ECH 350.415
Field Experience I
Spring 2020
Stephen F. Austin State University
College of Education
Department of Elementary Education

Course Time: Field Experience - Monday - Thursday, 8:15-10:15 AM, Lufkin ISD - Trout Primary Lab - Monday/Wednesday, 10:30-11:45 AM
Primary Location: Dunbar Primary School, Lufkin Texas
Credit Hours: 3

Instructor Information: Dr. Misty Paul Black

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Office hours: Tuesdays/Thursdays 1:00-3:00 PM
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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

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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/
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; 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; 9l; 9j; 9m; 9o; 10t)

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 synthesize teaching and learning into a literacy project that includes lesson planning, student work samples, assessment, parent communication, and reflective analyses.
  - SLO Assessment 2.1.1 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 3.1 Candidates will: (1) prepare a social studies mini lesson to teach readers how to make meaning from non-fiction text (graphic organizer, readers’ theatre, etc.); (2) confer during workshop worktime with children in a manner that demonstrates children are able to respond to the text showing understanding of the skill (TEKS) taught in the mini lesson; (3) take anecdotal notes on students; (4) assemble students in a seminar for sharing and closure.
  - SLO Assessment 3.1.1 Integrated Read Aloud and Extension Activity Plan with e-book (EC-6 ELAR 1.2s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.1s, 2.2s, 2.3s, 3.8s. 4.10k; TS 2Biii, 3Ci, 3Aiii, 1Aii, 1D(iii). 1Ai, 2Bi, 1Ciii, 1Biii, 2Ai, 5Ci, 5Ci, 4Aii, 1Di: TECH 1.5s ISTE 4a, 5a, 5b, 6d.; In TASC 2a; 2e; 2f; 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 Assessment 3.1.2 Field Observation of Integrated Read Aloud and Extension Activity (PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s 1.20s, 1.22s, 1.25s, 1.26s, 2.5k, 2.18k, 2.1s, 2.2s, 2.3s, 3.8s. 4.10k; TS 2Bii, 3Ci, 3Aii, 1Aii, 1D(iii), 3Bi, 1Ai, 2Bi, 1Cii, 1Bii, 2Ai, 5Ci, 5Ci, 4Aii, 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; 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 Assessment 3.1.3 Reflection 4: Whole Group After Teaching Reflection (SS 1.7s, 3.1s, 3.2s, 4.1s, 4.2s, 4.3s, 4.8s; EC-6 ELAR 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, 1.6s, 1.7s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.20s, 1.22s, 1.25s, 1.26s, 1.28s, 2.5k, 2.1s, 2.2s, 2.3s, 3.8s. 4.10k; TS 2Bi, 3Ci, 3Aii, 1Aii, 1D(iii), 3Bi, 1Ai, 2Bi, 1Cii, 1Bii, 2Ai, 5Ci, 5Ci, 4Aii, 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 Assessment 3.2.1 Copy of FE I 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, 1Aii, 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 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** Copies of Pre and Post Assessment Results / Group Pre-Assessment 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** Second Submission of 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, 1Fii, 5Bi, 5Di, 6Diii; TECH 3.7s, 6.19s, 7.15s 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** Copies of 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 1Fii, 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 4Ci1i, 4Ci1i, 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 4Ci1i, 4Ci1i, 6Di; InTASC 3d; 3k; 9o; 10o)
• SLO 5.5 Candidates will reflect on best practices that promote the intellectual, social, and emotional well-being of all children.
  o SLO Assessment 5.5.1 Reflection 1: Week 2 - Orientation (EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.13k, 4.14k, 4.15k, 4.16s; TS 4Ciii, 4Cii, 6Di; InTASC 3d; 3k; 5c; 5k; 9j; 9o; 10o)
  o SLO Assessment 5.5.2 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:** (40 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.
  o Attendance / Punctuality (documented by sign-in sheet)
  o Compliance with testing deadlines (practice Content Exam)
  o Attitude / Dispositions
  o Engagement in classroom discussions (University lab class)
  o Engagement in elementary classroom (documented through site professor observations and mentor teacher feedback)
  o Compliance with assignment deadlines

*(PPR 4.12k; InTASC 4q; 9e; 9g; 9l; 9m)*

**Mentor Teacher Feedback** (2 total points/1 point each for two 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.

*(PPR 4.5s, 4.7s, 4.8s, 10.4s; TS 6Bi, 6Dii; InTASC 1c; 3n; 7e; 8c; 9d; 10n)*

**Professional Reflections**
The candidate will reflect on best practices for the following assignments.
  o Reflection 1: Orientation Guest Speaker Reflection - (2 point)
  o Reflection 2: Getting Acquainted: Climate/Culture Reflection - (2 point)
  o Reflection of the Daily & Weekly Small Group Lessons (6 reflections) - (12 total points/2 each)

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.

*(EC-6 ELAR 4.4s; PPR 2.19k, 2.20k, 2.6s, 2.14s, 2.17s, 4.13k, 4.14k, 4.15k, 4.16s; TS 4Ciii, 4Cii, 6Di; InTASC 3d; 3k; 5c; 5k; 9j; 9o; 10o)*

*(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 3d; InTASC 3d; 3k; 9o; 10o)*

*(EC-6 ELAR 10.4s; PPR 4.12k, 4.13k, 4.14k, 4.15k, 4.14s; TS 6Dii; InTASC 4q; 5c; 5k; 9e; 9g; 9l; 9j; 9m; 9o; 10m)*

*(PPR 4.12k; TECH 6.24s ISTE 7c; InTASC 4q; 9e; 9g; 9l; 9m)*

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PLANNING: (26 total points)

- **Weekly Lesson Plans** – (3 per week for 6 weeks) (1 Exemplary Plan with Reflection for LiveText Component – RDG Content Assessment - ELA) = (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, 1.8s, 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, 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, 1.17k, 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, 1.25k, 2.19k, 2.6s, 3.1s, 3.2s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.12s, 3.13s, 3.18s, 3.19s, 3.20s; TS 1Bi, 2Ci, 3Ai, InTASC 1a; 1c; 1e; 1f; 1h; 1i; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9i; 9m)

- **Implementation of Plan Chart (LiveText Component for Final Paper)** - (5 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, 2.19s, 2.4s, 3.19s, 4.12k; EC-6 ELAR 1.7s, 2.1s, 3.3s, 4.9s; 5.7s; TS 1Bi, 1Ci, 3Bi, 1Aii, 1Bi; InTASC 1e; 1f; 1h; 1i; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9i; 9m)*

- **Exemplary Lesson Plan with Extended Reflection (LiveText Component for Document 1 – RDG Candidate Work Sample)** (10 points)

The candidate is required to choose a lesson plan that was taught during the semester. The candidate will complete an extended reflection activity and will submit the plan to the site professor for feedback and evaluation. This lesson with reflection and feedback will be submitted to LiveText.

*(EC-6 ELAR 1.2s, 1.3s, 1.4s, 1.6s, 1.7s, 1.8s, 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, 7.6s, 7.8s, 7.11s, 10.3s, 10.4s; PPR 1.6k, 1.7k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 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, 1.25k, 1.26s, 1.27s, 1.28s, 1.29s, 2.5k, 1.21s, 2.2s, 2.3s, 2.6s, 3.7s, 3.8s; TS 2Bi, 3Ci, 4Ai, 4Di, 1Bi, 1Ci, 3Bi; 1Aii, 3Bi, InTASC 1a; 1c; 1e; 1f; 1h; 1i; 2a; 2c; 2q; 4a; 4d; 4m; 4q; 9e; 9g; 9i; 9m)*

- **Presentation Board for Small Group** – (2 points)

ASSESSMENT: (19 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, 2.19s, 4.16s; TS 4Ci, 4Ci, 6Di; InTASC 3d; 3k; 3t; 3p; 5d; 5e; 5f; 5m; 5n; 5o; 8s; 100)*

- **Individual Pre-Assessment Chart** – (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. Individual data will be presented in the appropriate data chart.

*(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, 6Di; TECH 3.7s, 6.19s, ITE 2c, 3h; InTASC 6e; 7i; 8b)*

- **Small Reading Group Pre and Post Assessments Results / Group Pre-Assessment 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. Small group data will be presented in the appropriate data chart and will include a reflection of the data and the impact of the data on instruction.

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

- Progress Monitoring Charts - (LiveText Component for Final Paper) - (5 points)
  During the 6 weeks of small group instruction, the candidate will record the progress of each individual in their small reading group.

- Second Submission of Pre and Post Assessment – Comparison of Results (LiveText Component for Final Paper) - (4 points)
  At the conclusion of the 6 weeks of small reading instruction, the candidate will reassess each individual student using the three assessments used for the pre-assessments and compare the pre/post results.

HOME/SCHOOL COMMUNICATIONS: (3 total points)

- Introductory Mentor Teacher Letter- (1 point)
  The candidate will prepare a letter to their assigned mentor teacher introducing themselves.

- 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.

- 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.

TOTAL: 100 points

Summary of LiveText/Watermark Assignments:

*ALL LiveText/Watermark assignments must be submitted to meet the requirements to pass this course.

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 Integrated Content (Social Studies/ELA) Extension Activity Plan with e-book, a 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: RDG Content Assessment - ELA

Directions: Create and submit in one document a Small Group Reading Lesson (aka. Guided Reading Lesson Plan) that includes and describes the following components:

Title the Document: Small Group Reading Lesson Plan with Reflection of the Lesson

- Completed Small Group Reading Lesson Plan (use of technology must be included in the lesson)
- Reflection of the Lesson (typed)
Assignment 2: **RDG Candidate Work Sample**

**Directions:** 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. **There are two final word documents to submit for this assignment.**

**Title Document 1:** Final Paper

**Document 1:**
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 and post assessment results, group assessment data with reflection, implementation of plan chart, and progress monitoring.**

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 the impact on PK-12 learners, family/school relationships, reflection, and future plans.

- Analysis of their teaching and the project overall in order to identify methods to determine effectiveness and accountability for PK-12 learning
- The importance of establishing and maintaining positive collaborative relationships with others in order to promote intellectual, social, and emotional well-being of children
- Evaluating areas of professional growth
- Identification of future plans based on analyses of assessments/reflections

**Title Document 2:** RDG Candidate Work Sample

**Document 2:**
After the candidate receives formal feedback of the observed small reading group and has completed the after-teaching reflection, the candidate will copy and paste the reflection to the observed feedback and submit the document 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 two LiveText assignments with a total of three submissions in this class. Not submitting ALL LiveText assignments will result in failure to pass this course. 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:

- Not following policies and procedures at their specific school placement and adhering to Code of Ethics and Standard Practices for Texas Educators
- Not communicating consistently, clearly, and respectfully with all members of the campus community, including students, parents, and families, colleagues, administrators, and staff
- 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

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. 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 8:15-10:15. 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 of PPR Exam:** The candidate is expected to complete a practice PPR exam during the week of orientation prior to receiving clearance to register for the PPR exam. In order to receive clearance, the candidate must receive a score of 75% or higher on the practice PPR exam. The candidate will have two opportunities during orientation week to achieve a score of 75% or higher. If a score of 75% or higher is not achieved, the candidate is required to meet with Karla Hamilton and his/her site professor to begin a Plan for Success. The Plan for Success will require the candidate at the minimum to begin practice sessions using the online program CertifyTeacher. The candidate will provide weekly reports to show the dates and time spent on the program, as well as, the progress made on the program. Additional resources may be provided by Mrs. Hamilton and your site professor as part of your Plan for Success.
Orientation Week 1 – Complete Practice PPR 1) Those who score 75% or higher are cleared to register for the PPR) and 2) Those who DO NOT score 75% or higher must attend a review session T/W/Th from 3:15-5:00 next week, then retest on Friday

Orientation Week 2 – Practice Sessions T/W/Th 3:15-5:00 for those who need to retake AND Friday retake practice test

Week 3 – 1) Those who scored a 75% or higher on the 2nd practice test are cleared to register for the PPR, 2) Those who DO NOT score a 75% or higher after the retake test MUST meet with Mrs. Hamilton and their site professor before the end of the week to develop their Plan for Success (Failure to complete this process will result in loss of professionalism points), 3) ALL those cleared to take the PPR must be registered for the PPR exam and send testing date to their site professor, 4) Those who are completing a Plan for Success must turn in weekly snapshots of to the site professor showing progress on the CertifyTeacher program. (Failure to submit weekly reports will result in loss of professionalism points.)

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 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. 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 8:15-10:15 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 make-up time, and 2 points will be deducted from the professionalism grade, after the first initial unexcused absence
- Leaving field placement early without prior approval from the site professor 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 8:15-10:15 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 8:15. A tardy after 8:45 will require two hours of make-up time. Any time after 9:15 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. Candidates must be in the mentor teachers’ classrooms NO LATER than 8:15 AM. **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 the designated time. 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 at the end of this document and 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.

**VI. Required Text and Other Required Materials:**

**Required:**
LiveText/Watermark account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText/Watermark in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

LiveText/Watermark—LiveText/Watermark is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText/Watermark account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText/Watermark. Failure to submit required assignments into the LiveText/Watermark system will result in a penalty assessed to the assignment grade.

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

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 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.

**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 is 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, 468-3004/468-1004 (TDD) 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.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

**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**


# ECH 350 Tentative Timeline (Lufkin Sites ONLY) – SPRING 2020

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>EVENTS / TOPICS / READING PRIOR TO LAB</th>
<th>ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td><strong>Please Note:</strong> All class topics and assignment due dates may be changed as we progress in the course. Interns will be notified in advance of any necessary changes.</td>
<td>All assignments are due in DROPBOX by 11:59 PM on the due date in d2L unless noted otherwise.</td>
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<tr>
<td><strong>EACH MONDAY and WEDNESDAY, UNLESS TOLD OTHERWISE, REPORT TO ROOM 605 FOR LAB</strong></td>
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## WEEK 1

### ORIENTATION WEEK

**1/15 and 1/16**

**FIELD FOCUS**

**FIELD I ORIENTATION**

- Wednesday 15th – **Meet at Trout Primary, Room 605 @ 8:45**
  - Introductions
  - Sign-in procedures and attendance
  - Course overview
    - Course modules/standards
    - Course objectives
  - Course requirements & assignments

- Thursday 16th – **Meet at Dunbar Primary, Science Lab**
  - Practice Content Exam Requirements/EdTPA
  - Texas Educator Code of Ethics (Texas and the Law)

**LAB FOCUS**

- Introduction to assessments

### REQUIRED READING

- **DUE: Prior to class beginning on 1/15**
  - Return Lufkin ISD criminal background check/volunteer forms with a copy of your driver’s license to Lufkin ISD Administration Office. (* You will only complete if you did not submit this paperwork in the fall.)
  - Obtain an ID badge from Lufkin ISD Administration Office FIRST THING Wednesday morning (* Every student intern must obtain an LISD badge.)

- **DUE: 1/19**
  - Introductory Mentor Letter

### BEGINNING WEEK 2, YOU WILL REPORT TO YOUR PRIMARY SITE CAMPUS ELEMENTARY FROM 8:15-10:15 MON-THURS, UNLESS NOTED OTHERWISE.

## WEEK 2

**1/21-1/23 Monday (1/20) is a holiday**

**FIELD FOCUS**

- Campus and mentor classroom orientation
  - Lufkin ISD/Campus Professionalism Expectations
  - Lufkin ISD Behavior Management Plan
  - Lufkin ISD Assessment Procedures
  - Lufkin ISD Reading Programs/Textbook Adoption
  - Guided Reading Overview

**LAB FOCUS**

- Discuss Presentation Board Requirements
- Continue discussion of assessments

**DUE: **

- 1/26 (Sunday)
  - Professionalism Statement
  - Orientation Guest Speaker Reflection

**Friday 1/24 - 1st available date for Practice Content Exam (you must attend one of the three available dates)**
<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>REQUIRED READING</th>
<th>DUE: 1/29 (During Lab)</th>
</tr>
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<tbody>
<tr>
<td>1/27-1/30</td>
<td><strong>FIELD FOCUS</strong></td>
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<tr>
<td></td>
<td>BEGIN OBSERVATIONS IN CLASSROOMS</td>
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<td></td>
<td>• Begin gathering information for Climate &amp; Culture Reflection (will require assistance from mentor teacher)</td>
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<td></td>
<td>• Introduction to small group</td>
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<td></td>
<td><strong>LAB FOCUS</strong></td>
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<tr>
<td></td>
<td>• Present and display presentation boards</td>
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<td></td>
<td>• Distribution of Instruction Bags</td>
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<tr>
<td></td>
<td>• Continue discussing assessments</td>
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<tr>
<td></td>
<td>Friday 1/31 – 2nd available date for Practice Content Exam (you must attend one of the three available dates)</td>
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<tr>
<th>WEEK 4</th>
<th>REQUIRED READING</th>
<th>DUE: 2/9 (Sunday)</th>
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<tbody>
<tr>
<td>2/3-2/6</td>
<td><strong>FIELD FOCUS</strong></td>
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<tr>
<td></td>
<td>• Begin pre-assessments</td>
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<td></td>
<td>• Finding opportunities to teach/lead in the classroom</td>
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<td></td>
<td><strong>LAB FOCUS</strong></td>
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<tr>
<td></td>
<td>• Using assessments to inform instruction</td>
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<td></td>
<td>• Recording and Analyzing Data</td>
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<td>Friday 2/7 – 3rd available date for Practice Content Exam (you must attend one of the three available dates)</td>
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<tr>
<th>WEEK 5</th>
<th>REQUIRED READING</th>
<th>DUE: 2/16 (Sunday)</th>
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<tbody>
<tr>
<td>2/10-2/13</td>
<td><strong>FIELD FOCUS</strong></td>
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<tr>
<td></td>
<td>• Continue pre-assessments</td>
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<tr>
<td></td>
<td>• Choosing leveled books to address TEKS &amp; learning objectives</td>
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<td></td>
<td><strong>LAB FOCUS</strong></td>
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<tr>
<td></td>
<td>• Components of guided reading lessons</td>
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<td></td>
<td>• Lesson planning template</td>
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<td></td>
<td>• Writing TEKS and lesson objectives</td>
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<tr>
<th>WEEK 6</th>
<th>REQUIRED READING</th>
<th>DUE: 2/21 (Friday)</th>
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<tbody>
<tr>
<td>NISD Workday on Monday 2/17-2/20</td>
<td><strong>FIELD FOCUS</strong></td>
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<td></td>
<td>• Preparing for Small Group Expectations</td>
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<td></td>
<td>• Finding opportunities to teach/lead in the classroom</td>
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<td></td>
<td><strong>LAB FOCUS</strong></td>
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<td></td>
<td>• Reflecting on assessments and instruction</td>
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<td></td>
<td>• Researchers and overview of major theories and movements in reading and literacy</td>
<td></td>
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<td></td>
<td>DUE: 2/23 (Sunday)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1st Mentor Teacher Feedback</td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td>WEEK 8</td>
<td>WEEK 9</td>
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<tr>
<td><strong>REQUIRED READING</strong></td>
<td><strong>REQUIRED READING</strong></td>
<td><strong>REQUIRED READING</strong></td>
</tr>
<tr>
<td><strong>FIELD FOCUS</strong></td>
<td><strong>FIELD FOCUS</strong></td>
<td><strong>FIELD FOCUS</strong></td>
</tr>
</tbody>
</table>
| • Teaching 1st week of small group lessons  
• Analyzing teaching  
• Planning for future learning  
• Finding opportunities to teach/lead in the classroom | • Teaching 2nd week of small group lessons  
• Analyzing teaching  
• Planning for future learning  
• Finding opportunities to teach/lead in the classroom | • Teaching 3rd week of small group lessons  
• Analyzing teaching  
• Planning for future learning  
• Finding opportunities to teach/lead in the classroom |                  |
| **LAB FOCUS** | **LAB FOCUS** | **LAB FOCUS** |                  |
| • Turn in Reflection of the Lessons – Week 1  
• Differentiation, accommodations, and addressing individual needs | • Turn in Reflection of the Lessons – Week 2  
• TBD according to class needs | • Turn in Reflection of the Lessons – Week 3  
• Begin discussing Final Paper requirements |                  |
| **DUE: 2/28 (Friday)** | **DUE: 3/6 (Friday)** | **DUE: 3/20 (Friday)** | **DUE: 3/27 (Friday)** |
| • Week 2 Lesson Plans  
• Week 1 Reflection of Daily & Weekly Small Group Lesson | • Week 3 Lesson Plans  
• Week 2 Reflection of Daily & Weekly Small Group Lesson | • Week 4 Lesson Plans  
• Week 3 Reflection of Daily & Weekly Small Group Lesson |                  |

**ECH 350 Tentative Timeline (Lufkin Sites ONLY) – SPRING 2020**
<table>
<thead>
<tr>
<th>Date</th>
<th>Field Focus</th>
<th>Lab Focus</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23-3/26</td>
<td><strong>Teaching 4th week of small group lessons</strong></td>
<td><strong>Week 5 Lesson Plans</strong></td>
<td><strong>Week 5 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analyzing teaching</strong></td>
<td></td>
<td>DUE: 3/29 (Sunday)</td>
</tr>
<tr>
<td></td>
<td><strong>Planning for future learning</strong></td>
<td></td>
<td><strong>Week 4 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Finding opportunities to teach/lead in the classroom</strong></td>
<td></td>
<td>DUE: 3/29 (Sunday)</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>Teaching 5th week of small group lessons</strong></td>
<td><strong>Turn in Reflection of the Lessons – Week 4</strong></td>
<td>DUE: 4/3 (Friday)</td>
</tr>
<tr>
<td>3/30-4/2</td>
<td><strong>Analyzing teaching</strong></td>
<td></td>
<td><strong>Week 6 Lesson Plans</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Planning for future learning</strong></td>
<td></td>
<td>DUE: 4/5 (Sunday)</td>
</tr>
<tr>
<td></td>
<td><strong>Finding opportunities to teach/lead in the classroom</strong></td>
<td></td>
<td><strong>Week 5 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Turn in Reflection of the Lessons – Week 5</strong></td>
<td></td>
<td>DUE: 4/5 (Sunday)</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>Milliard’s Crossing – Tuesday (4/7) and Wednesday (4/8)</strong></td>
<td></td>
<td><strong>Week 6 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td>4/6-4/8</td>
<td><strong>Finding opportunities to teach/lead in the classroom</strong></td>
<td></td>
<td><strong>Small Group Instruction Lesson Observation (with video clip)</strong></td>
</tr>
<tr>
<td>STAAR Testing</td>
<td><strong>Turn in Reflection of the Lessons – Week 6</strong></td>
<td></td>
<td>DUE: 4/12 (Sunday)</td>
</tr>
<tr>
<td>(4/7&amp;4/8)</td>
<td><strong>Final Paper check-in</strong></td>
<td></td>
<td><strong>Week 6 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td>Thursday (4/9)</td>
<td></td>
<td></td>
<td><strong>Small Group Instruction Lesson Observation (with video clip)</strong></td>
</tr>
<tr>
<td>Easter Holiday</td>
<td></td>
<td></td>
<td>DUE: 4/12 (Sunday)</td>
</tr>
<tr>
<td></td>
<td><strong>Mentor Thank You Letter</strong></td>
<td></td>
<td><strong>Week 6 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2nd Mentor Feedback</strong></td>
<td></td>
<td>DUE: 4/19 (Sunday)</td>
</tr>
<tr>
<td></td>
<td><strong>Exemplary Lesson Plan with Extended Reflection</strong></td>
<td></td>
<td><strong>Week 6 Reflection of Daily &amp; Weekly Small Group Lesson</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Teaching 6th week of small group lessons</strong></td>
<td><strong>Turn in Reflection of the Lessons – Week 6</strong></td>
<td>DUE: 4/19 (Sunday)</td>
</tr>
<tr>
<td>4/13-4/16</td>
<td><strong>Analyzing teaching</strong></td>
<td></td>
<td><strong>Mentor Thank You Letter</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Planning for future learning</strong></td>
<td></td>
<td><strong>2nd Mentor Feedback</strong></td>
</tr>
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<td></td>
<td><strong>Finding opportunities to teach/lead in the classroom</strong></td>
<td></td>
<td><strong>Exemplary Lesson Plan with Extended Reflection</strong></td>
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<tr>
<td></td>
<td><strong>Turn in Reflection of the Lessons – Week 6</strong></td>
<td></td>
<td>DUE: 4/19 (Sunday)</td>
</tr>
<tr>
<td></td>
<td><strong>Final Paper check-in</strong></td>
<td></td>
<td><strong>Mentor Thank You Letter</strong></td>
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<td></td>
<td><strong>Progress Monitoring Chart</strong></td>
<td></td>
<td><strong>2nd Mentor Feedback</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation of Plan Chart</strong></td>
<td></td>
<td><strong>Exemplary Lesson Plan with Extended Reflection</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Administer Individual Post-Assessments</strong></td>
<td></td>
<td>DUE: 4/26 (Sunday)</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>Administer Individual Post-Assessments</strong></td>
<td></td>
<td><strong>Progress Monitoring Chart</strong></td>
</tr>
<tr>
<td>4/20-4/23</td>
<td></td>
<td></td>
<td><strong>Implementation of Plan Chart</strong></td>
</tr>
</tbody>
</table>
# ECH 350 Tentative Timeline (Lufkin Sites ONLY) – SPRING 2020

<table>
<thead>
<tr>
<th>LAB FOCUS</th>
<th>REQUIRED READING</th>
<th>FIELD FOCUS</th>
<th>DUE: 5/3 (Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review assessment charts</td>
<td>• Pre- and Post-Assessment Comparison Results</td>
<td>Complete Individual Post-Assessments</td>
<td></td>
</tr>
<tr>
<td>Address questions and concerns regarding Final Paper, LiveText, etc.</td>
<td></td>
<td>Mentor Teacher Appreciation – Wednesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field 2 Presentations @ SFA – Thursday (room location TBD)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 15</th>
<th>4/27-4/30</th>
<th>Last Week to Make Up Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 16</td>
<td>5/4-5/7</td>
<td>FINAL EXAM WEEK</td>
</tr>
<tr>
<td>REQUIRED READING</td>
<td>MODULE C: LIVETEXT and MODULE 1: Final Paper Section</td>
<td>Not in field this week; complete final paper.</td>
</tr>
<tr>
<td>FIELD FOCUS</td>
<td></td>
<td>Final Papers due by deadline – no late submissions accepted</td>
</tr>
<tr>
<td>LAB FOCUS</td>
<td></td>
<td>No labs this week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 16</th>
<th>5/4-5/7</th>
<th>FINAL EXAM WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED READING</td>
<td>MODULE C: LIVETEXT and MODULE 1: Final Paper Section</td>
<td>Not in field this week; complete final paper.</td>
</tr>
<tr>
<td>FIELD FOCUS</td>
<td></td>
<td>Final Papers due by deadline – no late submissions accepted</td>
</tr>
<tr>
<td>LAB FOCUS</td>
<td></td>
<td>No labs this week</td>
</tr>
</tbody>
</table>
### ECH 350 Point Scale - 100 total points

#### Professional Practices and Responsibilities: (40 total points)
- **Professionalism Statement:**
  The candidate will complete a written professionalism statement at the beginning of the semester to receive the total points for professionalism; points will be deducted from the final grade for infractions related, but not limited to, the following. See syllabus and rubric for more details.
  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** (1 point each for two reflections)
- **Professional Reflections**
  1. Orientation Guest Speaker Reflection
  2. Getting Acquainted: Climate/Culture Reflection
  3. Reflection of Daily & Weekly Small Group Lessons (6 weeks total)
  4. Final Paper (Submitted to LiveText)

#### Planning: (26 total points)
- **Weekly Lesson Plans** – (6 weeks)
- **Implementation of Plan Chart**
  (Also submitted to LiveText with final paper)
- **Exemplary Lesson Plan with Extended Reflection**
  (Submitted to LiveText)

#### Instruction: (12 total points)
- **Small Group Instruction Lesson Observation with Video Clip**
  (Submit Professor Feedback w/ Self-Reflection to LiveText)
- **Presentation Board for Small Group**
  (2 points)

#### Assessment: (19 total points)
- **Attitude Survey/Interest Inventory**
  (2 points)
- **Individual Pre-Assessment Chart**
  (4 points)
- **Group Pre-Assessment**
  (Also submitted to LiveText with final paper)
  (4 points)
- **Progress Monitoring Chart**
  (Also submitted to LiveText with final paper)
  (5 points)
- **Pre- and Post-Assessment Comparison Results**
  (LiveText Component for Literacy Project)
  (4 points)

#### Home/School Communications: (3 total points)
- **Introductory Mentor Teacher Letter**
  (1 point)
- **Introductory Family Letter**
  (1 point)
- **Mentor Teacher Thank You Letter**
  (1 point)

**100 Total Points**
# ECH 350 Assignments and Due Dates

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Jan. 15-16</td>
<td>Introductory Mentor Teacher Letter</td>
<td>1</td>
<td>Sunday, Jan. 19</td>
</tr>
<tr>
<td><strong>Week 2</strong> Jan. 21-23</td>
<td>Orientation Guest Speaker Reflection</td>
<td>2</td>
<td>Sunday, Jan. 26</td>
</tr>
<tr>
<td></td>
<td>Professionalism Statement</td>
<td></td>
<td>Sunday, Jan. 26</td>
</tr>
<tr>
<td><strong>Week 3</strong> Jan. 27-30</td>
<td>Presentation Board for Small Group</td>
<td>2</td>
<td>Sunday, Feb. 2</td>
</tr>
<tr>
<td><strong>Week 4</strong> Feb. 3-6</td>
<td>Introductory Family Letter</td>
<td>1</td>
<td>Sunday, Feb. 9</td>
</tr>
<tr>
<td></td>
<td>Getting Acquainted: Climate and Culture Reflection</td>
<td>2</td>
<td>Sunday, Feb. 9</td>
</tr>
<tr>
<td></td>
<td>Attitude Survey/Interest Inventory</td>
<td>2</td>
<td>Sunday, Feb. 9</td>
</tr>
<tr>
<td><strong>Week 5</strong> Feb. 10-13</td>
<td>Individual Pre-Assessment Charts</td>
<td>4</td>
<td>Sunday, Feb. 16</td>
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<tr>
<td></td>
<td>Group Pre-Assessment Results</td>
<td>4</td>
<td>Sunday, Feb. 16</td>
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<tr>
<td><strong>Week 6</strong> Feb. 17-20</td>
<td>Week 1 Lesson Plans</td>
<td>3</td>
<td>Friday, Feb. 21</td>
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<tr>
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<td>Mentor Teacher Feedback (1)</td>
<td>1</td>
<td>Sunday, Feb. 23</td>
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<tr>
<td><strong>Week 7</strong> Feb. 24-27</td>
<td>Week 2 Lesson Plans</td>
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<td>Friday, Feb. 28</td>
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<td>Week 1 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
<td>Sunday, Mar. 1</td>
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<tr>
<td><strong>Week 8</strong> Mar. 2-5</td>
<td>Week 3 Lesson Plans</td>
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<td>Friday, Mar. 6</td>
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<tr>
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<td>Week 2 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
<td>Sunday, Mar. 8</td>
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<tr>
<td><strong>Mar. 9-12</strong></td>
<td>Spring Break</td>
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<tr>
<td><strong>Week 9</strong> Mar. 16-19</td>
<td>Week 4 Lesson Plans</td>
<td>3</td>
<td>Friday, Mar. 20</td>
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<td>Week 3 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
<td>Sunday, Mar. 22</td>
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<tr>
<td><strong>Week 10</strong> Mar. 23-26</td>
<td>Week 5 Lesson Plans</td>
<td>3</td>
<td>Friday, Mar. 27</td>
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<td></td>
<td>Week 4 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
<td>Sunday, Mar. 29</td>
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<tr>
<td>Week 11</td>
<td>Mar. 30-Apr. 2</td>
<td>Week 6 Lesson Plans</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>Week 5 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
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<tr>
<td>Week 12</td>
<td>Apr. 5-9</td>
<td>Week 6 Reflection of Daily &amp; Weekly Small Group Lesson</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Small Group Instruction Lesson Observation (with video clip)</td>
<td>10</td>
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<td>Week 13</td>
<td>Apr. 13-16</td>
<td>Mentor Teacher Thank You Letter</td>
<td>1</td>
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<td>Mentor Teacher Feedback (2)</td>
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<td>Exemplary Lesson Plan with Extended Reflection</td>
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<td>Week 14</td>
<td>Apr. 20-23</td>
<td>Progress Monitoring Chart</td>
<td>5</td>
</tr>
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<td>Implementation of Plan Chart</td>
<td>5</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr. 27-30</td>
<td>Pre- and Post-Assessment Comparison Results</td>
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</tr>
<tr>
<td>Week 16</td>
<td>May 4-7</td>
<td>Final Paper</td>
<td>7</td>
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<tr>
<td></td>
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<td>Submit all required work samples to LiveText</td>
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</table>