Stephen F. Austin State University
Perkins College of Education
Department of Secondary Education & Educational Leadership

SED 4150-511 Lab
Assessment for Diverse and Contemporary Classrooms
Fall 2020

Instructor: Mitchalina Kenney, LSSP
Course Time & Location: Online / D2L
Office Hours: By appointment
E-mail: kenneymr@sfasu.edu
Course Credits: 1 hour
Other Contact: (936)/462-3168 cell

Prerequisites: HMS 203, SED 370, SED 371, SED 372 and Admission to the Educator Preparation Program.

I. Course Description: This course seeks to provide 30 hours of sustained field experience opportunities in local schools for pre-service teacher candidates in order to apply the knowledge and skills of effective instructional and classroom management practices to an actual secondary classroom setting. Teacher candidates observe and interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds and teach lessons in secondary classrooms. This course is a prerequisite for Clinical Practice (Student Teaching).

II. Intended Learning Outcomes (Program/Course/Student):
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
3. The candidate will design an effective classroom management plan for diverse learner-centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)

Intended Student Learning Outcomes:
1. The candidate will apply the knowledge and skills of effective instructional, assessment, and classroom management practices to an actual secondary classroom setting.
2. The candidate will effectively interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds by teaching lessons in secondary and/or elementary classrooms.

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:
http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf**
III. Course Assignments, Activities, and Use of Technology:

a. **Introduction to Mentor Teacher’s Class (25 pts.)** Each student will create a **VISUAL** presentation to introduce himself/herself to the mentor teacher’s class using PowerPoint/Prezi, video, or a poster board. **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. 

b. **Interview of Mentor Teacher (40 pts.)** Each intern will interview his/her mentor teacher about their educational background as well as classroom management policies. **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. 

c. **Two Observations and Reflections of Teachers as a Mid-Term Exam (100 pts. total)** Each intern will observe 2 different secondary teachers in local schools- his/her own mentor teacher & one other teacher in his/her content area if possible. Each intern will complete a structured observation form (provided) while observing his/her own mentor teacher and then use that form as a model to observe and take notes on the other teachers as well. The final product will be a 2-page reflection paper comparing the teaching and management styles of the 2 teachers. **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. (Training in TEKS)

d. **Authentic Assessment- Teaching Lesson 1 (120 pts.)** Each intern will teach at least 2 complete lessons in his/her mentor teacher’s classroom with the first lesson evaluated by the mentor teacher and the second lesson videotaped & evaluated by SFA faculty. (Training in TEKS) **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. The first lesson will include 3 parts:

- a lesson plan (40 pts.)
- a reflection paper (40 pts.), and
- the teacher’s evaluation of the lesson (40 pts.).

e. **Authentic Assessment- 2nd and Final Teaching Lesson- (240 pts.)** The final lesson will include 6 parts: a pre-assessment, a lesson plan, graphing of assessment data, self-evaluation of lesson, three-part self-reflection, and evaluations by the SFA professor and the mentor teacher. **The final lesson and all related materials must be submitted as a hard copy. This assignment will also provide practice for the same assignment during student teaching.** **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. (Training in TEKS)

f. **Formative and Summative Evaluations of Intern (100 pts.)** Each mentor teacher will complete a formative and a summative evaluation of the intern as well. **Supports the COE core value of **academic excellence** through critical, reflective, and creative thinking. (Training in TEKS)

g. **Field Experience Hours (30 pts.):** Each intern will complete a minimum of 30 clock hours total at the appropriate field site, 3-4 clock hours per week for a minimum of 10 weeks. **Supports the COE core value of collaboration and shared decision-making.

h. **Authentic Assessment- Resume (40 pts.)** Each intern will create a professional resume. **Supports the COE core value of **Life-long learning**.

i. **Professional Development (100 pts.)-** The SFA intern will attend or observe 2 ARD meetings with their mentor teacher or designated teacher on campus. Each ARD will count as 30 points each. In addition to attending the ARD, students will write a half page reflection paper regarding the ARD process along with the
role of the special education staff. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking.

Failure Clause: You can immediately earn an F in this course due to the following reasons:

- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your placement site asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 absences in your mentor’s class

**Students must successfully complete the internship program of SED 450 and SED 450Lab, making a grade of “C” or higher in each course and fulfilling the 50-clock hour requirement as well. If they do not, they are required to re-take the Internship and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.

IV. Evaluation and Assessments (Grading):

Student grades will be determined by the following criteria:

1. Visual introduction to mentor class 25 pts.
2. Interview of mentor teacher 40 pts.
3. 2 Observations with reflections 100 pts.
4. Teaching Lesson #1 120 pts.
5. Teaching Lesson #2 240 pts.
6. Formative and Summative Evaluations of Intern 100 pts.
7. Intern Field Experience Hours 30 pts.
8. Resume 40 pts.
9. Attend/Observe 2 ARDs & 2 reflection papers 100 pts.

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

V. Tentative Course Outline/Calendar:

**Week # 1, 2 and 3:** Complete required campus paperwork and prepare for internship
**Week # 4-15:** Intern Hours on a local school campus
VI. Required texts, websites, articles, technology, etc.

1. Required: Field Experience Module (FEM $18.00) In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

VII. Other Research-Based Readings Provided in Class:


VIII. 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: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the 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, ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

IX. Student Ethics and Other Policy Information:

A. Attendance- Each intern is required to be in the mentor’s classroom at the agreed upon time for 3-4 hours per week for 10 weeks for a total of 30 hours, or they FAIL SEED 4150 Lab. There are NO personal days for internship hours. If the intern is absent, the hours must be made up at another time during the following weeks at the mentor’s teacher’s discretion. If the intern acquires 5 absences without proper documentation, the intern fails the course. This is the same requirement as in Student Teaching. The intern is REQUIRED to notify his/her mentor teacher if absent from a scheduled time. Failure to notify your mentor teacher when absent will be grounds for a meeting with the instructor and the Secondary Education department chair and possible dismissal from the Secondary Internship course.
Excused Absences for SFA Classes- Officially excused SFASU days are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed. **No documentation is an unexcused absence.**

B. Tardies- Two tardies (or leaving your mentor class early) will count as one absence. This is the same rule as in SFA Student Teaching.

C. Academic Accommodation for Students with Disabilities: Policy 6.1 and 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/)

D. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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

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

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

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

E. 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.

F. 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

G. 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.


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

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

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

I. Mobile technology:

Please turn off any mobile phones or other electronic devices prior to entering or observing your mentor’s class unless your mentor asks you to use it for a specific task. If the instructor asks you to refrain from using your personal and/or mobile devices in class and you continue to do so, that is a violation of your professional behavior and will be documented. It will not only affect your evaluation/grade in this course but could also be cause for dismissal from the program. If you are expecting an important call during class time, please inform the instructor before class.

J. Undergraduate Teacher Certification

The “Undergraduate Initial Teacher Certification Handbook”, available on-line at the college of Education website contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.