ECH 350: Field Experience I
Section 411

Spring 2020

Instructor Information:

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Other days/times by appointment (sign-up sheet outside of my office, drop-ins welcome when available)
Credits: 3 hours
Course Time & Location:
Monday-Thursday 8:00-10:00 Thomas J. Rusk Elementary
Monday and Wednesday 11:00-12:15 ECRC Room 218

Prerequisites:
Admitted to Educator Preparation, Enrolled in Field Experience I semester and accompanying block courses (ELE 302, ECH 332, RDG 322).
C or better in this course is required as a prerequisite for Field Experience II.

I. Course Description:
Candidates will design and implement developmentally appropriate conditions for learning and instruction that are informed through assessment data.

Time Requirements and Credit Hours/Course Fees:
ECH 350 “Field Experience I” (3 credit hours/ Course Fees $50) This three-hour course places teacher candidates on PK-6 public-school campuses during the experience referred to as Field Experience I. The objectives and subsequent activities of this Field Experience I are designed to help the teacher candidate apply his/her knowledge and skills in the public-school setting. The objectives and activities will be accomplished through 2-hour field placements, four days a week (M-R). To prepare for field placement expectations, candidates are expected to read weekly course material and participate in one-on-one, small group, and whole group discussions during the field placement and weekly lab meetings. In addition, candidates must assess, research, and plan, weekly lessons and other related assignments and submit for initial feedback. Candidates are expected to review professor feedback on initial plan submissions and other assignments and revise as directed by the site professor. The candidate should expect a minimum of two hours of outside class preparation for each credit hour.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education Vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service,
leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

These courses, ELE 302, ECH 332, RDG 322, and ECH 350 combine to provide the information and performance-based application of knowledge, which leads to prove that teacher candidates are competent in teaching young children.

ECH 350 is a field experience course where teacher candidates demonstrate potential as an elementary teacher and document effectiveness by completing an extended literacy project with children in a public-school classroom. Teacher candidates are asked to administer assessments, analyze the results, and implement appropriate instruction. Each assignment is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework:

http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**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; AMLE 1).

- **SLO 1.1** Candidates will conduct guided reading with a small group of students (2-3) and focus on strategy instruction while planning and implementing lessons to address specific TEKS and ELPS.
  - **SLO Assessment 1.1.1** Weekly Lesson Plans using the FEI Small Group Reading Lesson Plan (EC-6 ELAR 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 3.1s, 3.2s, 3.6s, 4.1s, 4.3s, 4.4s, 4.5s, 4.9s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.8s, 7.11s, 10.3s, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.1s, 2.2s, 2.3s, 2.6s, 3.7s, 3.8s, 4.16s; TS 2Biii, 3Ci, 3Aiii, 1Ai, 1Di, 4Ai, 1Di, 4Ci); In TASC 1a; 1c; 1f; 1h; 1i; 2a; 2c; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 2q; 3b; 3d; 3g; 3h; 3k; 3l; 3m; 4a; 4d; 4e; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6a; 6b; 6e; 6f; 6g; 6j; 6k; 6q; 6r; 7a; 7b; 7d; 7f; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 9o; 10d; 10g; 10j; 10o; 10q)
  - **SLO Assessment 1.1.2** Small Group After Teaching Reflection (EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9g; 9j; 9l; 9m; 9o; 10)
  - **SLO Assessment 1.1.3** Field Observation of FEI Small Group Reading Lesson (PPR 2.13k, 2.18k, 2.21s, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Di, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10o)
  - **SLO Assessment 1.1.4** Reflection of the Lesson/Lab Discussions (EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9g; 9i; 9l; 9m; 9o; 10)

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in the content areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2).
SLO 2.1 Candidates will video their teaching of two lessons and analyze both teacher and student strengths and areas of needs through a descriptive time-stamped reflection of the lesson planning and implementation of teaching.

- SLO Assessment 2.1.1 Video Clip Reflection Assignment X 2 (LiveText assignment – RDG Content Assessment - ELA) *(EC-6 ELAR 1.4s, 1.7s, 2.1s, 2.2s, 2.3s, 3.1s, 3.2s, 3.3s, 4.1s, 4.6s, 5.1s, 7.2s, 7.3s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.18k, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.1k, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s, 4.1k2; TECH 2Bi, 3Ci, 3Aiii, 1Aii, 1Di; In TASC 2a; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2o; 3b; 3g; 3h; 3k; 3m; 4d; 4f; 4g; 4h; 4i; 4l; 4m; 4n; 4o; 4r; 5c; 5l; 5p; 5q; 6r; 7a; 7b; 7g; 7j; 7k; 7l; 7m; 7n; 7p; 7q; 8b; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10g; 10j)

SLO 2.2 Candidates will synthesize teaching and learning into a literacy project that includes lesson planning, student work samples, assessment, parent communication, and reflective analyses.

- SLO Assessment 2.2.1 Final Paper (LiveText – RDG Candidate Work Sample) *(PPR 4.12k; TECH 6.24s
ISTE 7c; InTASC 4q; 9e; 9g; 9l; 9m)

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

- SLO 3.2 Candidates monitor their choices for planning to provide instructional opportunities that meet the needs of all learners.

  - SLO Assessment 3.2.1 Implementation of Plan Chart (PPR 1.1s, 1.3s, 1.4s, 1.6s, 1.9s, 1.19s, 4.12k; EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s; TS 1Bi, 1Ci, 3Bi, 1Aiii, 1Bii; InTASC 1e; 1f; 1h; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9l; 9m)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; ISTE II).

- SLO 4.1 Candidates will select and use a minimum of three assessment instruments to pre-and post-three students at the beginning and end of the semester to inform guided reading instruction and individual conferring within the classroom.

  - SLO Assessment 4.1.1 Group Pre-Assessment Goals with Reflection (EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Cii, 6Diii; TECH 3.7s, 6.19s, ISTE 2c, 3b.; InTASC 6e; 7l; 8b).

  - SLO Assessment 4.1.2 Pre and Post Assessment Results (EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Cii, 1Fiii, 5Bi, 5Di, 6Dii; TECH 3.7s, 6.19s, ISTE 2c, 3b, 7c; InTASC 6e; 7l; 8b).

- SLO 4.2 Candidates will record the progress of daily assessments used during small reading instruction to inform the candidate for further planning to meet the needs of each student in the group.

  - SLO Assessment 4.2.1 Progress Monitoring Charts (EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s, 7.14k, 10.1s, 10.3s; PPR 1.25k, 1.29s; TS 1Fiii, 5Bi, 5Di; TECH 4.10s, 7.15s ISTE 7b, 7c; In TASC 1a; 6a; 6e; 6f; 6g; 6j; 6k; 7d; 7l; 7m; 8b; 9i)

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

- SLO 5.1 Candidates will write three short letters (approved by the university professor and mentor teacher as appropriate) including two introductory letters written for their mentor teacher and another to the parents of their small reading group that will introduce the candidate. The Parent Letter will state the purpose of the small reading group. The third letter will be a thank you to the mentor teacher.
SLO Assessment 5.1.1 Introductory Mentor Teacher Letter (PPR 4.5s, 4.8s; TS 6Dii; InTASC 1c; 9d; 10d; 10n; 10q)

SLO Assessment 5.1.2 Introductory Family Letter (EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii; InTASC 1c; 10d; 10q)

SLO Assessment 5.1.3 Mentor Thank You Letter (PPR 4.5s, 4.8s; TS 6Dii; InTASC 1c; 9d; 10d; 10n; 10q)

SLO 5.2 Candidates will collaborate with other candidates to create a one-page newsletter (approved by the university professor and mentor teacher) that alerts parents to web-based, community, and book resources to assist in literacy development at home.

SLO Assessment 5.2.1 Parent Newsletter (EC-6 ELAR 1.8s, 2.4s, 4.10s, 7.15s; PPR 4.1k, 4.3s; TS 4Div; InTASC 1c; 10d; 10q)

SLO 5.3 Candidates will develop a professionalism statement which reflects guiding criteria for personal actions and attitudes during the field experience.

SLO Assessment 5.3.1 Professionalism Statement (PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)

SLO 5.4 Candidates will get acquainted with the mentor teacher’s established classroom climate/culture and students through observation and administration of an interest inventory to determine attitudes and dispositions towards literacy.

SLO Assessment 5.4.1 Getting Acquainted: Climate Culture Reflection Assignment (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Ciii, 4Cii, 6Di; TECH 6.26s ISTE 7c; InTASC 3d; 3k; 9o; 10o)

SLO Assessment 5.4.2 Attitude Survey/Interest Inventory Assignment (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Ciii, 4Cii, 6Di; InTASC 3d; 3k; 9o; 10o)

SLO 5.5 Candidates will collaborate with other professionals on best practices that promote the intellectual, social, and emotional well-being of all children.

SLO Assessment 5.5.1 Mentor Teacher Feedback (PPR 4.5s, 4.7s, 4.8s; TS 6Bi, 6Dii; InTASC 1c; 3n; 7e; 8c; 9d; 10n)

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

PROFESSIONAL PRACTICES AND RESPONSIBILITIES: (38 total points)

Professionalism Statement: (15 points)
The candidate will complete a written professionalism statement at the beginning of the semester to receive the total points for professionalism; however, points will be deducted from the final grade for infractions related to the following.
1. Attendance / Punctuality (documented by sign-in sheet)
2. Compliance with testing deadlines (practice Content Exam)
3. Attitude / Dispositions
4. Engagement in classroom discussions (University lab class)
5. Engagement in elementary classroom (documented through site professor observations and mentor teacher feedback)
6. Compliance with assignment deadlines

(Mentor Teacher Feedback (2 total points/1 point each for two submissions or .5 points each for four submissions)
The candidate will request written feedback from the mentor teacher at least twice during the semester using the required form that includes, but is not limited to, best practices for the candidate to reinforce, refine, and introduce. The site professor may require four submissions.

Professional Reflections
The candidate will reflect on best practices for the following assignments.

- Getting Acquainted: Climate/Culture Reflection - (2 points)
  At the end of the first week in the field, the candidate will have observed the mentor teacher’s classroom completing the Getting Acquainted form to reflect on what was observed.

- Reflection of the Lesson/Lab Discussions (10 points)
The candidate is required to individually prepare 2-3 lessons each week during the 6 weeks of their small reading groups. After each implemented lesson, the candidate will reflect on their practices. The teacher candidate will submit hardcopies
of each reflection of lesson during the following lab class and use the reflections to complete additional lab discussions related to topics the site professor has selected for further discussion related to the planning and implementation of small group instruction.

(EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii, InTASC 4g; 5c; 5k; 9e; 9f; 9i; 9j; 9m; 9o; 10u)

- Small Group After Teaching Reflection (LiveText Component for Document 2 – RDG Candidate Work Sample) - (2 points)

During the 6 weeks of small group reading instruction, the candidate will be observed by the site professor. Before receiving final feedback from the site professor, the candidate will reflect on his/her practices.

(EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Aii; InTASC 4q; 5c; 5k; 9e; 9f; 9i; 9j; 9m; 9o; 10u)

- Final Paper (LiveText Component for Assignment 3) - (7 points)

At the conclusion of the semester, the candidate will write a 4-5-page paper as part of the RDG Candidate Work Sample LiveText assignment that addresses the Impact on PK-12 Learning, Collaboration, Personal Reflection of the Overall Experience, and Future Plans.

(PPR 4.12k; TECH 6.24s ISTE 7c; InTASC 4q; 9e; 9f; 9i; 9m)

PLANNING: (24 total points)

- Weekly Lesson Plans – (2/3 per week for 6 weeks) = (18 total points/ 3 each week)

Each week during the 6 weeks of small group reading instruction, the candidate will individually prepare 2-3 lessons each week to address strategies before, during, and after reading to increase individual students’ literacy development. (EC-6 ELAR 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 3.1s, 3.2s, 3.6s, 4.1s, 4.3s, 4.4s, 4.5s, 4.9s, 5.1s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 7.2s, 7.3s, 7.4s, 7.5s, 7.8s, 7.11s, 10.3s, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.29k, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29k, 2.5k, 2.13k, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.16s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Dii, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10u)

- Implementation of Plan Chart (LiveText Component for Final Paper) - (6 points)

Each week during the 6 weeks of small group reading instruction, the candidate will track the instructional choices made when preparing each lesson taught.

(PPR 1.1s, 1.3s, 1.4s, 1.6s, 1.9s, 1.19s, 4.12k; EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s; TS 1Bi, 1Ci, 3Bi, 1Aii, 1Bii; InTASC 1e; 1f; 1h; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9f; 9i; 9m)

INSTRUCTION: (16 total points)

- Small Group Instruction Lesson Observation (LiveText Component for Document 2 – RDG Candidate Work Sample) - (10 points)

During the 6 weeks of small group instruction, the site professor will observe the candidate’s implementation of their lesson plan and provide feedback.

(PPR 2.13k, 2.18k, 2.21s, 3.1k, 3.5k, 3.6k, 3.8k, 3.11k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Dii, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10u)

- Video Clip Reflection Assignment X 2 (LiveText Assignment – RDG Content Assessment – ELA) - (3 points each)

During the 6 weeks of instruction, the candidates will video their teaching of two lessons and analyze both teacher and student strengths and areas of needs through a descriptive time-stamped reflection of the lesson planning and implementation of teaching.

(EC-6 ELAR 1.4s, 1.7s, 2.1s, 2.2s, 2.3s, 3.1s, 3.2s, 3.3s, 4.1s, 4.6s, 5.1s, 7.2s, 7.3s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.25k, 1.26k, 1.1s, 1.4s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 2.0s, 1.22s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 2.13k, 2.18k, 2.1s, 2.2s, 2.3s, 2.6s, 2.14s, 2.17s, 3.1k, 3.5k, 3.6k, 3.7k, 3.11k, 3.15k, 3.16s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Dii, 1Fi; InTASC 3d; 3k; 3l; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 10u)

ASSESSMENT: (18 total points)

- Attitude Survey/Interest Inventory with Reflection– (2 points)

During the first week in the field, the candidate will interview each student in their small reading group about their interests and attitudes about reading.

(EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.16s; TS 4Ci; 4Ci; 6Di; InTASC 3d; 3k; 9o; 10u)

- Pre and Post Assessment Results (LiveText Component for Final Paper) - (6 points)
Prior to small group instruction, the candidate will use three pre-assessments to assess the literacy skills/needs of each individual in their small reading group. At the conclusion of the 6 weeks of small reading instruction, the candidate will reassess each individual using the three assessments used for the pre-assessments and compare the pre/post results.

**Group Pre-Assessment Goals with Reflection (LiveText Component for Final Paper) - (4 points)**

Prior to small group instruction, the candidate will use three pre-assessments to assess the literacy skills of each individual in their small reading group and create group goals based on the literacy needs of their students. 

(EC-6 ELAR 3.3s, 4.9s, 5.7s, 5.9s, 6.5s, 7.1s, 10.1s, 10.3s, 10.5s, 10.6s, PPR 1.28s, 1.29s, 4.18s; TS 2Ai, 5Ci, 5Cii, 1Fiii, 5Bi, 5Di, 6Diii; TECH 3.7s, 6.19s, 7.15s ISTE 2c, 3b, 7c; InTASC 6e; 7l; 8b).

**Progress Monitoring Charts - (LiveText Component for Final Paper) - (6 points)**

During the 6 weeks of small group instruction, the candidate will record the progress of each individual in their small reading group.

(EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s, 7.14k, 10.1s, 10.3s; PPR 1.25k, 1.29s; TS 1Fiii, 5Bi, 5Di; TECH 4.10s, 7.15s ISTE 7b, 7c; In TASC 1a; 6a; 6e; 6f; 6g; 6j; 7d; 7l; 7m; 8b; 9i)

**HOME/SCHOOL COMMUNICATIONS:** (4 total points)

- **Introductory Mentor Teacher Letter - (1 point)**

  The candidate will prepare a letter to their assigned mentor teacher introducing themselves.  
  (PPR 4.5s, 4.8s; TS 6Dii; InTASC 1c; 9d; 10d; 10n; 10q)

- **Introductory Family Letter – (1 point)**

  The candidate will prepare a letter to each family of the students in their small reading group introducing themselves and explaining what their child will do in the small reading group.  
  (EC-6 ELAR 1.8s, 4.10s; PPR 4.3s, 4.5s; TS 4Div, 6Dii; InTASC 1c; 10d; 10q)

- **Parent Newsletter – (1 point)**

  The candidate will collaborate with other candidates assigned to the same mentor teacher to create a parent newsletter providing literacy resources for families to use at home.  
  (EC-6 ELAR 1.8s, 2.4s, 4.10s, 7.15s; PPR 4.1k, 4.3s; TS 4Div; InTASC 1c; 10d; 10q)

- **Mentor Teacher Thank You Letter - (1 point)**

  At the conclusion of the semester, each candidate will prepare a thank you letter for the mentor teacher.  
  (PPR 4.5s, 4.8s; TS 6Dii; InTASC 1c; 9d; 10d; 10n; 10q)

**TOTAL: 100 points**

**Summary of LiveText/Watermark Assignments:**

This course contains three critical assessments that must be submitted through the LiveText/Watermark management system. It is an absolute requirement of this course that all teacher candidates submit the Small Reading Group Instruction Lesson Plan, and the Unit Work Sample (Final Paper) assignments in LiveText/Watermark for successful completion of the course.

All LiveText assignments are submitted under the Field Experience tab in LiveText/Watermark. All of your assignments will be in the same Dropbox; therefore, it is important that you title each document as instructed. Failure to submit the required documents to LiveText/Watermark by the required deadline may result in a letter grade reduction to the final grade.

**Assignment 1:** LIVETEXT ASSIGNMENT TITLE = RDG Content Assessment - ELA

**Directions:** Submit one of your Video Clip Reflection Assignments that includes and describes the following components:

**Title the Document:** Small Group Reading Lesson Plan with Time-stamped Reflection of the Lesson

- Completed Small Group Reading Lesson Plan
- Time-stamped Reflection of the Lesson (typed)
Assignment 2: LIVETEXT ASSIGNMENT TITLE = RDG Candidate Work Sample

NOTE: You are submitting two documents for assignment 2 which are part of the RDG Candidate Work Sample but will have two different titles as noted below.

Directions for DOCUMENT 1 of the RDG Candidate Work Sample:
Title Document 1: Final Paper

The Literacy Project is based on work with a small group of students in the area of literacy instruction. The district mentor selects a group of two to three children with whom each Teacher Candidate will work for a minimum of (6) weeks. There are numerous opportunities to demonstrate potential as an early childhood teacher and to document effectiveness.

The Literacy Project is a comprehensive assignment for the semester. Although the campus instructor will track progress by assessing sections of the project throughout the semester, the candidate will submit all sections in one document to LiveText. The Literacy Project includes several forms for collection of data including pre-assessment data, implementation of plan, progress monitoring, and pre/post assessment results comparison.

At the conclusion of the post-assessments, the data is analyzed and an academic paper that documents and summarizes the experience is submitted along with the collected documentation throughout the semester. The academic paper will be a 4-5-page personal response including impact on PK-12 learners, family/school relationships, reflection, and future plans. Along with an introduction and conclusion the paper should contain four additional headings that address the criteria listed below.

Introduction Heading – Provide a brief introduction to the paper.

HEADING 2: Impact on PK-12 Learning

 Provide an analysis of your teaching and the project overall in order to identify methods to determine effectiveness and accountability for PK-12 learning

HEADING 3: Collaboration

 Discuss the importance of establishing and maintaining positive collaborative relationships with others in order to promote intellectual, social, and emotional well-being of children

HEADING 4: Personal Reflection

 Evaluate areas of professional growth

HEADING 5: Future Plans

 Identification of future plans based on analyses of assessments/reflections

Conclusion Heading – Briefly summarize what you discussed in the paper (key points that will leave a lasting impression to the reader)

Submit the Final Paper with an appendix of the following documents pre and post assessment results chart, implementation of plan chart, and progress monitoring charts in one-word document to LiveText. Make sure to provide a HEADING to introduce the different components provided in the appendix. NOTE – A TEMPLATE FOR YOUR FINAL PAPER HAS BEEN PROVIDED IN D2L.

Directions for DOCUMENT 2 of the RDG Candidate Work Sample:
Title Document 2: Small Reading Group Observation and Reflection
Your site professor has provided you with a Small Reading Group Observation Form and you have completed a Small Group After the Teaching Reflection for your observed lesson. Copy and paste your reflection to the end of the observation form and submit to LiveText as a one-word document.

There are three rubrics in LiveText used for grading the two documents submitted for the RDG Candidate Work Sample.

Assignment 3: Livetext Assignment Title = Field Experience One Timesheet

Title Document 3: Field Experience One Timesheet

Throughout the semester you have recorded the time you have spent at your site campus along with the focus (observing, teaching, assessing) of your time spent each day. At the completion of your semester practicum, your mentor teacher must sign your timesheet indicating the accuracy of time and events recorded. You will scan the timesheet and upload to LiveText. Your site professor may choose to scan the document for you, but it is your responsibility to title the document correctly and upload the document to LiveText.

There is not a LiveText rubric associated with this assignment; however, professionalism points will be deducted if not submitted to LiveText.

IV. Evaluation and Assessments (Grading):

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

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
F < 70 points

There are three LiveText assignments with a total of four submissions in this class. Failure to submit assignments by required deadline may result in a letter grade reduction for the final grade.

See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment. You can also locate the ECH 350 Point Scale in the d2L course module.

Rubrics for Grading Assignments: Rubrics for assignments in this course are provided in the d2L course. It is recommended that you review each rubric prior to completing and submitting any assignment so you are clear on how you will be graded for that assignment. Rubrics can be accessed by clicking on the OTHER RESOURCES tab and selecting RUBRICS. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending all lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school). Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public-school campus and the greater community.

Professionalism Points: Candidates receive all professionalism points at the beginning of the semester after submitting the Professionalism Statement; however, infractions related to professionalism may result in deducted points. Examples of behaviors that signify a lack of professionalism include, but are not limited to: inappropriate dress, tardiness, unexcused absences, late assignments, ongoing submission of incorrect assignments, inappropriate communication with students, mentor teachers, other teacher candidates, and site professors, failure to comply with guidelines and expectations of this course or those of the assigned campus. Failure to follow expectations for preparing for successful completion of the
practice Content Exam will result in infractions and deductions in professionalism points. See the Work Policy section for additional information for successful completion of the practice Content Exam.

**Infraction one and two:** Notice of Concern (Professor Feedback through Dropbox and/or Email)
NOTE: Points from Professionalism grade will be deducted beginning after the second infraction which may include notice of infraction through any form of written communication including email accounts, Dropbox, and gradebook feedback in d2L.

**Infraction three:** Written Notice of Concern and Plan for Improvement (Required meeting with Professor)

**Infraction four:** Referral to the Program Review Panel

Any behavior that does not model ethical and respectful behavior and demonstrate integrity in all situations will result in **automatic referral to the Program Review Panel** including:

1. Not following policies and procedures at their specific school placement and adhering to Code of Ethics and Standard Practices for Texas Educators
2. Not communicating consistently, clearly, and respectfully with all members of the campus community, including students, parents, and families, colleagues, administrators, and staff
3. Causing potential physical or emotional harm to a student, including but not limited to, posting student personal information in any format on social media without written consent from parents
4. You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
5. You falsify any records or documents, including hour sheets
6. You have violated university policy

All teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel. **Consequences for violating the Texas Educators’ Code of Ethics may result in failure of the course and/or dismissal form the program** (Texas Administrative Code, Chapter 247: Educators’ Code of Ethics: [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)).

**Diversity Statement:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Work Policy:**

All assignments and LiveText submissions are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. It is at the discretion of the professor to accept the late assignment; however, “technical difficulties” will not be considered a legitimate excuse. An automatic 20% grade deduction will result for any late assignment received within 7 days after the due date. No credit will be given to late assignments submitted a week after the due date; however, due to the necessity of weekly planning and feedback, late submission of the weekly small group reading lesson plans may result in an automatic zero and the site professor may require the teacher candidate to make up the teaching of a lesson on a Friday. **ALL assignments must be attempted to pass this course.** Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

**Assigned Responsibilities:** While in the field, teacher candidates must follow the lead of the mentor teacher and carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates, either on their campus or on other sites. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.
**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from party activities on week nights that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with the school district.

**Professional Appearance:** Teacher candidates must be professionally dressed each time they are on the elementary campus (regular attendance, after school faculty meetings, PTA/PTO meetings, etc.). Their attire must comply with the local school district’s dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair, and nails should be carefully considered EACH day. Tattoos must be covered.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors. Candidates in Field Experience I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

**Lesson Planning:** The candidate is expected to follow the expectations provided in this course and the site professor when creating and submitting lesson plans for their small reading group. Occasionally candidates may submit lesson plans that are developmentally inappropriate for their students and/or do not follow the expectations of the course or site professor. You are highly encouraged to seek the support of your site professor prior to submitting your lesson plans if you have any questions about the lesson plan expectations or concerns about the appropriateness of your lessons (see your site professor’s office hours). **If lesson plans are not appropriate and therefore not approved for the week, the teacher candidate is required to make up the days he/she was not approved to teach.**

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

**Requirements for Practice Content Exam:** The candidate is expected to complete a practice Content Exam on one of the designated Fridays made available by the testing coordinator, Karla Hamilton. Failure to participate in at least one of the practice Content Exams will result in points deducted from the professionalism grade. It is the responsibility of the teacher candidate to contact Mrs. Hamilton to sign-up for a Friday to complete the practice Content Exam.

**Use of Technology:** You are required to incorporate the use of technology for some assignments in the course; however, use of laptops, iPads, cell phones, beepers, and pagers in the field and lab class should be for educational purposes related to ECH 350 ONLY. **Use of devices for personal reasons while in the field or lab class is unprofessional and may result in loss of professionalism points.**

**Attendance Policy:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. **Students must provide appropriate documentation for excused absences.** Whether absences are excused
or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7). **No make-up work will be accepted during Finals Week.**

Whether excused or unexcused **ALL** absences from the field must be made up hour-for-hour, as soon as possible or as required by the site professor. An extension to complete absences must be approved by the site professor. The candidate is required to make up absences on Friday during the regularly scheduled 8:00-10:00 time. The teacher candidate is not required to make up absences from lab class, but unexcused absences from lab class will result in loss of professionalism points. **The teacher candidate must notify the site professor prior to field and lab class absences as well as notify their mentor teacher for any field absences.**

**Absences/Tardiness Grading Policy**

- **ALL absences from the field must be made up hour-for-hour; however, excused absences** will not result in loss of professionalism points. **Excused absences must have documentation.** Calling in “sick” is not considered documentation.
- **ALL unexcused absences** require DOUBLE make-up time, and 2 points will be deducted from the professionalism grade, after the first initial **unexcused absence**
- Leaving field placement early will count as an **unexcused absence**
- Arriving early to field placement does not accumulate and transfer to make-up hours.
- After the first initial tardy, 1 point will be deducted from the professionalism points, or the student may choose to make up an hour of field time during 8:00-10:00 on Friday. **If the tardy is not made up within a reasonable timeframe (within 2 weeks), the points will be deducted.** A tardy is defined as any time after 8:00. A tardy after 8:30 will require two hours of make-up time. Any time after 9:00 will count as an **unexcused absence.**

**Punctuality:**
Teacher candidates are expected to arrive between ten and fifteen minutes before the time required for each individual campus. **To be "on time" is to be late.** Teacher candidates are expected to remain on the elementary school campus site the full 2-hour requirement. Teacher candidates should not leave the campus during the school day. Candidates are expected to sign in upon arrival and sign out upon departure. Teacher candidates are expected to arrive before the time required for lab class each week, so instruction can begin promptly at 11:00am. In addition, each candidate is expected to participate in the entire lab class. Arriving late or leaving lab class early will negatively affect the candidate’s professionalism grade.

**All assignments are expected to be at least attempted and must be completed to pass the course!**
**The professor reserves the right to lower the grade by one letter if assignments are consistently submitted late.**

**V. Tentative Course Outline/Calendar:**

The tentative course calendar is provided here and as a separate page in the syllabus/timeline module in d2L. Please remember that while the Field Experience follows a uniform course calendar, special circumstances arise on individual campuses which require occasional adjustment. Please refer to your site professor for changes per individual site to the course outline and calendar.
## ECH 350 TENTATIVE TIMELINE – Spring 2020

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>EVENTS / TOPICS / READING PRIOR TO LAB</th>
<th>ASSIGNMENTS</th>
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<td><strong>REQUIRED READING</strong></td>
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<td><strong>WEEK 1</strong></td>
<td><strong>ORIENTATION WEEK</strong></td>
<td><strong>DUE:</strong> <strong>HARDCOPY</strong></td>
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| 1/15 and 1/16 | Meet in Room 212 ECRC prior to 8:00 unless noted otherwise | **DUE:** January 17 | • Professionalism Statement  
• Introductory Mentor Letter |
| **FIELD FOCUS** | **Wednesday 15th** | **LAB FOCUS** | **WED LAB** – Getting Organized for the Semester  
Syllabus and Timeline Review  
Field One Bag and Binder |
| | 8:00-8:40 – Introduction to Restorative Practices for Positive Classroom Management | | **DUE:** January 24 | • Introductory Family Letter  
• Family Newsletter |
| | 8:40-8:55 - Introduction to Certification Assessment with Karla Hamilton | | **Friday 1/24 - 1st available date for Practice Content Exam (you must attend one)** |
| | 9:00-10:00 – Introduction to CHAMPS | | | |
| | **Thursday 16th** | | | |
| | 8:00-9:00 – Introduction to Assessments | | | |
| | 9:00-10:00 – Introduction to Standards and Objectives | | | |
| **BEGINNING WEEK 2, YOU WILL REPORT TO** Thomas J. Rusk (TJR) ELEMENTARY FROM 8:00-10:00 MON-THURS. UNLESS NOTED OTHERWISE | **REQUIRED READING** | | | |
| **WEEK 2** | | **DUE:** | | |
| 1/21-1/26 | Monday (1/20) is a holiday | January 24 | • Introductory Family Letter  
• Family Newsletter |
| | **T-TESS Instruction Dimension 2.3 (Communication)** | | | |
| | **T-TESS Professional Practices and Responsibilities Dimension 4.2 (Goal Setting)** | | | |
| | **T-TESS Professional Practices and Responsibilities Dimension 4.4 (School Community Involvement)** | | | |
| | **T-TESS Instruction Dimension 2.1 (Achieving Expectations)**  
• Read the above and highlight important information for discussion | | | |

*All assignments are due in DROPBOX by (Friday) at (8am) on the date shown unless noted otherwise.*
### Introductory Family Letter (Module 2)

**Family Newsletter Assignment (Module 2)**

**FIELD FOCUS**
- Campus and mentor classroom orientation
- Observe and begin the Getting Acquainted assignment

**LAB FOCUS**
- **MON LAB** – Communication for Academic, Social and Emotional Needs of our Students
- A Closer Look at the T-TESS Professional Practices and Responsibilities Dimension (School Community Involvement and Goal Setting)
- **WED LAB** – Texas Educator Code of Ethics (Texas and the Law)
- A Closer Look at the T-TESS Professional Practices and Responsibilities Dimension (Professional Demeanor and Ethics)

### WEEK 3

**1/27-2/2**

**REQUIRED READING**
- T-TESS Instruction Dimension 2.4 (Differentiation)
- T-TESS Learning Environment Dimension 3.1 – 3.3
  - Read the above and highlight important information for discussion
- Getting Acquainted: Climate/Culture Reflection Assignment (Module 1)

**FIELD FOCUS**
- Begin Pre-Assessments by assessing students individually.
- Observe and complete the Getting Acquainted assignment.
- Begin the Attitude Survey/Interest Inventory followed by the required academic assessments assigned for your grade level if time allows.

**LAB FOCUS**
- **MON LAB** – A Closer Look at the T-TESS Learning Environment Dimension
- **WED LAB** – A Closer Look at the T-TESS Instruction Dimension – Differentiation
  - Planning for Differentiation

### WEEK 4

**REQUIRED READING**
- T-TESS Planning Dimensions 1.1 – 1.4

**DUE: January 31**
- Getting Acquainted: Climate/Culture Reflection

**DUE: February 7**
- Attitude Survey/Interest Inventory

Friday 1/31 – 2nd available date for Practice Content Exam (you must attend one)
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<tr>
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<tr>
<td>2/3-2/9</td>
<td>T-TESS Instruction Dimension 2.2 and 2.5</td>
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<td>• Read the above and highlight important information for discussion</td>
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<td>Attitude Survey/Interest Inventory Assignment (Module 3)</td>
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<td><strong>FIELD FOCUS</strong></td>
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<td>Continue Individual Pre-Assessments</td>
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<td>Finding opportunities to teach/lead in the classroom</td>
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<td><strong>LAB FOCUS</strong></td>
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<td><strong>MON LAB</strong> – A Closer Look at the T-TESS Planning Dimension 1.2 (Data and Assessment), T-TESS Instruction Dimension 2.5 (Monitor and Adjust)</td>
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<td><strong>WED LAB</strong> – A Closer Look at the T-TESS Planning Dimensions Standards and Alignment, Knowledge of Students, and Activities T-TESS Instruction Dimension Content Knowledge and Expertise Planning for Appropriate Word Study Lessons</td>
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<td><strong>WEEK 5</strong></td>
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<td>2/10-2/16</td>
<td><strong>REQUIRED READING</strong></td>
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<td>Individual Pre and Post Assessment Assignment (Module 3)</td>
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<td>Group Pre-Assessment Reflection Assignment (Module 3)</td>
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<td><strong>FIELD FOCUS</strong></td>
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<td>Analyzing Data</td>
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<td>Finding opportunities to teach/lead in the classroom</td>
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<td><strong>LAB FOCUS</strong></td>
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<td><strong>MON LAB</strong> – A Closer Look at the T-TESS Planning Dimensions Standards and Alignment, Knowledge of Students, and Activities T-TESS Instruction Dimension Content Knowledge and Expertise Planning for Appropriate Comprehension Lessons</td>
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<td><strong>WED LAB</strong> – A Closer Look at the T-TESS Planning Dimensions Standards and Alignment, Knowledge of Students, and Activities T-TESS Instruction Dimension Content Knowledge and Expertise Planning for Appropriate Writing Lessons</td>
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<td><strong>WEEK 6</strong></td>
<td><strong>REQUIRED READING</strong></td>
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<td>NISD Workday on Monday</td>
<td>Getting Acquainted with the ELAR Standards (Module 4)</td>
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<td>Writing the Standards (Module 4)</td>
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<td>Small Reading Group Lesson Plans (Module 4)</td>
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<td><strong>DUE:</strong> February 21</td>
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<td>• Week 1 Lesson Plans</td>
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<td>• 1st Mentor Teacher Feedback</td>
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Friday 2/7 – 3rd available date for Practice Content Exam (you must attend one)
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<th>Field Focus</th>
<th>Lab Focus</th>
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<td>2/17-2/23</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Monday Feb. 17 – Professional Development (TBD)&lt;br&gt;Preparing for Small Group Expectations&lt;br&gt;Finding opportunities to teach/lead in the classroom</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Making Connections – Academic Vocabulary, Prior Knowledge, Lived Experiences&lt;br&gt;WED LAB – Planning: Connecting the Three Days of Lessons</td>
<td>• Presentation Board for Small Group</td>
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<td><strong>WEEK 7</strong></td>
<td><strong>REQUIRED READING</strong>&lt;br&gt;Implementation of Plan (Module 4)&lt;br&gt;Progress Monitoring (Module 3)&lt;br&gt;Time-stamped Reflection (Module 5)</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 1\textsuperscript{st} week of small group lessons&lt;br&gt;Analyzing teaching&lt;br&gt;Planning for future learning&lt;br&gt;Finding opportunities to teach/lead in the classroom</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Implementation of Plan and Progress Monitoring Charts&lt;br&gt;WED LAB - Reflection of the Lessons Discussion – Week 1</td>
<td><strong>February 28</strong>&lt;br&gt;• Week 2 Lesson Plans</td>
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<tr>
<td>2/24-3/1</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 1\textsuperscript{st} week of small group lessons&lt;br&gt;Analyzing teaching&lt;br&gt;Planning for future learning&lt;br&gt;Finding opportunities to teach/lead in the classroom</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Implementation of Plan and Progress Monitoring Charts&lt;br&gt;WED LAB - Reflection of the Lessons Discussion – Week 1</td>
<td><strong>DUE:</strong> February 28&lt;br&gt;• Week 2 Lesson Plans</td>
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<td><strong>WEEK 8</strong></td>
<td><strong>REQUIRED READING</strong>&lt;br&gt;Reflecting on My Teaching Practices Resource (Module E)</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 2\textsuperscript{nd} week of small group lessons&lt;br&gt;Analyzing teaching&lt;br&gt;Planning for future learning&lt;br&gt;Finding opportunities to teach/lead in the classroom</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Analysis: Beyond a Surface Examination of Your Teaching&lt;br&gt;WED LAB - Reflection of the Lessons Discussion – Week 2</td>
<td><strong>March 6</strong>&lt;br&gt;• Week 3 Lesson Plans&lt;br&gt;• Time-stamped Reflection One</td>
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<td>3/2-3/8</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 2\textsuperscript{nd} week of small group lessons&lt;br&gt;Analyzing teaching&lt;br&gt;Planning for future learning&lt;br&gt;Finding opportunities to teach/lead in the classroom</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Analysis: Beyond a Surface Examination of Your Teaching&lt;br&gt;WED LAB - Reflection of the Lessons Discussion – Week 2</td>
<td><strong>SPRING BREAK (March 9-15)</strong></td>
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<td><strong>WEEK 9</strong></td>
<td><strong>REQUIRED READING</strong>&lt;br&gt;Reflecting on My Teaching Practices Resource (Module E)</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 3\textsuperscript{rd} week of small group lessons</td>
<td><strong>DUE:</strong> March 20&lt;br&gt;• Week 4 Lesson Plans</td>
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<td>3/16-3/22</td>
<td><strong>FIELD FOCUS</strong>&lt;br&gt;Teaching 3\textsuperscript{rd} week of small group lessons</td>
<td><strong>LAB FOCUS</strong>&lt;br&gt;MON LAB – Analysis: Beyond a Surface Examination of Your Teaching&lt;br&gt;WED LAB - Reflection of the Lessons Discussion – Week 2</td>
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<td>WEEK 10</td>
<td>REQUIRED READING</td>
<td>DUE: March 27</td>
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<td>3/23-3/29</td>
<td>Final Paper (Module 1)</td>
<td>• Week 5 Lesson Plans</td>
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<tr>
<th>FIELD FOCUS</th>
<th>Teaching 4th week of small group lessons</th>
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<td>Planning for future learning</td>
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<tr>
<th>LAB FOCUS</th>
<th>MON LAB – Re-evaluating Goals – Teacher and Students</th>
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<td>WED LAB - Reflection of the Lessons Discussion – Week 3</td>
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<thead>
<tr>
<th>FIELD FOCUS</th>
<th>Teaching 5th week of small group lessons</th>
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<tbody>
<tr>
<td>Analyzing teaching</td>
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<tr>
<td>Planning for future learning</td>
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<tr>
<td>Finding opportunities to teach/lead in the classroom</td>
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<thead>
<tr>
<th>LAB FOCUS</th>
<th>MON LAB – Introduction to the Final Paper</th>
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<tbody>
<tr>
<td>WED LAB - Reflection of the Lessons Discussion – Week 4</td>
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<thead>
<tr>
<th>WEEK 12</th>
<th>REQUIRED READING</th>
<th>DUE: April 10</th>
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<tbody>
<tr>
<td>4/6-4/8</td>
<td>Mentor Thank You Letter (Module 2)</td>
<td>• Mentor Thank You Letter</td>
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<thead>
<tr>
<th>FIELD FOCUS</th>
<th>Milliard’s Crossing – Tuesday (4/7) and Wednesday (4/8)</th>
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<tbody>
<tr>
<td>Finding opportunities to teach/lead in the classroom</td>
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<thead>
<tr>
<th>LAB FOCUS</th>
<th>MON LAB – Final Paper Section Discussion - Collaboration</th>
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<tbody>
<tr>
<td>WED LAB - Reflection of the Lessons Discussion – Week 5</td>
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<tr>
<th>WEEK 13</th>
<th>REQUIRED READING</th>
<th>DUE: April 17</th>
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<tbody>
<tr>
<td></td>
<td>Small Group After Teaching Reflection (Module 1)</td>
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| FIELD FOCUS | | }

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<thead>
<tr>
<th>LAB FOCUS</th>
<th>MON LAB – Final Paper Section Discussion – Impact on PK-12 Learning</th>
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<tbody>
<tr>
<td>WED LAB – No lab due to Milliard’s Crossing</td>
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| WEEK 13 | |
|---------| |
| 4/13-4/19 | **FIELD FOCUS**  
Teaching 6th week of small group lessons  
Analyzing teaching  
Planning for future learning  
Finding opportunities to teach/lead in the classroom | • Deadline for Small Group After Teaching Reflection  
• 2nd Mentor Feedback |
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<td></td>
<td><strong>LAB FOCUS</strong></td>
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<td></td>
<td><strong>MON LAB</strong> – Final Paper Section Discussion – Impact on PK-12 Learning</td>
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<tr>
<td></td>
<td><strong>WED LAB</strong> - Reflection of the Lessons Discussion – Week 6</td>
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</table>
| WEEK 14 | **REQUIRED READING** | DUE: April 24  
• Progress Monitoring Charts  
• Implementation of Plan Chart |
| 4/20-4/26 | Review/Reference  
Implementation of Plan (Module 4)  
Progress Monitoring (Module 3) | |
|  | **FIELD FOCUS**  
Administer Individual Post-Assessments | |
|  | **LAB FOCUS** | |
|  | **MON LAB** – Final Paper Section Discussion – Future Plans | |
|  | **WED LAB** - Final Paper Section Discussion - Reflection | |
| WEEK 15 | **REQUIRED READING** | DUE: May 1  
• Individual Pre and Post Assessment Results (Post Results)  
• LiveText Assignments 1, 3, and Document 2a due in LiveText. |
| 4/27-5/3 | Post Assessment Results (Module 3)  
Module C: LiveText | |
|  | **FIELD FOCUS**  
Complete Individual Post-Assessments  
Mentor Teacher Appreciation – Wednesday  
Field 2 Presentations - Thursday | |
|  | **LAB FOCUS** | |
|  | **MON LAB** – Submitting assignments to LiveText | |
|  | **WED LAB** - The Final Paper | |
| WEEK 16 | **REQUIRED READING** | DUE: Monday, May 4 (11:30 pm)  
• Final Paper (to d2L without charts)  
• RDG Candidate Work Sample (Final Paper to LiveText with charts) |
| 5/4-5/8 | MODULE C: LiveText  
Final Paper Assignment (Module 1) | |
|  | **FIELD FOCUS**  
Not in field this week; complete final paper.  
Final Papers due by deadline – no late submissions accepted | |
|  | **LAB FOCUS** | |
|  | No labs this week | |
VI. Required Text and Other Required Materials:

**Required:**

**LIVETEXT ACCOUNT**

LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

Failure to submit required assignments into the LiveText/Watermark system by the required deadline will result in a penalty assessed to the assignment grade. Not submitting ALL LiveText/Watermark assignments will result in failure to successfully complete the course.

There are no other additional texts required for this course. Textbooks, packets, and other materials from current and previous reading and early childhood courses will be used for references. Reading assignments will vary per campus need; some reading assignments are provided online in the d2L course modules.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. Evaluation data is used for a variety of important purposes including:

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

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

In the 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 6.1/6.6):

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 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

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

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

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades Semester Grades (Policy 5.5):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes 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.

**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, you will be required to:**

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

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

   You are eligible to request a Preliminary Criminal History Evaluation if:
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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

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

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

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

IX. Other Relevant Course Information:

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

COURSE REFERENCES


