery:
ECED 3320 has sections that are designed for candidates that are enrolled in the F2F program and those in the Online Completer Program. ECED 3320 for the online completer sections is delivered in an online format. All coursework is completed by the candidate by completing online modules.

Time Requirements and Credit Hours/Course Fees:
ECED 3320 “Field Experience I” (3 credit hours) This three-hour course places teacher candidates on PK-6 public-school campuses during the experience referred to as Field Experience I either F2F or virtually. The objectives and subsequent activities of this Field Experience I are designed to help the teacher candidate apply his/her knowledge and skills in the public-school. The objectives and activities for fall 2010 will be accomplished through weekly online course material and assignments. To prepare for field placement expectations, candidates are expected to read weekly course material and participate in one-on-one, small group, and whole group discussions. In addition, candidates must assess, research, and plan, weekly lessons and other related assignments and submit for initial feedback. Candidates are expected to review professor feedback on initial plan submissions and other assignments and revise as directed by the site professor. The candidate should expect a minimum of two hours of class preparation for each credit hour.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education Vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:
• **Academic excellence** through critical, reflective, and creative thinking
• **Life-long learning**
• **Collaboration** and shared decision-making
• **Openness** to new ideas, to culturally diverse people, and to innovation and change
• **Integrity**, responsibility, diligence, and ethical behavior, and
• **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

These courses, ELED 3330, ECED 3310, READ 3330, and ECED 3320 combine to provide the information and performance-based application of knowledge, which leads to prove that teacher candidates are competent in teaching young children.

ECED 3320 is a field experience course where teacher candidates demonstrate potential as an elementary teacher and document effectiveness by completing an extended literacy project with children in a fictitious public-school classroom. For fall 2020 teacher candidates are asked to administer assessments, analyze the results, and implement appropriate instruction. Each assignment is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1).

- **SLO 1.1** Candidates will prepare guided reading lesson plans using scenarios for a small group of students (2-3) and focus on strategy instruction while planning lessons that could be implemented to address specific TEKS and ELPS. The candidates will submit six weeks of lesson plans based on scenario information and may have the opportunity to plan and implement two additional lessons in the field with a small group of students F2F or virtually.
  - **SLO Assessment 1.1.1** Weekly Lesson Plans using the FEI Small Group Reading Lesson Plan (LiveText assignment – RDG Content Assessment - ELA) *(EC-6 ELAR 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 3.1s, 3.2s, 3.6s, 4.1s, 4.3s, 4.4s, 4.5s, 4.9s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.7s, 7.11s, 10.3s, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.1s, 2.2s, 2.3s, 2.6s, 3.1k, 3.5k, 3.6k, 3.8k, 3.1s, 3.4s, 3.5s, 3.7s, 3.8s, 3.10s, 3.13s, 3.19s, 3.20s, 4.16s; TS 2Bi, 3Ci, 3Ai, 1Aii, 1D(iii), 5Ai, 1Bi, 1Ci, 3Bi, 1Ai, 3Bi, 1Ai, 3Bi, 1Bi, 1Ci, 1Bi, 1Bi, 1Bi, 5Bi, 2Ai, 5Ci, 5Ci, 1Fi, 5Bi, 5Di, 4Ai, 1Di, 4Ci, In TASC 1a; 1e; 1f; 1h; 1i; 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 2q; 3b; 3b; 3d; 3g; 3h; 3k; 3m; 4a; 4d; 4e; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5i; 5p; 5q; 6a; 6b; 6c; 6d; 6f; 6g; 6j; 6k; 6q; 6r; 7a; 7b; 7d; 7f; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 9r; 9a; 9i; 9o; 10d; 10g; 10j; 10l; 10q)/
  - **SLO Assessment 1.1.4** Reflection of Literacy Planning (LiveText assignment – RDG Content Assessment - ELA) *(EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Ai, InTASC 4q; 5c; 5k; 9e; 9g; 9l; 9j; 9m; 9o; 10t)/

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in the content areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2).
• SLO 2.1 Candidates will view the teaching of another teacher to analyze both teacher and student strengths and areas of needs through a descriptive time-stamped reflection of the lesson planning and implementation of teaching.
  o SLO Assessment 2.1.1 Video Clip Reflection Assignment X2(EC-6 ELAR 1.4s, 1.7s, 2.1s, 2.2s, 2.3s, 3.1s, 3.2s, 3.3s, 4.1s, 4.6s, 5.1s, 7.2s, 7.3s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.18k, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s, 4.1k2; TS 2Bi, 3Ci, 3Aii, 1Aii, 1D(iii). 1Ai, 2Bi, 1Ci, 1Bi, 2 Ai, 5Ci, 5Cii, 4Ai, 1Di; InTASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3g; 3h; 3k; 3m; 4d; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)
• SLO 2.2 Candidates will synthesize teaching and learning into a literacy project that includes lesson planning, assessment, student data, and reflective analyses of the small reading group instruction.
  o SLO Assessment 2.2.1 Final Paper (LiveText – RDG Candidate Work Sample) (PPR 4.12k; TECH 6.24s ISTE 7c; InTASC 4q; 9e; 9g; 9f; 9m)

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2).

• SLO 3.2 Candidates monitor their choices for planning to provide instructional opportunities that meet the needs of all learners.
  o SLO Assessment 3.2.1 Implementation of Plan Chart (PPR 1.1s, 1.3s, 1.4s, 1.6s, 1.9s, 1.19s, 4.12k; EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; TS 1Bi, 1Ci, 3Bi, 1Aii, 1Bi; InTASC 1e; 1f; 1h; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9f; 9m)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; ISTE II).

• SLO 4.1 Candidates will use the data results of a group scenario of students to plan group and individual goals for instructional planning.
  o SLO Assessment 4.1.1 Group Pre-Assessment Goals with Reflection (EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Aii, 5Ci, 5Cii, 6Diii; TECH 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7l; 8b).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5).

• SLO 5.1 Candidates will participate in focused weekly discussion posts where they will research, observe, and reflect on provided questions, then respond to a minimum of one peer.
  • Candidates will get acquainted with an established classroom climate/culture.
  • Candidates will explore best practices that promote the intellectual, social, and emotional well-being of all children.
  • Candidates will explore appropriate reading assessments and determine appropriate goals for a small group of students.
  • Candidates will review different models of writing instruction and how writing applies in a small reading group lesson.
  • Candidates will review different models of reading instruction and prepare how to communicate the purpose and benefits of guided reading to parents.
  • Candidates will explain the importance of a gradual release of responsibility model.
  • Candidates will learn effective ways to plan instruction based on students’ needs.
  • Candidates will communicate, using research, the purpose for their instructional choices.
• SLO Assessment 5.1.1 Weekly Discussion Posts *(EC-6 ELAR 4.4s, 4.6k, 5.9s, 6.5s, 7.14k; PPR 2.18k, 2.19k, 2.20k, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 2.6s, 2.14s, 2.17s, 3.18s, 2.21s, 3.2s, 3.3s, 3.6s, 3.12s, 4.5s, 4.7s, 4.8s, 4.16s;; TS 6Dii; InTASC 1c; 4Ciii, 4Cii, 6Di; 9d; 10d; 10n; 10q; InTASC 3d; 3k; 9o; 10o)*

  • SLO 5.2 Candidates will participate in research of best practices using provided resources and those located by the candidate.
    o SLO 5.2.1 – Week 1: 3-2-1 Chart
    o SLO 5.2.2 – Week 2: TEKS/Differentiation/ELPS Assignment
    o SLO 5.2.3 – Week 3: Assessment/Goals
    o SLO 5.2.4 – Video Clip Reflection
    o SLO 5.2.5 – Video Clip Reflection
    o SLO 5.2.6 – Letter to Family
    o SLO 5.2.7 – Week 7: 3-2-1 Chart
    o SLO 5.2.8 – Weeks 8-13 – Contribution on Lesson Planning

• SLO 5.3 Candidates will demonstrate how to prepare effective parent-teacher forms of communication to establish relationships and provide progress monitoring for at least one student in the small reading group.
  o SLO Assessment 5.3.1 Introductory Family Letter *(EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii; InTASC 1c; 10d; 10q)*
  o SLO Assessment 5.3.2 Progress Monitoring Email to Parents *(EC-6 ELAR 7.15s, PPR 4.3s;; TS 4Div; InTASC 1c; 10d; 10q)*

• SLO 5.4 Candidates will develop a professionalism statement which reflects guiding criteria for personal actions and attitudes during the field experience.
  o SLO Assessment 5.4 Professionalism Statement *(PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)*

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

**NOTE:** All assignments are due on Sundays at 11:59 PM. Course instructors may choose to accept late assignments for partial credit but are not required to do so. Please plan accordingly so that you are successful in this course.

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES:** (52 total points)

**Professionalism Statement:** (10 points)
The candidate will complete a written professionalism statement at the beginning of the semester to receive the total points for professionalism; however, points will be deducted from the final grade for infractions related to the following.

1. Attendance / Punctuality (documented by timesheet)
2. Attitude / Dispositions
3. Engagement in classroom discussion boards
4. Compliance with assignment deadlines
5. Meet with professor individually online as needed.

*(PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)*

**Professional Reflections**
The candidate will reflect on best practices for the following assignments.

- Weekly Discussion Posts (28 points)
  Candidates will participate in focused weekly discussion posts where they will research, observe, and reflect on provided questions, then respond to a minimum of one peer.
  *(EC-6 ELAR 4.4s, 4.6k, 5.9s, 6.5s, 7.14k; PPR 2.18k, 2.19k, 2.20k, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 2.6s, 2.14s, 2.17s, 3.18s, 2.21s, 3.2s, 3.3s, 3.6s, 3.12s, 4.5s, 4.7s, 4.8s, 4.16s;; TS 6Dii; InTASC 1c; 4Ciii, 4Cii, 6Di; 9d; 10d; 10n; 10q; InTASC 3d; 3k; 9o; 10o)*
  - Reflection of Literacy Planning (6 points) *(LiveText Component)*

  The teacher candidate will complete a reflection/commentary similar to the expectations of portions of Task 1 of edTPA.
  *(EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9g; 9l; 9j; 9m; 9o; 10t)*
  - Final Paper *(LiveText Component)* - (8 points)

  The candidate will write a paper as part of the RDG Candidate Work Sample LiveText assignment that addresses Personal Reflection of the Overall Experience, and Future Plans.

*(PPR 4.12k; TECH 6.24s ISTE 7c; InTASC 4q; 9e; 9g; 9l; 9m)*

**PLANNING:** (30 total points)

- Weekly Lesson Plans – (3 per week for 6 weeks) = (24 total points/ 3 each week) *(LiveText Component)*
Candidates will prepare guided reading lesson plans using scenarios for a small group of students (2-3) and focus on strategy instruction while planning lessons that could be implemented to address specific TEKS and ELPS. The candidates will submit six weeks of lesson plans based on scenario information and may have the opportunity to plan and implement two additional lessons in the field with a small group of students F2F or virtually. (EC-6 ELAR 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 4.1s, 4.3s, 4.4s, 4.5s, 4.9s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.7s, 7.11s, 10.3s, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.18, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8k, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s, 4.1k2; TS 2Biii, 3Ci, 3Ai, 1Ai, 1D(ii), 5Ai, 1Bi, 1Ci, 3Bi, 1Ai, 3Biii, 2Bi, 1Ciii, 1Bi, 1Bi, 5Bi, 5Di, 4Ai, 1Di, 4Ci, In TASC 1a; 1c; 1e; 2a; 2c; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3d; 3g; 3h; 3j; 3k; 3m; 4a; 4d; 4f; 4g; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7d; 7f; 7g; 7i; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8r; 9a; 9i; 9o; 10d; 10g; 10j; 10o; 10q)

- Implementation of Plan Chart (LiveText Component for Final Paper) - (6 points)

Each week during the 6 weeks of small group reading instruction, the candidate will track the instructional choices made when preparing each lesson taught.

(EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 1.29s, 2.5k, 2.13k, 2.18k, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8k, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s, 4.1k2; TS 2Biii, 3Ci, 3Ai, 1Ai, 1D(ii), 5Ai, 1Bi, 1Ci, 3Bi, 1Ai, 3Biii, 2Bi, 1Ciii, 1Bi, 1Bi, 5Bi, 5Di, 4Ai, 1Di, 4Ci, In TASC 1a; 1c; 1e; 2a; 2c; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3d; 3g; 3h; 3j; 3k; 3m; 4a; 4d; 4f; 4g; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7d; 7f; 7g; 7i; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8r; 9a; 9i; 9o; 10d; 10g; 10j; 10o; 10q)

INSTRUCTION: (8 points)

- Video Clip Reflection Assignment X2 - (4 points each =8)

During the 6 weeks of instruction, the candidates will view the teaching of another teacher, then analyze both teacher and student strengths and areas of needs through a descriptive time-stamped reflection of the lesson planning and implementation of teaching.

(ASSSESSMENT: (6 points)

- Group Pre-Assessment Goals with Reflection (LiveText Component for Final Paper) - (6 points)

Candidates will use the data results of a group scenario of students to plan group and individual goals for instructional planning. (EC-6 ELAR 3.3s, 4.9s, 5.7s; TS 1Bi, 1Ci, 3Bi, 1Ai, 1Bi, InTASC 1e, 1f, 1h, 2a; 2c, 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9i; 9m)

HOME/SCHOOL COMMUNICATIONS: (4 points)

- Introductory Family Letter – (2 points)

(ASSESSMENT: (6 points)

- Progress Monitoring Email – (2 points)

TOTAL: 100 points

Summary of LiveText/Watermark Assignments:

This course contains three critical assessments that must be submitted through the LiveText/Watermark management system. It is an absolute requirement of this course that all teacher candidates submit the Small Reading Group Instruction Lesson Plan, and the Unit Work Sample (Final Paper) assignments in LiveText/Watermark for successful completion of the course.

All LiveText assignments are submitted under the Field Experience tab in LiveText/Watermark. All of your assignments will be included in the same Dropbox; therefore, it is important that you title each document as instructed. Failure to submit the required documents in a LiveText/Watermark by the required deadline may result in a letter grade reduction to the final grade.

Assignment 1: LIVETEXT ASSIGNMENT TITLE = RDG Content Assessment - ELA
Title the Document: Small Group Reading Lesson Plan with Reflection of Literacy Planning

Directions: At the completion of submitting all your lesson plans for the semester, you will select an exemplary lesson plan that includes and describes the following components:

- Completed Small Group Reading Lesson Plan
- Reflection of Literacy Planning (typed)

Assignment 2: LIVETEXT Assignment Title = RDG Candidate Work Sample

Directions for the RDG Candidate Work Sample Fall 2020:

Title Document 1: Final Paper (aka. Literacy Project)

The Literacy Project is based on work with a small group of students in the area of literacy instruction. You have been provided a fictitious group of two to three children with whom you have had the opportunity to demonstrate different skills as an early childhood teacher.

The Literacy Project is a comprehensive assignment for the semester. Although the campus instructor will track progress by assessing sections of the project throughout the semester, you, the candidate will submit all sections in one document to LiveText. The Literacy Project includes two forms for collection of data including pre-assessment data and implementation of plan.

At the conclusion of the Literacy Project, an academic paper that documents and summarizes the experience is submitted along with the collected documentation throughout the semester. The academic paper will be a personal response including a personal reflection, and future plans for the students. Along with an introduction and conclusion the paper should contain two additional headings that address the criteria listed below.

- **Introduction Heading** – Provide a brief introduction to the paper.

  **HEADING 2:** Future Plans
  - Identification of future plans based on analyses of pre-assessments/discussions/scenario information/reflections

  **HEADING 3:** Personal Reflection
  - Evaluate areas of professional growth including strengths and areas of need

- **Conclusion Heading** – Briefly summarize what you discussed in the paper (key points that will leave a lasting impression to the reader)

Submit the Final Paper with an appendix of the following documents pre assessment results chart and implementation of plan chart, in one-word document to LiveText. **Make sure to provide a HEADING to introduce the different components provided in the appendix.** **NOTE – A TEMPLATE FOR YOUR FINAL PAPER HAS BEEN PROVIDED IN THE FOLDER.**

Assignment 3: LIVETEXT Assignment Title = Field Experience One Timesheet

Title Document 3: Field Experience One Timesheet and Weekly Reflections

Throughout the semester you will record the time you have spent observing virtually, and you will reflect on your observation time weekly. You may have the opportunity to visit F2F. Along with your time, you should record the focus (observing, teaching, assessing) of your time spent each day. At the designated time on your timeline, you will scan your timesheet to your site professor to sign your timesheet indicating the accuracy of time and events recorded. Your site professor will send your timesheet back to you so you can upload your timesheet into LiveText. At the end
of the semester, you will combine the weekly discussion boards from your weekly observation reflections into one word document and save the document as Weekly Field Observation Reflections. Both the timesheet and reflection document should be submitted as separate documents.

There is not a LiveText rubric associated with this assignment; however, professionalism points will be deducted if not submitted to LiveText, and points are associated with your weekly virtual field observation reflections (weekly observation discussions).

IV. Evaluation and Assessments (Grading):

There is a total of 100 points for this course. Extra credit assignments are not an option for this course.

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

There are three LiveText assignments with a total of four submissions in this class. Failure to submit assignments by required deadline may result in a letter grade reduction for the final grade.

See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

Rubrics for Grading Assignments: Rubrics for assignments in this course are provided in the d2L course. It is recommended that you review each rubric prior to completing and submitting any assignment so you are clear on how you will be graded for that assignment. Rubrics can be accessed by clicking on the OTHER RESOURCES tab and selecting RUBRICS. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school). Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public-school campus and the greater community. *THERE ARE NO LABS IN THIS COURSE OR REQUIRED MEETING TIMES.

Professionalism Points: Candidates receive all professionalism points at the beginning of the semester after submitting the Professionalism Statement; however, infractions related to professionalism may result in deducted points. Examples of behaviors that signify a lack of professionalism include, but are not limited to: tardiness, unexcused absences, late assignments, ongoing submission of incorrect assignments, inappropriate communication with others, failure to comply with guidelines and expectations of this course or those of the assigned campus.

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

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

Infraction three: Written Notice of Concern and Plan for Improvement (Required meeting with Professor)

Infraction four: Referral to the Program Review Panel

Any behavior that does not model ethical and respectful behavior and demonstrate integrity in all situations will result in automatic referral to the Program Review Panel including:

1) Not following policies and procedures at their specific school placement and adhering to Code of Ethics and Standard Practices for Texas Educators
2) Not communicating consistently, clearly, and respectfully with all members of the campus community, including students, parents, and families, colleagues, administrators, and staff
3) Causing potential physical or emotional harm to a student, including but not limited to, posting student personal information in any format on social media without written consent from parents
4) You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
5) You falsify any records or documents, including hour sheets
6) You have violated university policy

All teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel. Consequences for violating the Texas Educators’ Code of Ethics may result in failure of the course and/or dismissal from the program (Texas Administrative Code, Chapter 247: Educators’ Code of Ethics: https://tea.texas.gov/index2.aspx?id=2147501244).

Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Work Policy:

All assignments and LiveText submissions are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. It is at the discretion of the professor to accept the late assignment; however, “technical difficulties due to waiting to the last minute to submit” will not be considered a legitimate excuse. An automatic 20% grade deduction will result for any late assignment received within 7 days after the due date. No credit will be given to late assignments submitted a week after the due date. ALL assignments must be attempted to pass this course. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

Assigned Responsibilities: Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates in other sections of field. Although there are common assignments, professors have flexibility in delivery of some expectations; therefore, it is important to seek assistance within your own section. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.

Professional Demeanor: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from party activities on week nights that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with others.

Professional Appearance: If there is an opportunity to be on campus, the teacher candidates must be professionally dressed each time they are on the elementary campus (regular attendance, after school faculty meetings, PTA/PTO meetings, etc.). Their attire must comply with the local school district’s dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair, and nails should be carefully considered EACH day. Tattoos must be covered.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with other teacher candidates, and instructors/professors. Candidates in Field Experience I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

Lesson Planning: The candidate is expected to follow the expectations provided in this course and the site professor when creating and submitting lesson plans for their small reading group. You are highly encouraged to seek the support of your site professor prior to submitting your lesson plans if you have any questions about the lesson plan expectations or concerns about the appropriateness of your lessons (see your site professor’s office hours).
Use of Technology: You are required to incorporate the use of technology for some assignments in the course. Use of devices for personal reasons while in class is unprofessional and may result in loss of professionalism points.

Attendance Policy:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students must provide appropriate documentation for excused absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7). No make-up work will be accepted during Finals Week.

Whether excused or unexcused ALL observation hours must be made up, as soon as possible or as required by the site professor. An extension to complete absences must be approved by the site professor.

Absences/Tardiness Grading Policy

- ALL absences from meetings must be made up hour-for-hour; however, excused absences will not result in loss of professionalism points. Excused absences must have documentation. Calling in “sick” is not considered documentation.
- ALL unexcused absences require a make-up assignment provided by the site professor, and 2 points will be deducted from the professionalism grade, after the first initial unexcused absence
- Leaving early or arriving late to a meeting will count as an unexcused absence

All assignments are expected to be at least attempted and must be completed to pass the course!
The professor reserves the right to lower the grade by one letter if assignments are consistently submitted late.

V. Tentative Course Outline/Calendar:

The tentative course calendar is provided here and as a separate page in the syllabus/timeline module in d2L. Please remember that while the Field Experience follows a uniform course calendar, special circumstances arise on individual sections which require occasional adjustment. Please refer to your site professor for changes per individual site to the course outline and calendar.
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>WEEKLY FOCUS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Aug. 24-30</td>
<td>Focus – Course Introduction/Classroom Culture/Climate</td>
<td><strong>Read and complete the following modules:</strong> Welcome! Syllabus and Timeline Recording Observation Hours Week 1 – Course Introduction/Classroom Culture/Climate <strong>Assignments Due:</strong> Meet Me PPT Professionalism Statement 3-2-1 Chart Week 1 Discussion Post</td>
</tr>
<tr>
<td><strong>Week 2</strong> Aug. 31-Sept.6</td>
<td>Focus - ELAR Standards/ELPS/Differentiation</td>
<td><strong>Read and complete the following module:</strong> Week 2 – ELAR Standards/ELPS Differentiation <strong>Assignments Due:</strong> TEKS/Differentiation/ELPS Graphic Organizer Week 2 Discussion Post</td>
</tr>
<tr>
<td><strong>Week 3</strong> Sept. 7-13</td>
<td>Focus – Assessments</td>
<td><strong>Read and complete the following module:</strong> Week 3 – Assessments <strong>Assignments Due:</strong> Group Pre-assessment Data with reflection Week 3 Discussion Post</td>
</tr>
<tr>
<td><strong>Week 4</strong> Sept. 14-20</td>
<td>Focus - What is Balanced Literacy?</td>
<td><strong>Read and complete the following module:</strong> Week 4 – What is Balanced Literacy? <strong>Assignments Due:</strong> Video Clip Reflection 1 Week 4 Discussion Post</td>
</tr>
<tr>
<td><strong>Week 5</strong> Sept. 21-27</td>
<td>Focus – Different Types of Writing Instruction</td>
<td><strong>Read and complete the following module:</strong> Week 5 – Different Types of Writing Instruction <strong>Assignments Due:</strong> Video Clip Reflection 2 Week 5 Discussion Post</td>
</tr>
<tr>
<td><strong>Week 6</strong> Sept. 28-Oct.4</td>
<td>Focus – Different Types of Reading Instruction/Comprehension</td>
<td><strong>Read and complete the following module:</strong> Week 6 – Different Types of Reading Instruction/Comprehension <strong>Assignments Due:</strong> Introduction to Family Letter Week 6 Discussion Post</td>
</tr>
</tbody>
</table>
| Week 7  | Read and complete the following module:  
|.........| Week 7 – Language/Phonics/Word Study  
| Focus – Whole Language/Phonics/Word Study | Assignments Due:  
|.........| 3-2-1 Chart  
|.........| Week 7 Discussion Post |

| Week 8  | Read and complete the following module:  
|.........| Week 8 – Lesson Planning Scenario Week 1  
| Focus – Lesson Planning Scenario Week 1 (Complete Green Sections Only) | Assignments Due:  
|.........| Week 1 Lesson Plans  
|.........| Week 1 Reflection of Literacy Planning  
|.........| Week 8 Discussion Post |

| Week 9  | Read and complete the following module:  
|.........| Week 9 – Lesson Planning Scenario Week 2  
| Focus – Lesson Planning Scenario Week 2 (Complete Green and Yellow Sections Only) | Assignments Due:  
|.........| Week 2 Lesson Plans  
|.........| Week 2 Reflection of Literacy Planning  
|.........| Week 9 Discussion Post |

| Week 10 | Read and complete the following module:  
|.........| Week 10 – Lesson Planning Scenario Week 3  
| Focus – Lesson Planning Scenario Week 3 (All sections completed) | Assignments Due:  
|.........| Week 3 Lesson Plans  
|.........| Week 3 Reflection of Literacy Planning  
|.........| Teacher Planning Analysis Practice  
|.........| Week 10 Discussion Post |

| Week 11 | Read and complete the following module:  
|.........| Week 11 – Lesson Planning Scenario Week 4  
| Focus – Lesson Planning Scenario Week 4 (All Sections completed) | Assignments Due:  
|.........| Week 4 Lesson Plans  
|.........| Week 4 Reflection of Literacy Planning  
|.........| Progress Monitoring Email to Parents  
|.........| Week 11 Discussion Post |

| Week 12 | Read and complete the following module:  
|.........| Week 12 – Lesson Planning Scenario Week 5  
| Focus – Lesson Planning Scenario Week 5 (All Sections completed) | Assignments Due:  
|.........| Week 5 Lesson Plans  
|.........| Week 5 Reflection of Literacy Planning  
|.........| Week 12 Discussion Post |
| Week 13 | Read and complete the following module:  
Week 13 – Lesson Planning Scenario Week 6 |
|---------|------------------------------------------------------------------------------------------------|
| Nov. 16-22 | Assignments Due:  
Week 6 Lesson Plans  
Week 6 Reflection of Literacy Planning  
Week 13 Discussion Post |

**Focus – Lesson Planning Scenario Week 6 (All Sections completed)**

THANKSGIVING BREAK

| Week 14 | Read and complete the following module:  
Week 14 – LiveText |
|---------|------------------------------------------------------------------------------------------------|
| Nov. 30-Dec.6 | Assignments Due:  
LiveText Assignment 1 submitted to FEM Tab  
Week 14 Discussion Post |

**Focus - LiveText**

| Week 15 | Read and complete the following module:  
Week 15 – Final Paper |
|---------|------------------------------------------------------------------------------------------------|
| Dec. 7-10 | Assignments Due by Dec. 10 at 11:59 PM  
LiveText Assignment 2 – Final Paper submitted to FEM Tab  
AND D2L  
LiveText Assignment 3 – Weekly Timesheet and Weekly Field Observation Reflections submitted to FEM Tab |

**Focus – Final Paper**

VI. Required Text and Other Required Materials:

**Required:**  
LIVETEXT ACCOUNT

**LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

Failure to submit required assignments into the LiveText/Watermark system by the required deadline will result in a penalty assessed to the assignment grade. Not submitting ALL LiveText/Watermark assignments will result in failure to successfully complete the course.

There are no other additional texts required for this course. Textbooks, packets, and other materials from current and previous reading and early childhood courses will be used for references. Reading assignments will vary per campus need; some reading assignments are provided online in the d2L course modules.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: (Policy 6.7):

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty (Policy 4.1):

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

Withheld Grades Semester Grades (Policy 5.5):
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

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

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

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

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

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

COURSE REFERENCES


