**Course Description:** Field Experience II (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face practicum course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on the application of math and science content within the EC6 classroom. Students are required to plan and implement a series of weekly large class math and science lessons based on assessed need and state curriculum standards.

**II.** These lessons will take place in a TEA accredited 3rd, 4th, 5th, or 6th grade classroom. In addition, students complete multiple 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 student spends engaging with the content, he/she spends at least two hours completing associated activities and written assignments. There is no course fee associated with ELE 450.

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

**II. Intended Learning Outcomes/Goals/Objectives:**

The field experience in this course provide a hands-on—minds-on learning opportunity for teacher candidates at SFASU. Practicum 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 we prepare them 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, 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. The NAEYC standards require that teacher candidates have opportunities to work with student and parents and in this field placement candidates learn to communicate effectively with parents. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going 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 and 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:
PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies.

- SLO 2.1 Candidates will demonstrate their knowledge of course content including math, science, and other areas as placement warrants.
  - SLO 2.1.1 Assessment – Two Science Lesson Plans (5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning targets, ELPS) Assignment (PPR 1.9k, 1.18k, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1iiii, 1Bi, 1Bii, 1Ci, 1Cii, 1Eii, 1Eiii, 1Fii, 2Bi, 3Ai, 3Bi, 3Bii, 5Dii; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5p, 5i, 5j, 5o, 6o, 6p, 6t, 7g, 7k, 7m, 8n, 10o; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])
  - SLO 2.1.2 Assessment – Two Math Lesson Plans (5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning targets, ELPS) Assignment (implementing SmartBoard when available) (PPR 1.9k, 1.18K, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Aiii, 1Bi, 1Bii, 1Ci, 1Cii, 1Eii, 1Fii, 2Bi, 3Ai, 3Bi, 3Bii, 5Dii; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.6s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; INTASC 1e, 1f, 1h, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4f, 4g, 4h, 4i, 4m, 5b, 5c, 5i, 5j, 5o, 5p, 6o, 6p, 6t, 7g, 7k, 7m, 8n, 10o; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])
  - SLO 2.1.3 Assessment – Field Experience II Science or Math Instructor Formative Evaluation (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 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, 3.15s, 3.17s; TS1Di, 1Diii, 2Aii, 2Aiii, 3Bi, 4Cii, 4Ci, 4Di, 4Dii, 4Di, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 10o)
  - SLO 2.1.6 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty
  - SLO 2.1.5 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty
  - SLO 2.1.5 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty
  - SLO 2.1.6 Assessment-Math Lesson Observation & Facilitation (PPR 3.12k, 3.13k, 3.14k, 3.16k; Math 1.4K, 1.9s, 1.12s, 5.4k, 5.6s, 5.9s, 5.17s, 5.18s, 6.7s, 5.20s, 5.22s; INTASC 6d, 6n, 6s)

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.

- SLO 3.1 Candidates will demonstrate their ability to engage, transition, communicate, give directions, question, pace, and motivate children
  - SLO 3.1.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation (aligned with Texas Teacher Appraisal System) (Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; Science 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.5s, 4.6s, 4.10s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s)
3Biii, 4Cii, 4Ciii, 4Di, 4Dii, 4Diii, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 10; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

- SLO 3.5 Candidates will demonstrate the ability to plan and implement effective instruction in science.
  - SLO 3.5.1 Assessment – Instructional Artifact Sample/Lesson Documentation (PPR 4.14s; TS6Aii; INTASC 9l, 9m, 10; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTA 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

**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.

- SLO 4.1 Candidates will assess and show impact of science and math lessons.
  - SLO 4.1.1 Assessment – Science and Math Assessments for Lessons (Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k)
  - SLO 4.1.2 Assessment – Math and Science Lesson Reflections (includes data analysis using technology, impact on student performance, and self-reflection) (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii; INTASC 7l; 8b)

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

- SLO 5.1 Candidates will demonstrate professionalism as an educator.
  - SLO 5.1.1 Assessment - Field Experience II Science or Math Instructor Formative Evaluation (aligned with TTESS) (PPR 1.30K, 1.11s, 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, 4.11k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS1Di, 2Aii, 2Aiii, 4Cii, 4Ciii, 4Di, 4Dii, 4Diii, 5Dii; INTASC 3c, 3d, 3k, 3o, 4a, 5o, 9k, 10)
  - SLO 5.2 Candidates will demonstrate ability to self-evaluate for the purpose of self-improvement.
    - SLO 5.2.1 Assessment – Math and Science Lesson Reflections (includes data analysis using technology, impact on student performance, and self-reflection) (PPR 4.17k, 1.24k, 1.28s, 4.13s, 4.14s; INTASC 3b, 6v, 7l, 8b, 9l, 9m, 9n, 10; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS2Ai, 5Ci, 5Cii, 6Aii)
    - SLO 5.2.2 Assessment – Field II Self-Assessment (PPR 4.17k, 1.28s, 4.13s; INTASC 6v, 7l, 8b, 9n; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS2Ai, 5Ci, 5Cii)

- SLO 5.3 Candidates will demonstrate proficiency in written communications to parents.
  - SLO 5.3.1 Assessment – Parent Letter Assignment (PPR 2.2s, 2.3s; TS 1Di; INTASC 3k)
- SLO 5.4 Candidates will demonstrate proficiency and professionalism through peer discussion.
  - SLO 5.4.1 Assessment – Weekly Discussion Participation (PPR 4.16s; TS6Di; INTASC 9o)
- SLO 5.5 Candidates will investigate responsive classroom environment procedures.
  - SLO 5.5.1 Assessment – First 15 Days of School Quizzes (PPR 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s; TS1Di, 2Aii, 2Aiii, 4Cii, 4Ciii, 4Di, 4Dii, 4Diii; INTASC 3c, 3d, 3k, 5o, 10)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Science Field Experience Assignments:
Candidates will use inquiry based learning and field investigation approach to plan (5E model addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (TEKS system) in order to observe and implement science inquiry lessons with a class of elementary school students. Successful completion of this assignment will be demonstrated via completed self-reflections and rubrics completed by the instructor. ((PPR 1.9k, 1.18k, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 1.28s, 2.7K, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s, 4.14s; TS1Ai, 1Ai, 1Bi, 1Bii, 1Ci, 1Ci, 1Ei, 1Eii, 1Fii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bii, 5Ci, 5Ci, 5Dii, 6Ai; INTASC 1e, 1f, 1h, 1i, 1j, 2a, 2c, 2f, 2g, 3d, 3k, 3l, 4a, 4d, 4g, 4h, 4i, 4m, 5b, 5c, 5i, 5j, 5o, 5q, 5u, 6p, 6s, 6t, 7g, 7k, 7l, 7m, 8b, 8n, 9i, 9m, 10o, 10t; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

Math Field Experience Assignments:
Candidates will plan (5E model addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective (TEKS system) in order to observe and implement 2 math content lessons with a class of elementary school students. Successful completion of these assignments will be demonstrated via completed self-reflections and rubrics completed by the instructor. (PPR 1.9k, 1.18K, 1.1s, 1.30k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 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, 3.12k, 3.13k, 3.14k, 3.16k, 3.1s, 3.2s, 3.3s, 3.5s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.15s, 3.17s; TS1Ai, 1Ai, 1Bi, 1Bii, 1Ci, 1Ci, 1Ei, 1Eii, 1Fii, 2Ai, 2Bi, 3Ai, 3Bi, 3Bii, 5Ci, 5Ci, 5Dii; INTASC 1e, 1f, 1h, 1i, 1j, 2a, 2c, 2f, 2q, 3d, 3k, 3o, 4a, 4d, 4g, 4h, 4i, 4m, 5b, 5c, 5i, 5j, 5o, 5q, 5u, 6p, 6s, 6t, 7g, 7k, 7l, 7m, 8b, 8n, 9i, 9m, 10o, 10t; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Technology 1.4s, 3.5s, 4.3k, 4.3s, 4.5s, 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s, 6.18s, [ISTE 2c, 3b, 5a, 5b, 5c, 6c, 7a, 7c])

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

Technology

For successful completion of this course, please note the following:
- You will be required to digitally transmit teaching activities for observation. It is the teacher candidate’s responsibility to successfully submit/transmit lessons. Live Zoom transmissions (SFASU video conferencing tool) or digital recordings uploaded to an unlisted YouTube account are preferred.
- You will be required to electronically document/verify field experience hours. Documented hours will include both observation and teaching of EC6 students. It is the teacher candidate’s responsibility to successfully document the required hours using the appropriate protocols outlined by the instructor.
Field Experience Professionalism:

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

**Appearance:** Teacher candidates must be dressed professionally each time they are on the campus to observe, transmit or record lessons and activities. 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. Jeans, tennis shoes, and school t-shirts are not considered professional attire – even if allowed on Fridays.

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

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, completing all assignments in the course, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner by practicing appropriate language, and maintaining confidentiality at all times. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with SFA instructors and the campus mentor teacher.

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

Failure to comply with the above may result in a Program Continuation Plan. Teacher candidates receiving a Program Continuation Plan will have their practicum grade reduced by one letter.

****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: Texas Educators’ Code of Ethics: https://tea.texas.gov/index2.aspx?id=2147501244).

**FINAL EXAM** - There is no final exam for ELED 4330.

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

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

Final Grade for ELED 4330 will be reduced by one letter for any of the following:
- Non-completed assignments (quizzes, discussions, dropboxes) outlined in the syllabus
- Non-submission of the LiveText assignments associated with this course by the date noted on the timeline

Prerequisite to Field Experience II is a grade of C or better in ECED 3320, ECED 3310, ELED 3330, READ 3330 and the TExES PPR exam must be passed successfully. Prerequisite to Clinical Practice (Student Teaching) is a grade of C or better in ELED 4330, ELED 4310, ELED 4320, READ 4340 and all required TExES exams must be passed successfully.

GRADING-grades are determined by a percentage of total possible points earned based on the scale below:
A = 90 – 100% (176 – 196 pts.)
B = 80 – 89% (157 – 175 pts.)
C = 70 – 79% (137 – 156 pts.)
F = 59% or below (0 - 136 pts.)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>24</td>
</tr>
<tr>
<td>Discussions (13 at 5 points each)</td>
<td>65</td>
</tr>
<tr>
<td>Family Communications (3 at 4 points each)</td>
<td>12</td>
</tr>
<tr>
<td>Observe Science Content Lessons (3 lessons at 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Observe Math Content Lessons (3 lessons at 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Teach Math and Science Content Lessons (4 at 10 points each)</td>
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</tr>
<tr>
<td>TEA Teach Like a Champion (TLAC) Modules (15 Modules at 1 point each)</td>
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<tr>
<td>Fall 2020 Observation Options</td>
<td>Required for course completion</td>
</tr>
<tr>
<td>Mathematics Context for Learning</td>
<td>Required for course completion</td>
</tr>
<tr>
<td>Mathematics Assessment Commentary</td>
<td>Required for course completion</td>
</tr>
<tr>
<td>Field Experience II Self-Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Morning Meeting Plan</td>
<td>5</td>
</tr>
<tr>
<td>Campus Permission Form</td>
<td>1</td>
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<tr>
<td>Recording Permission Forms</td>
<td>Required for course completion</td>
</tr>
<tr>
<td>Submission of Teaching Content Lessons to LiveText FEM</td>
<td>Required for course completion</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>196</strong></td>
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</tbody>
</table>

Writing and Speaking Conventions are important and are also important to this (Field Experience) grade. If you are experiencing difficulty with Standard English, writing conventions, and/or other areas of communication, you should seek assistance at the campus Academic Resource Center at 936-468-4108. Teachers are expected to be capable of modeling and teaching the conventions of the English Language.
V. Tentative Course Outline/Calendar

This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it ready and available, and mark your personal calendar with due dates/deadlines. All Chats, Discussions, Dropbox Assignments, and Quizzes are due on Sundays by 11:59 PM, Central Standard Time.

### ELED 4330 Tentative Timeline

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| **Week 1** Aug 24-30 | **Read the following modules:**
| | A: Before Class Begins – instructor bio, required texts, intro to course, and technology requirements  
| | B: Syllabus & Timeline – specific program and course requirements/due dates.  
| | C: LiveText – assignment requirements specific to course  
| | D: Field Experience II Overview – overview of Field Experience II course components  
| | E: First 15 Days of School  | **Quizzes** (located on last page of modules):
| | | • Syllabus & Timeline  
| | | • LiveText  
| | | • Field Experience II Overview  
| | | • First 15 Days of School  |
| **Week 2** Aug 31-Sept 6 | **Module 1:** Getting Started with Field Experience II – guidelines and resources for securing a school site and permission forms to complete Field Experience II assignments, self-assessment, initial observation, and initial family communication  
| | **Module 1A:** Teach Like a Champion (TLAC) – guidelines for completing virtual observation hours  
| | **Module 2:** Weekly Discussions – guidelines and resources for completing weekly discussion requirements.  | **Site Assignments:**
| | | • Secure site for Field Experience II observations/assignments and signed permission forms  
| | | • Begin Initial Campus Observation Hours  
| | | • Document Classroom Hours  
| | | **TLAC Virtual Observation Hours:**
| | | • Complete and Document 3 TLAC Modules (3 of 15 complete)  
| | | **Discussions:**
| | | • #1 – Reflective Practice  
| | | **Dropbox Assignments:**
| | | • Field Experience II Self-Assessment  |
### Week 3  
**Sept 7-13**

<table>
<thead>
<tr>
<th>Module 1A: Teach Like a Champion (TLAC) – guidelines for completing virtual observation hours</th>
</tr>
</thead>
</table>

**Site Assignments:**
- Continue initial classroom observation hours
- Document Classroom Hours

**TLAC Virtual Observation Hours:**
- Complete and Document 3 additional TLAC Modules (6 of 15 complete)

**Discussions:**
- #2 – English Language Learners

**Dropbox Assignments:**
- Family Communication #1

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

### Week 4  
**Sept 14-20**

| Module 1A: Teach Like a Champion (TLAC) – guidelines for completing virtual observation hours  
Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
Module 4: Morning Meeting – guidelines, resources, and explanation for planning Morning Meeting in the classroom.  
Module 5: Science Content Lessons – guidelines, resources, and explanation for observing/teaching Science lessons 1 - 5 |
|---|

**Site Assignments:**
- Complete initial classroom observation hours
- Document Classroom Hours

**TLAC Virtual Observation Hours:**
- Complete and Document 3 additional TLAC Modules (9 of 15 complete)

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

**Dropbox Assignments:**
- Campus Permission Form
- Morning Meeting Plan
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept 21-27</th>
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</thead>
<tbody>
<tr>
<td>Module 1A: Teach Like a Champion (TLAC) – guidelines for completing virtual observation hours</td>
<td></td>
</tr>
<tr>
<td>Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td>Module 5: Science Content Lessons – guidelines, resources, and explanation for observing/teaching Science lessons 1 - 5</td>
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</tbody>
</table>

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

| Site Assignments: |
| Science Lesson Observation 1 |
| Document Classroom Hours |

| TLAC Virtual Observation Hours: |
| Complete and Document 3 additional TLAC Modules (12 of 15 complete) |

| Discussions: |
| #4 – Teacher as Facilitator vs. Giver of Knowledge |

| Dropbox Assignments: |
| Science Lesson Observation 1 |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Sept 28-Oct 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1A: Teach Like a Champion (TLAC) – guidelines for completing virtual observation hours</td>
<td></td>
</tr>
<tr>
<td>Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
<tr>
<td>Module 5: Science Content Lessons – guidelines, resources, and explanation for observing/teaching Science lessons 1 - 5</td>
<td></td>
</tr>
</tbody>
</table>

| Site Assignments: |
| Science Lesson Observation 2 |
| Document classroom Hours |

| TLAC Virtual Observation Hours: |
| Complete and Document 3 additional TLAC Modules (15 of 15 complete) |

| Discussions: |
| #5 – Classroom Management |

| Dropbox Assignments: |
| Science Lesson Observation 2 |
| TLAC Modules |

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct 5-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
<td></td>
</tr>
</tbody>
</table>

| Site Assignments: |
| Science Lesson Observation 3 |
| Document classroom Hours |

<p>| Discussions: |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 5:</td>
<td>Science Content Lessons – guidelines, resources, and explanation for observing/teaching Science lessons 1 – 5</td>
</tr>
<tr>
<td>Module 6A:</td>
<td>Introduction to edTPA – guidelines, resources, and explanation of edTPA related Math assignments.</td>
</tr>
</tbody>
</table>
| Site Assignments: | • Teaching Science Content Lesson 4  
|                 | • Document classroom Hours                                                            |
| Discussions:   | • #7 – Authentic Assessment                                                             |
| Dropbox Assignments: | • Teaching Science Content Lesson 4  
|                 | • Recording Permission Forms                                                           |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 5:</td>
<td>Science Content Lessons – guidelines, resources, and explanation for observing/teaching Science lessons 1 – 5</td>
</tr>
<tr>
<td>Module 6:</td>
<td>Math Content Lessons – guidelines, resources, and explanation for observing/teaching Math lessons 1 - 5</td>
</tr>
<tr>
<td>Module 6A:</td>
<td>Introduction to edTPA – guidelines, resources, and explanation of edTPA related Math assignments.</td>
</tr>
</tbody>
</table>
| Site Assignments: | • Teaching Science Content Lesson 5  
|                 | • Document classroom Hours                                                            |
| Quizzes:       | • edTPA Task 2 Scavenger Hunt  
|                 | • edTPA Task 3 Scavenger Hunt  
|                 | • edTPA Task 4 Scavenger Hunt                                                          |
| Discussions:   | • #8 – School Violence                                                                 |
| Dropbox Assignments: | • Teaching Science Content Lesson 5  
|                 | • Family Communication 2  
|                 | • Mathematics Context for Learning                                                     |
| Checklists:    | Checklists (located on last page of modules):  
|                 | • Math Content Lessons                                                                 |
| Checklists:    | Checklists (located on last page of modules):  
|                 | • Math Content Lessons                                                                 |
| Week 10 | Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons. | Site Assignments:  
- Math Lesson Observation 1  
- Document classroom Hours
Discussions:  
- #9 – Educating 21st Century Students
Dropbox Assignments:  
- Math Lesson Observation 1
| Week 11 | Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons. | Site Assignments:  
- Math Lesson Observation 2  
- Document classroom Hours
Discussions:  
- #10 – FERPA and the McKinney-Vento Act
Dropbox Assignments:  
- Math Lesson Observation 2
Checklists (located on last page of modules):  
- FERPA and the McKinney-Vento Act
| Week 12 | Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
Module 6: Math Content Lessons – guidelines, resources, and explanation for observing/teaching Math lessons 1 - 5  
Module 7: FERPA and the McKinney-Vento Act – review legislation related to privacy of student information and educational access for homeless students | Site Assignments:  
- Math Lesson Observation 3  
- Document classroom Hours
Discussions:  
- #11 – State of Texas Assessment of Academic Readiness (STAAR)
Dropbox Assignments:  
- Math Lesson Observation 3
Checklists (located on last page of modules):  
- STAAR |
| Week 13  | Nov 16-22 | **Module 6**: Math Content Lessons – guidelines, resources, and explanation for observing/teaching Math lessons 1 - 5  
**Module 8**: State of Texas Assessment of Academic Readiness – review STAAR formats, performance labels, progress measures, and interpretation of scores  |
|-----------------|-----------------|-----------------|
| **Site Assignments**:  
- Teaching Math Content Lesson 4  
- Document classroom Hours  
**Discussions**:  
- #12 – Texas Teacher Evaluation & Support System (TTESS)  
**Dropbox Assignments**:  
- Teaching Math Content Lesson 4  
**Checklists** (located on last page of modules):  
- TTESS  |
| Week 14  | Nov 30-Dec 6 | **Module 6**: Math Content Lessons – guidelines, resources, and explanation for observing/teaching Math lessons 1 - 5  
**Module 6A**: Introduction to edTPA – guidelines, resources, and explanation of edTPA related Math assignments.  
**Module 9**: Texas Teacher Evaluation and Support System (TTESS) – review TTESS framework, documentation and evaluation criteria.  |
|-----------------|-----------------|-----------------|
| **Site Assignments**:  
- Teaching Math Content Lesson 5  
- Document classroom Hours  
**Discussions**:  
- #13 – AHA Moments  
**Dropbox Assignments**:  
- Teaching Math Content Lesson 5  
- Family Communication 3  
- Mathematics Assessment Commentary  
**Additional Assignments**:  
- Complete Course Evaluation for ELE 450 through MySFA  |
| Week 15  | Dec 7-11 | **Finals Week**  
**LiveText Assignments**:  
- Teaching Science Content Lesson Plan, family communication, & Resources/Documentation  
- Teaching Math Content Lesson Plan, family communication, & Resources/Documentation  
- Completed Time Log for Classroom Hours signed by mentor teacher.  
- LiveText assignments must be uploaded by December 11, 2020, 11:59 PM  
**There is no final for ELE 450**  |
VI. Readings and Texts:

Required:
This course uses the LiveText 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 account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and 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 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 account, call 936-468-2395 or e-mail livetext@sfasu.edu. Once LiveText is activated, if you have 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 system may result in course failure.

References:


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

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

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/.

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 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**

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.

**Diversity Statement**

James I Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us.

**Additional Information:**

**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:**

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. 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
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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

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

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

For further information concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

REQUIREMENT FOR ADVANCEMENT IN TEACHER EDUCATION
In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that teacher candidates maintain a GPA of 2.75 or better (the same as required for admission to Teacher Education).

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

**COMMUNICATION**
Email is the preferred mode of communication between instructor and student. Please use the email tool in this course to contact the instructor. Students may expect an email reply Monday-Friday within 24-48 hours from the initial contact effort. Emails sent on Friday, Saturday, or Sunday may not receive a response until the following Monday.