Spring 2020

Instructor Information:

Erica S. Dillard

Course Time & Location: Web-Based-D2L (See Schedule for Campus Meeting Dates)
Office: 201E
Office Hours: Tuesday and Thursday 8:30-11:00 (additional timeframes by appointment)
Phone: 936 468 2287; Cell Contact Provided in D2L
Credits: 1 hour
Email: D2L within course or dillarderica@sfasu.edu (Expect response within 48 hours between Monday-Friday)

I. Course Description:

One semester hour. Laboratory observations and interactions with young children in child-centered classroom environments directly related to the content and purpose of ECH 331. Must be taken concurrently with ECH 331.

Course Justification:

“Child Centered Environments Practicum" (Field Experience) (1 hour credit): This course typically meets once a week in 50 minute segments for 15 weeks, and also includes additional time for completion of weekly observations at the SFA Charter School during learning centers. For completer curses the meetings are web-based via the course modules and the observations are delivered via videos embedded within the course. Teacher Candidates have significant weekly reading assignments, are expected to take regular quizzes, observation quizzes, complete the creation of multiple learning center plans and all included learning center components in addition to implementations. These activities take an average of 3 or more hours of work each week outside of the time required to engage in the course. Completers are also required to attend a campus visit during the beginning of the semester which is usually scheduled for two days.

Prerequisites:

Prerequisites: ECH 328 & 328P; Taken Concurrently with ECH 331

Unit & Program Assessments:

Unit & Program Assessments: ECH 331P LAC Assignment-Worksheet to LCA
ECH 331P Assignment Rubric-Worksheet to LCA

This Assessment is a Cumulative Activity that requires rigorous application of the TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan).

Diversity Statement:

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

II. Intended Learning Outcomes/Goals/Objectives:

The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Teacher
candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community in a classroom that explores the classroom environment of young children.

Upon completion of this course the teacher candidates will know how to integrate subjects, include all levels of thinking, plan, set-up, and interact in learning center activities.

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

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

- **SLO 1.1** Candidates will interact with children and teachers before, during, and after learning centers related to motivation theory and principles related to classroom climate.
  - SLO 1.1.1 Assessment-Learning Centers Observation Quizzes PPR 2.9k InTASC; PPR 2.8s (TS4Di InTASC); PPR 2.9s,10s,14s (TS4Ci InTASC); PPR 2.18s (TS4Bi,TS4Bi InTASC); PPR 2.19s (InTASC); PPR 3.1k, 2k, 4k (InTASC);
- **SLO 1.2** Candidates will reflect and examine all elements and processes to planning, constructing, and setting up quality learning center activities.
  - SLO 1.2.1 Assessment-Quizzes PPR 2.8s (TS4Di InTASC); PPR 2.9s,10s,14s (TS4Ci InTASC); PPR 2.18s (TS4Bi,TS4Bi InTASC); PPR 2.19s (InTASC); PPR 3.1k, 2k, 4k (InTASC);
  - SLO 1.2.2 Assessment-Reflection Discussions/Documents PPR 2.8s (TS4Di InTASC); PPR 2.9s,10s,14s (TS4Ci InTASC); PPR 2.18s (TS4Bi,TS4Bi InTASC); PPR 2.19s (InTASC); PPR 3.1k,2k,4k (InTASC);
- **SLO 1.3** Candidates will demonstrate an introductory knowledge and understanding of Benjamin Bloom’s Taxonomy as it relates to instructional alignment (district and state curriculum) TEKS, STAAR, and lesson objectives.
  - SLO 1.3.1 Assessment-TEKS and Objective Assignment (Analyzing the TEKS-Anatomy of the TEKS) PPR 1.7k (TS3Ci InTASC); PPR 1.19k, 20k, 22k, 23k(TS3Ci InTASC); PPR 1.6s (TS3Bi),7s (TS1Ai InTASC); PPR 1.12s,13s,14s (TS2Bi InTASC);15s, 16s (TS1Cii InTASC)
    - SLO 1.3.2 Assessment-Learning Center Planning Sheets and Set Ups PPR 1.1s (TS1Bi), 2s (TS2Bi, TS2Cii InTASC); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci InTASC); PPR 1.16k (InTASC); PPR 1.7s (TS1Ai InTASC); PPR 1.19k, 20k, 22k, 23k(TS3Ci InTASC); PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; **TEKS System:** Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

**PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; In TASC 2, 3, 5, 7, 8).**

- **SLO 3.1:** Candidates will unpack PK Guidelines and TEKS to determine thinking, content, and processes according to Bloom’s Taxonomy.
  - SLO 3.1.1 Assessment-Analyzing the TEKS Document PPR 1.7k (TS3Ci InTASC); PPR 1.19k (InTASC), 20k; PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai InTASC);
SLO 3.2: Candidates will create learning objectives appropriate for learning centers

SLO 3.2.1 Assessment - Classroom Discussion PPR 1.7k (TS3Ci InTASC); PPR 1.19k (InTASC); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai InTASC); PPR 1.12s,13s,14s (TS2Bi InTASC); PPR 1.15s, 16s (TS1Cii InTASC); ELAR 4.2s (Math/Literacy LCA);

SLO 3.3: Candidates will create and construct engaging learning center activities that include learning objectives, TEKS, directional guides, data sheets, picture cards, reading materials, etc. that are appropriate for the development of the age classroom assigned.

SLO 3.3.1 Assessment - Learning Center Planning Sheets and Set Ups PPR 1.7k (TS3Ci InTASC); PPR 1.16k (InTASC); PPR 1.2s (TS2Bii InTASC); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai InTASC); PPR 1.12s,13s,14s (TS2Bi InTASC); PPR 1.15s, 16s (TS1Cii InTASC); ELAR 4.2s (Math/Literacy LCA); Technology 6.4k, ISTE 5b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b; TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

SLO 3.4: Candidates will interact with children during learning centers they have constructed, provide constructive feedback, and reflect upon the instructional implementation.

SLO 3.4.1 Assessment - Student Learning Center Reflection Assignment PPR 1.16k (InTASC), PPR 1.26k (TS5Ai InTASC); PPR 2.4s (InTASC); PPR 3.1s,4s (TS1Dii,TS1Eii InTASC); PPR 3.5s (InTASC); PPR 2.22k (TS4Bii InTASC)

SLO 3.4.2 Assessment - Classroom Debrief Discussions PPR 1.16k (InTASC); PPR 1.26k (TS5Ai InTASC); PPR 2.4s (InTASC); PPR 3.1s,4s (TS1Dii,TS1Eii InTASC); PPR 3.5s (InTASC);

SLO 3.5: Candidates will transform existing curriculum materials to create developmentally appropriate hands-on learning activities.

SLO 3.5.1 Assessment - Worksheet to Learning Center Activity & Rubric PPR 1.7k (TS3Ci InTASC); PPR 1.16k (InTASC); PPR 1.19k, 20k, 22k, 23K(TS3Cii InTASC); PPR 1.2s (TS2Bii, TS2Ciii InTASC); PPR 1.16s (TS3Bi); PPR 1.16s (TS1Cii InTASC); PPR 1.20s (TS1Biii), PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; Technology 1.3k, ISTE 5a, 5b, 5c, 6d; Technology 2.1s, ISTE 5c; Technology 2.5s, ISTE 4a, 4b, 4c, 4d, 5a, 5b, 6d; Technology 2.8s, ISTE 6b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b; TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children. (ACEI 5; In TASC 9,10)

SLO 5.1: Candidates will facilitate projects related to community agencies to promote the intellectual, social, emotional, physical growth and well-being of all children from diverse populations, and interact with children and adults affiliated with area boys and girls clubs, school districts, YMCA, or day care centers to establish collaborative relationships with community.

SLO 5.1.1 Assessment - Learning Center Planning Sheets PPR 1.7k (TS3Ci InTASC); PPR 1.16k (InTASC); PPR 1.2s (TS2Bii, TS2Ciii InTASC); PPR 1.11s(TS3Biii InTASC); PPR 1.20s (TS1Biii); PPR 3.7k; PPR 3.1s,4s (TS1Dii,TS1Eii InTASC); PPR 3.5s (InTASC); PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s;

SLO 5.2: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback) and its effect on young children.
SLO 5.2.1 Assessment-Learning Center Planning Sheets and Reflections PPR 1.7k (TS3Ci InTASC); PPR 1.16k (InTASC); PPR 1.2s (TS2Bi, TS2Ci InTASC); PPR 1.11s (TS3Bi, InTASC); PPR 1.20s (TS1Bi), 26s; PPR 2.5k, 9k (InTASC); PPR 3.7k; PPR 3.1s, 4s (TS1Dii, TS1Eii InTASC); PPR 3.5s (InTASC);

SLO 5.3: Candidates demonstrate professional reflection of own work and work of others.

SLO 5.3.1 Assessment-Learning Center Individual and Group Responsibilities Reflection Sheets PPR 1.26s; PPR 1.16k (InTASC), PPR 4.2k (InTASC), PPR 4.3k;

Unit & Program Assessments:

ECH 331P LAC Assignment-Worksheet to LCA

ECH 331P Assignment Rubric-Worksheet to LCA

This Assessment is a Cumulative Activity that requires rigorous application of the TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan).

Course Assignments, Activities, Instructional Strategies, Use of Technology:

This is a web enhanced course with Face-to-Face class meetings. Teacher candidates will be completing individual assignments that may be intended for class presentations, D2L postings, for assessment by instructor or used for self-assessment.

PROFESSIONALISM Teacher candidates will be expected to show professional behaviors at all times. (PLO 5/ACEI 5, In TASC 9, 10)

LEARNING CENTER ACTIVITIES Each student is responsible for planning and setting-up activities in their assigned classrooms, the lecture room, and at the Boys and Girls Club, or other approved location. These activities will be based on developmental needs of children as assessed by teacher candidates in classroom observations. First plan will be a practice plan completed individually or in a group. The other 2 will be completed on a rotational basis, each student will plan, in a group or individually, and set-up a variety of learning center activities (kindergarten through 3rd grade): learning centers may be discovery, math, and music/gross motor/art integrated into a literacy center. This literacy activity will be set-up at the Boys and Girls Club or in a classroom of another approved kind. In each center set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items (borders, decorations, etc.) which invite children to the center. See D2L for modified directives for Summer Sessions. (LAB ASSIGNMENT: PICTURE WALK #1 & #2 (Quizzes) The teacher candidates will complete 2 lab assignments in the form of quizzes. These are used to help students become aware of the environment of each age classroom (PreK-3rd Grade). *Aligned with ECH 331 Lecture Course—See D2L. This assignment is subject to change as needed for class or individual student. (PLO1/ACEI 1, In TASC1; PLO3/ACEI 3, In TASC 2, 3, 5, 7, 8; PLO 5/ACEI 5, In TASC 9, 10)

*This course includes a critical FEM/LIVETEXT assignment that will be used for accountability and accreditation. Incidental lab fee $20.

Worksheet to LCA Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center. This assignment may include a directional guide, data sheet, and other necessary materials. It will be turned online in D2L and in LIVETEXT-FEM. (PLO1/ACEI 1, In TASC1; PLO3/ACEI 3, In TASC 2, 3, 5, 7, 8; PLO 5/ACEI
Lab Observations Complete Each teacher candidate will be expected to complete observations in the SFASU Charter School or designated location by actually going to the classroom during learning centers and/or watching videos of classrooms online. During Summer Session, teacher candidates will be responsible for watching videos of classroom online via D2L. The type of observation will depend on type of 331 classes you are taking and will be discussed in D2L or by instructor. (Failure to complete all lab observations will result in a failing grade.) Remember, observations are completed in addition to your class time in both lecture and practicum university classroom settings. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

TECHNOLOGY

Log on to http://www.oit.sfasu.edu/disted/studsup/index.html if you are having difficulties. You may also call 936-468-1919 for technical assistance.

Know that if you intend to use a "dial-up" connection to access the internet for this course, please note that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course or watch the many videos you will find. Not being able to view all information is NOT a valid reason to miss requirements. Finding a browser on your computer that allows YouTube videos and other links to open quickly will save you much time. The Resource Room in the ECRC at SFA has computers that can be used daily to view your videos and or take quizzes, but do plan ahead if you need to utilize this on campus resource. (See posted Resource Room Schedule for the current semester.)

Having technical trouble with computer or with D2L does NOT excuse missed or late assignments. Your ability to understand the technology is a MUST. DO NOT WAIT UNTIL THE LAST MINUTE TO WORK ON ASSIGNMENTS or learn about D2L.

Course Pages - This course web-enhances or is delivered completely online (Summer Session/Completer Program). You must plan on being able to use D2L daily. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

IV. Evaluation and Assessments (Grading):

Weekly assessments and semester evaluations may be given to evaluate teacher candidates understanding and may not be announced.

EXAM/QUIZZES It is your responsibility to check D2L for all assigned quizzes in your course – due dates and times. Unannounced quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes may be given online and possible quizzes given at campus visit meeting. Not all quizzes may be listed below. See Course Timeline and D2L calendar.

- Syllabus Quiz (1 Point)
- Interaction Location Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10) (3 Points)
- General Information Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10) (5 Points)
- Data Sheet Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Directional Guide Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Picture Card Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- LCA in Box Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Bloom’s Taxonomy Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (6 Points)
OBSERVATION QUIZZES Each teacher candidate will be expected to complete 9 – 10 classroom observations and write reflections on those observations. Face to face courses will perform their observation hours downstairs in the classrooms of the ECRC. Completer students working solely online will complete observation hours by watching videos of the ECRC classrooms online and answering multiple choice and reflection/long answer questions. These observation hours, for face to face courses and online completer courses, are part of the department’s accreditation process. Each observation hour in the classrooms for face-to-face students will count as “one observation hour”; each hour must be completed entirely and each reflection written must be of quality and make a grade of 70% or better, otherwise the hour must be made up and redone. Each observation quiz for online completer students will also count as “one observation hour”. Therefore, failure to complete ALL observations, in their entirety and with at least 70% mastery for an online completer quiz or a face to face observation hour, will result in a failing final course grade. If any question is left unanswered, the quiz will not count and will need to be made up. For observation quizzes, a make-up quiz will be given for grades below 70%, it will not count for points, but will allow the “observation hour” to be considered complete to pass the course. The observation quizzes for online completer students are listed below. More may be added, as needed, per the instructor’s discretion. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)

- LCAs in Action (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Preview and Review (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Setting Up a Center (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Discovery/Science (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Assessment (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Math LCAs (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Objectives and Lesson Planning (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Interaction (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Literacy LCAs (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)

*Failure to complete all observation quizzes assigned will be result in an automatic failing overall course grade for this course due to not completing the required “observation hours”. See Interaction and Observation module for specifics.*

GRADING Grades will be assigned according to the percentage of total points a student earns. Teacher candidates will be able to follow posted grades during the semester in GRADES located on the homepage of D2L. To keep up with your own average as the semester moves along, use the following equation: Total points earned (up to this point) divided by total points possible (up to this point). This will give you your CURRENT average.

LATE/MISSED WORK will cause professionalism points to be lost for EACH missed or late assignment, quiz, or discussion.

Grades are based on the following:
Individual or group assignments:

- PROFESSIONALISM Justification (30 Points)
- Center Plan - Discovery 1st Grade (GROUP) (45 Points)
- Center Set Up – Math PreK or Kinder (INDIVIDUAL) [Not completing the math set up in a classroom with children will result in automatic failure of the course] (100 Points)
- Center Plan – Literacy 2nd or 3rd Grade (Worksheet to LCA) (INDIVIDUAL) [To be considered for full credit, this assignment must be submitted in BOTH the D2L dropbox and Livetext/Watermark-FEM module] (200 Points)

Materials and/or work that are turned in may be used as examples in future classes.

GRADING SCALE:  
A = 100 – 90%  
B = 89 – 80%  
C = 79 – 70%  
D = 69 – 60%  
F = 59% or below
V. Tentative Course Calendar of Assignments:

The official timeline for this course is in the Syllabus and Timeline module on D2L. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. Changes in calendar/timeline may be made, at any time. Changes will be communicated in class, by email, or in the news section of D2L. The course calendar will be updated if any changes are made.

ECH 331P (Field Experience) Timeline

Spring 2020 Tentative Calendar

The calendar is a general, tentative, timeline for this semester and the order of the modules to be completed. See actual modules for more specific details. It is HIGHLY recommended that you print this Timeline off and use it as a checklist each week.

REMEMBER- EACH MODULE CONTAINS ALL ASSIGNMENTS, ASSESSMENTS, AND LINKS TO DISCUSSIONS TO ENSURE YOU WILL NOT MISS ANYTHING.

IN ORDER TO HAVE PLENTY OF TIME TO STUDY THE MATERIAL AND KEEP UP WITH THE DUE DATES, IT IS SUGGESTED YOU BEGIN THE MODULES AT THE BEGINNING OF EACH WEEK. EXPECTATIONS FOR EACH MODULE AND DUE DATES ARE LISTED BELOW.

<table>
<thead>
<tr>
<th>Date</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module: Let’s Begin</td>
</tr>
<tr>
<td></td>
<td>• Read entire module</td>
</tr>
<tr>
<td></td>
<td>Module: Syllabus and Timeline</td>
</tr>
<tr>
<td></td>
<td>• Read entire module</td>
</tr>
<tr>
<td></td>
<td>• Read Syllabus and take Syllabus quiz (January 19)</td>
</tr>
<tr>
<td></td>
<td>• View Timeline</td>
</tr>
<tr>
<td></td>
<td>• Print Timeline – TRUST ME…PRINT THIS!!!</td>
</tr>
<tr>
<td></td>
<td>• View Calendar in D2L Calendar tool</td>
</tr>
<tr>
<td></td>
<td>• Submit Professionalism Justification Statement-This will be very similar to</td>
</tr>
<tr>
<td></td>
<td>the Lecture Assignment (You may add observation info specific to practicum/</td>
</tr>
<tr>
<td></td>
<td>lab) (January 19)</td>
</tr>
<tr>
<td></td>
<td>Module: LiveText/Watermark</td>
</tr>
<tr>
<td></td>
<td>• Read entire module</td>
</tr>
<tr>
<td></td>
<td>Module: Observations and Interaction Locations</td>
</tr>
<tr>
<td></td>
<td>• Read entire module</td>
</tr>
<tr>
<td></td>
<td>• Begin to find a school to work in for your math center set-up, gain</td>
</tr>
<tr>
<td></td>
<td>permission from the principal and teachers for “date window” of your math</td>
</tr>
<tr>
<td></td>
<td>center set-up</td>
</tr>
</tbody>
</table>

Let’s Begin
Syllabus and Timeline
LiveText/Watermark
Observations and Interaction Locations
up. Scroll down the 331P Timeline for “date window”.

- Begin to find a child to work with for your math conservation activity for “date window” to perform this interaction. **You are not starting any work on the above 2 assignments, just pinpointing who and where you will work during the assigned “date window” for each assignment.
- Take Interaction Location quiz (not due until February 2 to give you time to find a school location for math set up and a child to work with for conservation assignment...start NOW ...some schools take 2 weeks for background checks and some principals take a few weeks after that to respond to you!)

**DUE DATES FOR THESE MODULES:**

**January 19** (except for Interaction Location quiz)

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module: General Information: Learning Center Activities (LCAs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td>- Read entire module and view video clips</td>
</tr>
<tr>
<td>To January 26</td>
<td>- Take General Information QUIZ (January 26)</td>
</tr>
</tbody>
</table>

**DUE DATE FOR THESE MODULES:**

January 26 by 11:59 PM

<table>
<thead>
<tr>
<th>Module: Online Observation/OBSERVATION 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27 To February 2</td>
</tr>
<tr>
<td>*Directional Guides/Picture Cards/Data Sheets Workshop During Campus Visit (You will engage all background knowledge from this module in the workshop which is upcoming.)</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>January 27 To February 2</td>
</tr>
<tr>
<td>Module: Directional Guides/Picture Cards/Data Sheets</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Module: Center Plan (DISCOVERY)</td>
</tr>
</tbody>
</table>

General Information: Learning Center Activities (LCAs)

Online Observation/OBSERVATION 1

Online Observation/OBSERVATION 2

Directional Guides/Picture Cards/Data Sheets

Center Plan (DISCOVERY)

Setting Up the Center/LCA in a
<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 10</th>
<th>No Assignments. Dillard at Conference February 9-12. Campus Visit February 12-14.</th>
<th>Face-to-Face Campus Visit this week!!! February 13 &amp; 14. See you then!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Online Observation/OBSERVATION 3</td>
<td>Continue from last week…Module: Center Plan (DISCOVERY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read entire module</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take Observation #3 quiz – Setting Up a Center (February 23)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>February 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module: Online Observations/OBSERVATION 4</td>
<td>Module: Bloom’s Taxonomy/Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read entire module</td>
<td>Read entire module</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take Observation #4 quiz – Discovery/Science LCA (March 1)</td>
<td>Take Bloom’s Taxonomy Quiz (March 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module: Setting Up the Center/LCA in a Box/More Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read entire module and view PPT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take LCA in a Box quiz (February 9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continue... Module: Center Plan (DISCOVERY)

- By mid-week: **ALL** group members review components other group members created *and give feedback* on Discussion Board—**ALL** group members will review EACH part that group members created.
  - By end of week: *Tweak your components* based on peer feedback and *post final draft* of your components.

**DUE DATE FOR THESE MODULES:** March 1 by 11:59 PM; Discovery Plan still in progress

---

Module: Online Observation/OBSERVATION 5

- Read entire module
- Take Observation #5 quiz – Assessment (March 6)

Continue... Module: Center Plan (DISCOVERY)

- **Beginning of week:** Begin to compile final presentation
- **By late mid-week:** Post rough draft of final document on discussion board
- **Towards end of week:** **ALL** group members *review AND give feedback*; tweak as needed
  - Group leader submits final document in dropbox
  - **ALL** group members turn in Self Evaluation; group leader submits Group Evaluation, see assignment directions

**DUE DATE FOR THESE MODULES:** March 6, by 11:59 PM

---

**SPRING BREAK MARCH 7 TO MARCH 15**

Module: Online Observation/OBSERVATION 6

- Read entire module
- Take Observation #6 quiz – Math LCAs (March 22)
- **Module: Center Set Up (MATH)**
  - Read entire module and view videos
  - **Begin gathering ideas for your math center, Work In Progress on Individual Math Center**
  - If you would like to be part of a Peer Review group for your math center plan, please sign up in the Groups link this week; this is optional

**DUE DATE FOR THESE MODULES:**

March 22, by 11:59 PM

---

Module: Online Observation/OBSERVATION 7

- Read entire module and view PPT
- Take Examining and Unpacking the TEKS Quiz (March 29)
- Take Observation #7 quiz –Objectives and Lesson Planning (March 29)

**DUE DATE FOR THESE MODULES:**

Online Observation/OBSERVATION 5

Online Observation/OBSERVATION 6

Center Set Up (MATH)
### Week 11
**March 30**
To **April 5**
*(YOU ARE SETTING UP IN A CLASSROOM THIS WEEK OR NEXT WEEK) Remember next week may include a school holiday for your placement site, so plan accordingly.*

<table>
<thead>
<tr>
<th>Continue…Center Set Up (MATH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue to think about your math plan and work on a rough draft of your thoughts and ideas.</td>
</tr>
<tr>
<td>- You might want to post some of your ideas and rough draft on the discussion board for your peer review group to glance over, if you decided to join one.</td>
</tr>
</tbody>
</table>

**DUE DATE FOR THESE MODULES:** March 29 by 11:59 PM
*(Math Plan still in progress)*

### Module: Online Observation/OBSERVATION 8

- Read entire module
- Take Observation #8 quiz – Interaction (**If you set up in a classroom this week, it may benefit you to take this quiz first**) *(April 5)*

### Week 12
**April 6**
To **April 8**
*(YOU ARE SETTING UP IN A CLASSROOM THIS WEEK, IF YOU DID NOT SET UP LAST WEEK)*

<table>
<thead>
<tr>
<th>Continue…Center Set Up (MATH):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finish up your math center plan this week and finalize the creation of your components to take into the classroom</td>
</tr>
<tr>
<td>- Set up Math center in classroom/interact with students, if you did not do so last week</td>
</tr>
<tr>
<td>- Submit final PDF or PPT document in dropbox; follow directions in the module for how to set up your final document, there are several examples in the module as well</td>
</tr>
</tbody>
</table>

**DUE DATE FOR THIS MODULE:** April 8 by 11:59 PM.

***If you want to have your Worksheet Approved PRIOR to the Easter Holiday, contact instructor. This will allow you to work “ahead” on this major assignment…***
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Module: Worksheet to LCA</th>
</tr>
</thead>
</table>
| April 13 - April 19 | - Read entire module.  
- **Have your worksheet APPROVED as DIRECTED!!**  
- Begin working on Worksheet to LCA (worth 200 points)...take this assignment seriously, you won’t want to wait until the last minute on this one!!! **DUE April 26** |

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Continue…Module: Worksheet to LCA</th>
</tr>
</thead>
</table>
| April 20 - April 26 | - **Continue** working on Worksheet to LCA (worth 200 points)...take this assignment seriously, you won’t want to wait until the last minute on this one!!)  
- Complete Worksheet to LCA assignment and submit in dropbox **AND** LiveText/Watermark  
| **SUBMIT WORKSHEET TO LCA in BOTH COURSE DROPBOX and LIVETEXT/Watermark By April 26** |

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Module: Final Thoughts</th>
</tr>
</thead>
</table>
| April 27 - May 3 | - Read entire module  
- Take LCA Scavenger Hunt quiz **(May 3)**  
- Review for Final Exam  
| **DUE DATE FOR THIS MODULE:** **May 3 by 11:59 PM...**  
**“NO FINAL EXAM in PRACTICUM!! Work on Lecture Final!!”** |

<table>
<thead>
<tr>
<th>Week 16</th>
<th>FINAL EXAM-Lecture</th>
</tr>
</thead>
</table>
| May 4 - May 9 | - Complete Lecture Final as Directed!!  
| ***“Continue to check email every day, or every few days, this week in case your instructor has questions for you about your grades/assignments. A quick response will be needed!!”*** |
VI. Required Text and Other Required Materials:

1) Transitions Book from 328 or Purchased.

![Transitions Book](image)


*(used in ECH 328 and will be used in classes after 331)*

![Power of Our Words](image)

3) FEM/LIVETEXT REGISTRATION

**FEM Statement**: (USED FOR PRACTICUM ONLY)
In this course you must purchase and activate the LiveText/Watermark 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.

**LiveText/Watermark Statement:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an email 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, call ext. 5070 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 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.
VII. 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.

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

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

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

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

Academic Accommodation for Students with Disabilities: Policy 6.1 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/

**Academic Dishonesty**

**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).

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

**Student Code of Conduct (Policy 10.4):**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

**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:**

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

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

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

IX. Relevant Course Information

1.) **Professionalism in ECH 331P** You will demonstrate professionalism by:

- attending all class and face-to-face meetings in accordance with the policies of the university; checking in on D2L daily (missing class will cause professionalism grade to drop) 
  http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 
  http://www.sfasu.edu/policies/academic_integrity.asp
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES **independently** unless otherwise stated by the instructor/professor;
- completing ALL ASSIGNMENTS/QUIZZES **on or before the due date** (LATE WORK does not receive points);
- **participating appropriately** in all class, DISCUSSION BOARD assignments, and face-to-face meetings;
- **dressing professionally** at all times when in the ECRC (face-to-face meetings—see ECHL Dress Code) Or Alternate observation/interaction sites;
- being **professional in demeanor**, attitude; with teachers and peers (in person or with written communications)
- **communicating effectively** with professor, teachers, and fellow classmates in all communication formats
- maintaining confidentiality **at all times**.
2.) Course Time Requirements
ECH 331P-Child Centered Environments (Field Experience) (1 hour credit) typically meets once a week in 50 minute segments for 15 weeks, and also includes additional time for completion of weekly observations in the SFA Charter School during learning centers. For completer courses the meetings are web-based via the modules and the observations are delivered via videos embedded within the course. Teacher Candidates have significant weekly reading assignments, are expected to take regular quizzes, observation quizzes, complete the creation of multiple learning center plans and all included learning center components. These activities take an average of 3 or more hours of work each week outside of the time required to read course modules hours to ensure success in the course. Completers are also required to attend a campus visit during the beginning of the semester which is usually scheduled for two days.

3.) Teacher Candidate Interviews
- Each Teacher Candidate will participate in a brief interview by faculty of the Elementary Education Department to assess oral communication skills and dispositions for teaching. Information for interview scheduling will be posted in the course. The Interviews for Summer Sessions are conducted virtually. Each Teacher Candidate must follow the directives in D2L to sign up for interviews as directed.
- Name Badges Face-to-Face - Each teacher candidate is to wear his/her name badge at all times when in the ECH building. The name badge will be issued upon completion and verification of background check documentation. Name badges are your responsibility. Replacement badges cost $5.00 in the Resource Room and require an application for replacement form which must be approved. Badges should be worn in charter and lab classrooms at all times.
- Missing Face-to-Face Observation - YOU WILL NOT NEED TO NOTIFY YOUR INDIVIDUAL CLASSROOM TEACHERS WHEN YOU ARE ABSENT FROM YOUR OBSERVATIONS IN THE CLASSROOM. You will need to notify me by email if you are missing an observation time. The missed observation time will need to be made up during center times on another week. For fully online courses, see D2L for expectations based on location of implementation.

Additional Information Specific to Course

In order to complete the course, ALL MAJOR assignments (major assignments are noted in course timeline) must be completed by the end of the semester. Missed quizzes are issued zero credit and will not be reopened. Quizzes are not major assignments. Of course, extenuating circumstances are always considered. Always contact your instructor regarding extenuating circumstances and Student Services if applicable.

Late Work— Late work receives no credit unless there is approval from the instructor. (Talk with teacher BEFORE it is late...not after.)

Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. I may accept late work for up to ½ credit earned, if there is an extenuating circumstance. No make-up work will be accepted after the week prior to finals or during finals week. It is important to submit make-up work in a timely manner.
Attendance – Attendance will be taken each class meeting day. Missed classes will adversely affect your final grade by causing professionalism grade to drop. (*Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.*) Being online regularly in a web-based course is expected to meet attendance expectations in a web-based course.

Expectations – Teacher candidates are expected to keep up with the assigned readings listed in the course calendar. Teacher candidates will be responsible for taking quizzes (over readings in the text books and modules) in D2L as dated in the course calendar and in D2L. Readings in the assigned texts will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions. These quizzes are due and are expected to be completed before discussed in class or may be given in class to help recall material to be discussed in class. **Missed quizzes, online or in class, may not be made up and will adversely affect your professionalism grade and course grade. Quizzes may be added during semester, as needed, to help in the recalling of important information in readings.**

For Summer/Completer Courses—Remember...Summer/Completer courses are not MODIFIED COURSE. You will experience the same amount of content as in a Fall or Spring Course or F2F Course; however, you will complete the same amount of work in a much briefer timeframe or in an online format as opposed to F2F. Teacher Candidates are expected to plan their time accordingly to meet the pacing of a Summer Session/Online Course Deliver.

Course Resources:

- **Journals**-
  - Young Children, National Association for the Education of Young Children — [http://www.naeyc.org/](http://www.naeyc.org/)

- **Other Resources**-
- Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).

**Websites**
- Education Resources Information Center (ERIC) — www.eric.ed.gov
- Texas Education Agency — www.tea.state.tx.us
- Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc
- https://lead4ward.com/