ECED 3320
Field Experience I
Fall 2020

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Pamela Vaughn

Course Time & Location:  online M and/or W, 11:00-12:15 & T/R, 8:15-10:15
Office:  Early Childhood Research Center, 201-G
Office Phone:  936.468.5806
Main Office:  936.468.2904
Office Hours:  online Tuesdays 11:00-4:00 PM
Credits:  3 credit hours
Contact:  email within D2L (response within 48 hours between Monday-Friday) Zoom by appointment

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. 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 2020 will be accomplished through weekly course material participation, four days a week (M-R), and two online lab meetings (Monday and Wednesday 11-12:15). 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.

III. 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/

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**Program Learning Objectives (PLOs) Student Learning Objectives (SLOs):**

- **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 the lesson plans 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.

- **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, 4.6s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.8s, 7.11s, 10.3s, 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 2Bl, 3CI, 3Aii, 4Ai, 1D(iii). 5Al, 1Bi, 1Ci, 2Bl, 1Aii, 3Bl, 2Bi, 1Ci, 1Bi, 1Bl, 4Bi, 1Bi, 5Bl, 5Di, 4Ai, 1Di, 4Ci; In TASC 1a, 1c, 1e, 1f; 1h; 1i; 2a; 2c; 2e; 2f; 2g; 2h; 2i; 2j; 2i; 2o; 2q; 3b; 3o; 3g; 3k; 3m; 4a; 4d; 4e; 4f; 4g; 4h; 4i; 4m; 4n; 4o; 5c; 5f; 5p; 6a; 6b; 6e; 6f; 6g; 6j; 6k; 6q; 7a; 7b; 7d; 7f; 7g; 7k; 7l; 7m; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 9g; 9i; 9o; 10d; 10g; 10j; 10b; 10q)

- **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 5Al; InTASC 4q; 5c; 9e; 9g; 9i; 9j; 9m; 10c; 10j)

- **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.

- **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, 1.29k, 1.1s, 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, 2.18k, 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, 4.12k; TS 2Bl, 3CI, 3Aii, 4Ai, 1D(iii). 1A, 2Bl, 1Ci, 1Bi, 2Aii, 5Ci, 3Ci, 1Fi, 1Bi, 5Bl, 5Di, 4Ai, 1Di, 4Ci; In TASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3o; 3g; 3k; 3m; 4d; 4f; 4i; 4m; 4n; 4o; 5c; 5l; 5p; 6a; 6r; 7a; 7b; 7d; 7f; 7g; 7k; 7l; 7m; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 9g; 9i; 9o; 10d; 10g; 10j; 10b; 10q)

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

PROFESSIONAL PRACTICES AND RESPONSIBILITIES: (52 total points)

- 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 3.1 Candidates will launch a beginning of school year family meeting and promote the importance of effective family communication.
  - SLO 3.2 Candidates monitor their choices for planning to provide instructional opportunities that meet the needs of all learners.
  - 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; 5.7s; TS 1Bi, 1Ci, 3Bi, 1Aii, 1Bii; 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 1Bi; 5Ci, 5Cii, 6Diii; TECH 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7i; 8b).
  - SLO 4.1 Candidates will use the data results of a group scenario of students to plan group and individual goals for instructional planning.
  - 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 2Ai, 5Ci, 5Cii, 6Diii; TECH 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7i; 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.
    - explore best practices that promote the intellectual, social, and emotional well-being of all children.
    - explore appropriate reading assessments and determine appropriate goals for a small group of students.
    - review different models of writing instruction and how writing applies in a small reading group lesson.
    - review different models of reading instruction and prepare how to communicate the purpose and benefits of guided reading to parents.
    - explain the importance of a gradual release of responsibility model.
    - learn effective ways to plan instruction based on students’ needs.
    - communicate, using research, the purpose for their instructional choices.
  - 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 6Di; InTASC 1c; 4Cii, 4Cii, 6Di; 9d; 10d; 10n; 10q; InTASC 3d; 3k; 9c; 10q)
  - SLO 5.2 Candidates will participate in research of best practices using provided resources and those located by the candidate.
    - Assessment 5.2.1 – Week 1: 3-2-1 Chart
    - Assessment 5.2.2 – Week 2: TEKS/Differentiation/ELPS Assignment
    - Assessment 5.2.3 – Week 3: Assessment/Goals
    - Assessment 5.2.4 – Video Clip Reflection
    - Assessment 5.2.5 – Video Clip Reflection
    - Assessment 5.2.6 – Letter to Family
    - Assessment 5.2.7 – Week 7: 3-2-1 Chart
    - Assessment 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.
    - Assessment 5.3.1 Introductory Family Letter (EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div; 6Di; InTASC 1c; 10d; 10q)
    - 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.
    - Assessment 5.4 Professionalism Statement (PPR 4.12k; InTASC 4q; 9e; 9g; 9f; 9m)
5. Attend weekly online lab Monday and Wednesday 11:00-12:15 and meet with professor individually as needed.

**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.

- **Reflection of Literacy Planning (6 points)**
  The teacher candidate will complete a reflection/commentary similar to the expectations of portions of Task 1 of edTPA.

- **Final Paper (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.

**PLANNING:** (30 total points)

- **Weekly Lesson Plans – (3 per week for 6 weeks) = (24 total points/ 3 each week)**
  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.

**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.
1Aii, 1D(iii). 1Ai, 2Bi, 1Ci, 1Bi, 2Ai, 5Ci, 5Ci, 4Aii, 1Di: In TASC 2a; 2e; 2f; 2h; 2i; 2j; 2l; 2o; 3b; 3g; 3h; 3k; 3m; 4d; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 4r; 5c; 5i; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)

- **ASSESSMENT:** (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, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Ci, 6Diii; TECH 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7l; 8b).**

- **HOME/SCHOOL COMMUNICATIONS:** (4 points)
  - Introductory Family Letter – (2 points)
    **(EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Diii; InTASC 1c; 10d; 10q)**
  - Progress Monitoring Email – (2 points)
    **(EC-6 ELAR 7.15s, PPR 4.3s, TS 4Div; InTASC 1c; 10d; 10q)**

**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 in the same Dropbox; therefore, it is important that you title each document as instructed. **Failure to submit the required documents to 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**
  - **D2L 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**
  - **D2L Title Document 1:** Final Paper (aka. Literacy Project)
  - **Directions for the RDG Candidate Work Sample Fall 2020:** 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 WILL BE PROVIDED.**

- **Assignment 3: LIVETEXT ASSIGNMENT TITLE = Field Experience One Timesheet**
  - **D2L 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 field observation reflections (weekly observation discussions).**

**IV. Evaluation and Assessment (Grading):**

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

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<tr>
<td>A</td>
<td>90 – 100%</td>
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<td>B</td>
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<td>C</td>
<td>70 – 79%</td>
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<td>F</td>
<td>69% and below</td>
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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.

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” 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; however, due to the necessity of weekly planning and feedback, late submission of the weekly small group reading lesson plans may result in an automatic zero and the site
professor may require the teacher candidate to make up the teaching of a lesson on a Friday. 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:** While in the field, teacher candidates must follow the lead of the mentor teacher and carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates, either on their campus or on other sites. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self 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 the school district.

**Professional Appearance:** 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 the district mentor teacher, 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. Occasionally candidates may submit lesson plans that are developmentally inappropriate for their students and/or do not follow the expectations of the course or site professor. 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). If lesson plans are not appropriate and therefore not approved for the week, the teacher candidate is required to make up the days he/she was not approved to teach.

When lessons are submitted after the required due date, or not approved, feedback cannot be provided in a timely manner that will allow the candidate to teach their small group at the beginning of the week. Therefore, any late or resubmitted lesson plans will result in the candidate receiving a zero for the weekly lesson plans grade. However, lessons must be submitted or resubmitted prior to Monday morning. Once lesson plans are approved, the candidate must make up the time that is missed working with the small group. The candidate must make up the time that is missed working with the small group. If the candidate did not submit lesson plans for approval, the candidate is not allowed to attend field experience while waiting for approval and must make up their time on that following Friday 8:00-10:00. The missed time will count as an unexcused absence because it is the responsibility of the candidate to be prepared with appropriate lessons each week.

**Requirements for Practice Content Exam:** The candidate is expected to complete a practice Content Exam on one of the designated Fridays made available by the testing coordinator, Karla Hamilton. Failure to participate in at least one of the practice Content Exams will result in points deducted from the professionalism grade. It is the responsibility of the teacher candidate to contact Mrs. Hamilton to sign-up for a Friday to complete the practice Content Exam.
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. Technology will be an important component for the fall 2020 semester. You are expected to participate in the online ZOOM meetings for lab every Monday and Wednesday as noted in the syllabus. Failure to participate in the online meetings will be considered an absence.

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. Unexcused absences from lab class will result in loss of professionalism points. The teacher candidate must notify the site professor prior to class meeting about their absence and provide documentation.

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

Punctuality:
Teacher candidates are expected to arrive on time to all meetings. Candidates are expected to log their observation hours on their timesheet every Tuesday and Thursday. In addition, each candidate is expected to participate in the entire lab class. Arriving late or leaving lab class early will negatively affect the candidate’s professionalism grade.

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 at the end of this document. 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.

VI. Required Textbooks 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 PCOE, 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:

Attendance (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 Accommodations 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/](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 policy 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):**

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

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

**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 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.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/> ). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, 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.
References:


**Tentative – ECED 3320 Timeline**

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>Read Weekly Module before lab</td>
<td>Read, Observe, &amp; Discuss Post by 11:59 PM</td>
<td>Read Weekly Module before lab</td>
<td>Read, Observe, Discuss, &amp; Submit Post by 11:59 PM</td>
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| Aug. 24-30    | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Personal Weekly Website                            |
|               |                                                     |                                                   |                                                   | o Professional Statement                             |
|               |                                                     |                                                   |                                                   | o Week 1 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o 3‐2‐1 Chart                                       |
| **Week 2**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Aug. 31‐Sept.6| Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o TEKS/Differentiation/ELPS                        |
|               |                                                     |                                                   |                                                   | o Week 2 Discussion Post                            |
|               |                                                     |                                                   |                                                   | Video Clip Reflection                               |
| **Week 3**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Sept. 7‐13    | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 3 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Assessment Goals (2 Tests)                        |
|               |                                                     |                                                   |                                                   | o Group Pre‐Assessment with Reflection              |
| **Week 4**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Sept. 14‐20   | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 4 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Video Clip Reflection                             |
| **Week 5**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Sept. 21‐27   | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 5 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Letter to Family Practice                         |
|               |                                                     |                                                   |                                                   | o Introduction to Family Letter                     |
| **Week 6**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Sept. 28‐Oct.4| Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 6 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Letter to Family Practice                         |
|               |                                                     |                                                   |                                                   | o Introduction to Family Letter                     |
| **Week 7**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Oct. 5‐11     | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 7 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Week 1 Lesson Plans                              |
|               |                                                     |                                                   |                                                   | o Week 1 Reflection of Literacy Planning           |
|               |                                                     |                                                   |                                                   | o Week 8 Discussion Post                            |
| **Week 8**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Oct. 12‐18    | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 7 Discussion Post                            |
|               |                                                     |                                                   |                                                   | o Week 1 Reflection of Literacy Planning           |
|               |                                                     |                                                   |                                                   | o Week 8 Discussion Post                            |
| **Week 9**    | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Oct. 19‐25    | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
|               |                                                     |                                                   |                                                   | o Week 2 Lesson Plans                              |
|               |                                                     |                                                   |                                                   | o Week 2 Reflection of Literacy Planning           |
|               |                                                     |                                                   |                                                   | o Week 9 Discussion Post                            |
| **Week 10**   | Read Weekly Module before lab                        | Read, Observe, & Discuss Post by 11:59 PM         | Read Weekly Module before lab                      | Read, Observe, Discuss, & Submit Post by 11:59 PM  |
| Oct. 26‐Nov.1 | Attend Lab Zoom Mtg: 11:00-12:15                     | Attend Lab Zoom Mtg: 11:00-12:15                  | Attend Lab Zoom Mtg: 11:00-12:15                   | Submit by 11:59 PM:  
<p>|               |                                                     |                                                   |                                                   | o Week 3 Lesson Plans                              |
|               |                                                     |                                                   |                                                   | o Week 3 Reflection of Literacy Planning           |
|               |                                                     |                                                   |                                                   | o Teacher Planning Analysis Practice               |
|               |                                                     |                                                   |                                                   | o Week 10 Discussion Post                           |</p>
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<tr>
<th>WEEK/DATE</th>
<th>Weekly Focus</th>
<th>Monday</th>
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<td>Week 11</td>
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<td>• Read Weekly Module before lab. Attend Lab Zoom Mtg: 11:00-12:15</td>
<td>• Read, Observe, &amp; Discuss Post by 11:59 PM</td>
<td>• Read Weekly Module before lab. Attend Lab Zoom Mtg: 11:00-12:15</td>
<td>• Read, Observe, Discuss, &amp; Submit Post by 11:59 PM \ Submit by 11:59 PM o Week 4 Lesson Plans o Week 4 Reflection of Literacy Planning o Progress Monitoring Email to Parents o Week 11 Discussion Post</td>
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<td>Nov. 2-8</td>
<td>Week 4 Lesson Planning with Differentiated</td>
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<td>Week 12</td>
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<td>Nov. 9-15</td>
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<td>Week 13</td>
<td>Week 5 Lesson Planning with Differentiated</td>
<td>• Read Weekly Module before lab. Attend Lab Zoom Mtg: 11:00-12:15</td>
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<td>• Read, Observe, Discuss, &amp; Submit Post by 11:59 PM \ Submit by 11:59 PM o Timesheet o LiveText Assignment 1 submitted to FEM</td>
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<td>Nov. 30-Dec.6</td>
<td>LiveText</td>
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<td>Week 15</td>
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<td>• Read, Observe, &amp; Discuss Post by 11:59 PM</td>
<td>• Read Weekly Module before lab. Attend Lab Zoom Mtg: 11:00-12:15</td>
<td>• Read, Observe, Discuss, &amp; Submit Post by 11:59 PM \ Submit by 11:59 PM o Timesheet o LiveText Assignment 1 submitted to FEM o Week 14 Discussion Post</td>
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<tr>
<td>Dec. 7</td>
<td>Final Paper &amp; LiveText</td>
<td>Lab Focus: Final Paper &amp; LiveText Submit by 11:30 PM o LiveText Assignment 2 – Final Paper submitted to FEM Tab in LiveText and submitted to d2L o LiveText Assignment 3 – Weekly Timesheet and Weekly Field Observation Reflections</td>
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**Thanksgiving**