**INSTRUCTOR INFORMATION**

| Instructor       | Dr. Lauren Burrow  
Pronouns: she/her/hers |
<table>
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<tr>
<td><strong>Office Hours</strong></td>
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</table>
| • Fridays, 9am – 200pm (virtual via GroupMe)  
• On-demand Zoom meetings requested via d2L/Remind.com |
| **Email**        | use email through d2L Remind.com allows for real-time, 2-way communication between professor and student |
| **Co-Instructor**| Dr. Heather Olson Beal  
Pronouns: she/her/hers |

**COURSE INFORMATION**

| Course Time | Synchronous ZOOM class meetings: Wednesdays, 4 - 630pm  
[ZOOM Registration link available in d2L] |
|-------------|---------------------------------------------------|
| School-Based VIRTUAL Field Experiences: | 9am - 11am Monday, Wednesday, Friday  
[experiences to be assigned each month] |
| Community-Based VIRTUAL Field Experiences: | In partnership with Nac Public Library  
• Weekly Virtual Homework Help  
• Two Virtual Lesson Activities  
[will be scheduled each month] |
| **Course Location** | Online |
| **Credit Hours** | 3 |

**COURSE INFORMATION**

I COURSE DESCRIPTION
An opportunity to apply theory to practice. Hands-on interaction in mathematics and science instruction. Particular emphasis is placed on pedagogy, philosophy, and professional development.

II PREREQUISITES
Admitted to Educator Preparation; enrolled in Field Experience II. Prerequisite to Clinical Teaching - a grade of (C) or better in ELED 4310, ELED 4320, ELED 4330, and READ 4340.

III 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.

IV COURSE JUSTIFICATION
ELED 4330, “Field Experience II” (3 credit hours) spans 15 weeks. This 3-hour course places teacher candidates on the SFA charter-school campus. The objectives and subsequent activities of this Field Experience II are designed to help the teacher candidate apply his/her knowledge and skills in the charter-school setting. The objectives and activities will be accomplished through 3-hour field placements, four days a week (M-R). To prepare for field
placement expectations, candidates are expected to read course material and participate in one-on-one, small group, and whole group discussions during the field placement and weekly lab meetings. Teacher candidates are required to plan and implement a series of math and science lessons based on assessed need and state curriculum standards. In addition, teacher candidates complete a variety of written assignments that evaluate their ability to observe and assess math and science skills, plan and implement math and science lessons, and interpret/analyze data for future instruction. For every hour a teacher candidate spends engaging with the content he/she spends at least two hours completing associated activities and written assignments.

V ABOUT C.R.E.A.T.E.

The Community Responsiveness and Engaged Advocacy in Teacher Education (C.R.E.A.T.E.) program track seeks to better prepare Stephen F. Austin State University’s teacher candidates through partnership work with families and local community organizations. To learn more about this program track, visit: fb.me/CREATEatSFASU.

COURSE OBJECTIVES & ASSESSMENTS

ELED 4330 is a field experience course taken in conjunction with ELED 4310, ELED 4320, and READ 4340. ELED 4330 Field Experience supports the College of Education’s Vision, Mission, and Core Values in that it addresses openness (to new ideas in lab class and field-based classrooms), collaboration (with other teacher candidates, with mentor teachers, and with the instructor), integrity (through demonstration of ethical and professional behavior in field-based experiences, with K-5 students, with mentor teachers and campus administration, and in lab class), academic excellence (through course content, planning and delivery of lessons, and reflection), and life-long learning (through course discussions and field-based application). Though this course does not directly address service, other courses completed during the Field Experience II semester address this value.

Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement

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

Values

In the College of Education at SFA, we value and are committed to
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.

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

Please follow this link to visit the SFASU College of Education Conceptual Framework:
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/
Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link:
http://coe.sfasu.edu/about-us/
VI PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  - SLO 1.a.1 Assessment – Science Remote Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment. (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Bi, 1Ci, 1Ci; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 1.a.2 Assessment – Math Remote Lesson Plan including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment while utilizing technology in the classroom. (PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Bi, IBi, IBi, IBi, IBi; ITSE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
  - SLO 1.b.1 Assessment – Science Remote Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment. (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Bi, IBi, IBi, IBi, IBi; ITSE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 1.b.2 Assessment – Math Remote Lesson Plans including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment while utilizing technology in the classroom. (PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 5.8s, 5.9s, 5.10s; TS 1Ai, 1Bi, 1Ci, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, IBi; ITSE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
  - SLO 1.b.3 Assessment – Morning Meeting Lesson Plan and facilitation (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 5.8s, 5.9s, 5.10s; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 1.b.4 Assessment – Responsive Classroom Assignment, including Parent Brochure (PPR 2.2s, 2.3s)
  - SLO 1.b.5 Assessment – McKinney Vento & FERPA Quiz (PPR 4.16s; TS 6Di)
  - SLO 1.b.6 Assessment – First 15 Days of School Quiz (PPR 2.2s, 2.3s)

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

- SLO 3.a Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
  - SLO 3.a.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Ci, 4Di, 4Di, 4Di, 4Di, 2Aii)
- SLO 3.b Candidates use assessment results to improve instruction and monitor learning.
  - SLO 3.b.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Ci, 4Di, 4Di, 4Di, 2Aii)
  - SLO 3.c Candidates plan instruction including goals, materials, learning activities and assessments.
  - SLO 3.c.1 Assessment – Science Remote Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment. (PPR 1.9k, 1.18k, 1.1s,
appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective
3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s; TS 1D1, 1D2, 1D3, 1D4, 1D5 (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; Science 2.1s, 2.2s, 2.3s, 2.4s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s; TS 1D1, 1D2, 1D3, 1D4, 1D5 (PPR 2.2s, 2.3s)
PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

SLO 3.f - Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

SLO 3.g - Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
ASSIGNMENTS, PROJECTS & EVALUATION

VII COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

ZOOM
"This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately." (statement from CTL, 2020)

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)
At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

ASSIGNMENTS

Assignments, assessments, and discussion links will be presented in D2L and discussed by the professor prior to assignment. Work along at the course pace and your professor will open up and make available course assignments as you need them.

See Course Timeline detailing class assignment due dates.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Brief DESCRIPTION (details will be made available as assignments are introduced)</th>
<th>Percentage of Total Course Grade out of 100%</th>
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</thead>
</table>
| FIELD HOURS: School-based   | Starting 8/31/20  
Please block out 9 - 11am Mondays, Wednesdays, and Fridays for school-based experiences  
This may include virtual classroom observations (asynchronous, synchronous), | 20%                                         |
virtual teaching activities, demonstration/PD videos, etc.

Check d2L for monthly experiences + ANALYSIS ASSIGNMENT

<table>
<thead>
<tr>
<th>FIELD HOURS: Community-based</th>
<th>Starting week of 09/13/20</th>
<th>20%</th>
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<tr>
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<td>A weekly virtual Homework Help Hour will be completed under the supervision of the Nac Public Library</td>
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<td><em>Twice/semester a virtual Activity Lesson will be completed under the supervision of the Nac Public Library</em></td>
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<td>Check d2L for sign-up + monthly REFLECTION LOG</td>
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<tr>
<th>Lesson PLANS</th>
<th>20%</th>
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<tr>
<td>Weekly Tutoring Sessions with Nac Public Library + Documentation Log</td>
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<tr>
<td>2 Activity Lessons with Nac Public Library + Reflection Log</td>
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<tr>
<td>2 Science Lesson Plan</td>
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<tr>
<td>2 Math Lesson Plans</td>
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<tr>
<td><em><strong>these are LIVE TEXT assignments</strong></em></td>
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<thead>
<tr>
<th>Lesson EVALUATIONS</th>
<th>10%</th>
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<tr>
<td>Self-assessment</td>
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<tr>
<td>Peer-assessment</td>
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<td>Professor evaluation</td>
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<tr>
<th>edTPA Tasks</th>
<th>10%</th>
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<tbody>
<tr>
<td>edTPA Task #1</td>
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<td>edTPA Task #2</td>
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<tr>
<td>edTPA Task #3</td>
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<tr>
<td>edTPA Task #4</td>
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| McKinney, FERPA Quiz, Minors Training | Review module information and complete a quiz in d2L. This will also include completion of Minors Training through SFA. | P/F |

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<thead>
<tr>
<th>class ENGAGEMENT</th>
<th>20%</th>
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<tbody>
<tr>
<td>Teacher Candidates will complete:</td>
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<tr>
<td><strong>Readying Work</strong> will be assigned to assist TCs in preparing for in-class discussions and activities. RW is expected to be completed and submitted prior to the start of class</td>
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<tr>
<td><strong>In-Class Engagement</strong> activities designed to document attendance, track class discussion, and demonstrate developing knowledge, understanding, and skill throughout the semester will be designed by the professors</td>
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<tr>
<td><strong>Class Check Outs</strong> will be assigned as a way for TCs to document connections between their pre-learning on the RW and how their learning was extended during class engagement; additionally, these will act as confirmations of what TCs are learning or need clarified next class</td>
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<tr>
<td><strong>Asynchronous Assignments</strong> will be added as needed to clarify and add to</td>
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• McKinney-Vento/FERPA Quiz - This module will be completed via D2L. In this module, PST’s will review module information and complete a quiz. (PPR 4.16s; TS 6ds)

• Morning Meeting / Check-In ... Brain Break ... Closing Circle / Check-Out Lessons - TCs will facilitate all components of a morning meeting, plan for a brain break, and closing circle. (InTASC 9, 10; PPR 2.2s, 2.3s)

• Science Remote Lesson Plan - TCs will submit an official lesson plan that details the science website exploration. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, ISTE Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)

• Science Remote Lesson - TCs will submit an official lesson plan that details the science website exploration. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (InTASC 9, 10; PPR 1.30k, 1.11s, 1.17s, 2.7k, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s)

• Mathematics Remote Lesson Plan - TCs will submit an official lesson plan that details the math website exploration. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (PPR 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.1k, 7.1k, 7.1k, 7.1k, 7.1k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aii, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, ISTE 5a, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

• Mathematics Remote Lesson - TCs will create an exploration surrounding a math TEKS that could be used in a remote learning environment. The exploration should be developed using a webpage or other electronic forum. All work must be set up to submit digitally and activities should include multiple steps for completion (like a station teaching event). Website activity should also include a mental math practice. (InTASC 9, 10; PPR 1.30k, 1.11s, 1.17s, 2.7k, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s)

• edTPA Overview/Task 1 Assignment - TC’s will explore concepts related to edTPA task 4 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Ci; Technology 3.5s, 4.3k, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

• edTPA Task 2 Assignment - TC’s will explore concepts related to edTPA task 2 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials (InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Ci; Technology 3.5s, 4.3k, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

• edTPA Task 3 Assignment - TC’s will explore concepts related to edTPA task 3 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Ci; Technology 3.5s, 4.3k, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

• edTPA Task 4 Assignment - TC’s will explore concepts related to edTPA task 4 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Ci; Technology 3.5s, 4.3k, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

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

Assignment Policy — Teacher Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an "A" in the course. There is an automatic 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). You do NOT need to ask for the 24-hour extension --- it's just there for you to use, as needed. Given #2020 and all of its happenings, please communicate with the professor if you require additional extensions ... we can usually work together to come up with a reasonable plan for success / fair alternative to ensure that you have time to effectively engage in the learning!
Please note, it can be difficult to make-up In-Class Engagement and assignments requiring f2f meetings with school--based students/professors/community members --- so please make every effort to commit to SHOWING UP IN THE VIRTUAL SPACES, as assigned.

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

VIII EVALUATION AND ASSESSMENTS (GRADING)

Grading Scale for ELED 4330:

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

Note: As a prerequisite to Clinical Teaching, you must achieve a C or better in ELED 4310, ELED 4320, ELED 4330, and READ 4340.

There are LiveText assignment in this class.

Field Experience - Professionalism

Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public charter school campus and the greater community. The expectations below will be observed daily by your field experience supervisor in the form of learning walks.

**Appearance:** Teacher candidates must be appropriately dressed each time they engage with an elementary campus, even in virtual formats. Their attire must comply with the field-/community-based site’s dress code.

**Assigned Responsibilities:** Teacher candidates must follow the lead of the field experience supervisor and mentor teacher to 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. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.

**Attendance (school, observation, and community hours):** Field Experience II pre-service teacher candidates are expected to be in attendance for any scheduled meetings or activities between Monday, Wednesday, and Friday, between 9:00 a.m. and 11:00 a.m. and other times as scheduled/assigned, unless directed otherwise. TCs will be in charge of accurately and thoroughly completing the Time Log to earn credit for experience hours. For all online meetings, class engagement and completion of the Class Check-Out is expected to confirm attendance.

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

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

Hours scheduled with your community mentors should be treated with the utmost priority and respect to the generosity of time and effort they are sharing with you from their personal/professional lives. Absence from a community-based field hour MUST be communicated to BOTH the community mentor and the professor PRIOR to the absence and suitable make-up must be determined with input from the community mentor and/or professor. Failure to communicate an absence and/or make suitable arrangements for make-up will result in an automatic program continuation meeting between professors and Teacher Candidate; failure of the course may be warranted.
**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the mentor teacher, other teacher candidates, and instructors/professors. Candidates in Field Experience II are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, should not be used in classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive at their field experience location ten (10) minutes prior to the report time. **To be "on time" is to be late.** Teacher candidates are expected to remain on the elementary school campus site the full 3-hour requirement. Candidates are expected to document attendance each day. Punctuality expectations also apply to virtual observations.

****A combination of any three behaviors that display a lack of field experience professionalism may result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure from ELE 450 Field Experience II. Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e. being absent 3 times).

In addition to the Professionalism expectations provided above, 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 and may result in failure of the course and/or dismissal from the program.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

### TENTATIVE COURSE TIMELINE

**IX  TENTATIVE COURSE TIMELINE**

(Note: This schedule is subject to change. Notification will be provided if/when any changes occur; **Teacher Candidates are responsible for keeping aware of any changes posted.**)

### ADDITIONAL RESOURCES TO SUPPORT LEARNING

**X  READINGS**

ELE 450 has no required textbook. However, you are required to have a LiveText account with FEM.

**LiveText:**
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. LiveText account, ISBN: 978-0-979-6635-4-3.

**FEM:**
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 936-468-7050 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.

**LiveText COURSE REQUIREMENTS**
- Lesson Plans (submit to LiveText and Dropbox)
- Field Experience Time Log (submit to LiveText)

## END OF COURSE

### XI COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

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

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.

## UNIVERSITY POLICIES

### XII STUDENT ETHICS AND OTHER POLICY INFORMATION

(www.sfasu.edu/policies)

- **ATTENDANCE:** Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, 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. The timeline for completing make-up work will be determined by the instructor.

- **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 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 on academic integrity is a responsibility of all university faculty and students.
  - **DEFINITION OF ACADEMIC DISHONESTY**
- Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
  - using or attempting to use unauthorized materials on any class assignment or exam;
  - falsifying or inventing of any information, including citations, on an assignment; and/or;
  - helping or attempting to help another in an act of cheating or plagiarism.
- **PLAGIARISM**
  - Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
    - submitting an assignment as one’s own work when it is at least partly the work of another person;
    - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
    - incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
- **PENALTIES FOR ACADEMIC DISHONESTY**
  - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
- **STUDENT APPEALS**
  - A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
- **WITHHELD GRADES (POLICY 5.5)**
  - At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
- **STUDENT CODE OF CONDUCT: 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.
- **MASKS**
  - 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.

### ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION

#### XIII 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 and other professional settings, 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/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderkel@sfasu.edu.

**ADDITIONAL COURSE INFORMATION**

**XIV  ADDITIONAL RELEVANT COURSE INFORMATION**

**NONDISCRIMINATION**

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)

**Course Reference Information (These are NOT required textbooks):**


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

The professor reserves the right to change this syllabus at any time to meet the emergent needs of students, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of TCs to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each TC's overall course performance, taking into account assignment submissions and overall professional demeanor.

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