ELE 450: Field Experience II-SPRING 2020
Stephen F. Austin State University
James I. Perkins College of Education
Department of Elementary Education

Instructor: Steven A. Josephsen, Ed.D.

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| Office hours: |
| Monday: 1:30 – 3:30 p.m. |
| Tuesday: 11:15-12:15 (Online) |
| Wednesday: 11:15-12:15 (Online) |

| Credits: 3 |
Field-based experience: |
Mon.-Thur. 8:00-11:00 |
Lab: Mon. 11:00-12:00 |

Section I. Course Description: An opportunity to apply theory to practice. Hands-on interaction in mathematics and science instruction. Particular emphasis is placed on pedagogy, philosophy, and professional development.

Prerequisites: Admitted to Educator Preparation; enrolled in Field Experience II
Prerequisite to Student Teaching- a grade of (C) or better in ELE 301, ELE 303, ELE 450, and RDG 415

Course Justification: ELE 450 Field Experience II (3 credits; fully online) spans 15 weeks and contains extensive on site interaction/participation with Placement Faculty/Staff and P-12 public school students. The time requirement for students engaging in online modules is approximately 3 hours or more per week. On Site expectations include the candidates’ clinical teaching experiences, comprehensive lesson plan development (Including TEKS alignment, pre-assessment, technology integration, hands-on learning experiences, post-assessment, reflective analysis of student learning, journal entries, etc.) Responsive, Classroom research & presentation, summative math assessment and observation of clinical teaching. For every hour the student spends engaging with the content, at least two hours are expected per week for 15 weeks in completing the outside work.

Section II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
ELE 450 is a field experience course taken in conjunction with ELE 301, ELE 303, and RDG 415. ELE 450 Field Experience supports the College of Education’s Vision, Mission, and Core Values in that it addresses openness (to new ideas in lab class and field-based classrooms), collaboration (with other teacher candidates, with mentor teachers, and with the instructor), integrity (through demonstration of ethical and professional behavior in field-based experiences, with K-5 students, with mentor teachers and campus administration, and in lab class), academic excellence (through course content, planning and delivery of lessons, and reflection), and life-long learning (through course discussions and field-based application). Though this course does not directly address service, other courses completed during the Field Experience II semester address this value.

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) 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.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.
The field experience aspect of this course provides a hands-on/minds-on learning opportunity for teacher candidates at SFASU. The Field Experience II field experience supports the mission of the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as the SFASU Department of Elementary Education prepares teacher candidates to become competent, successful, caring, and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations and through this field experience, as well as the other field placements in the program and teacher candidates’ work in a variety of teaching venues. Through field placements, teacher candidates also have opportunities to collaborate with external partners to enhance students’ knowledge, skills, and dispositions and to influence the ongoing exchange of ideas. The ACEI standards require that teacher candidates have opportunities to work with students and parents, and in this field placement candidates learn to communicate effectively with parents and have the opportunity to work with students on a regular basis. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. This course is one of three field placements for teacher candidates; through these field placements, the teacher candidates at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

Please follow this link to visit the SFASU College of Education Conceptual Framework:
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**Program Learning Outcomes(PLOs) and Student Learning Outcomes(SLOs)**

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2).

- SLO 2.1 Candidates will demonstrate their knowledge of course content including math, science, and other areas as placement warrants.
  - **SLO 2.1.1 Assessment** – Two Science Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. (PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3K, 4.4K, 4.8K, 4.13K, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Cii, 1Biii, 1Ci; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
  - **SLO 2.1.2 Assessment** – Two Math Lesson Plans including TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives, while utilizing technology in the classroom. (PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.8s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 1Biii, 1Cii, 1Biii, 1Ci; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)
  - **SLO 2.1.3 Assessment** – Field Experience II Science or Math Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Cii, 4Dii, 4Di, 4Di, 2Aii)
  - **SLO 2.1.4 Assessment** – Mentor Science or Math Checklist evaluating the application of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Cii, 4Dii, 4Di, 4Di, 2Aii)
  - **SLO 2.1.5 Assessment** – Field Experience II Instructor Professionalism Learning Walk (PPR 4.11K)
  - **SLO 2.1.6 Assessment** - Benchmark II: Field Experience/Professional Practice – Candidate Dispositions by Faculty
  - **SLO 2.1.7 Assessment** - Seminar Observation (From Math Workshop Lesson) & Facilitation (Math 1.4K, 1.9s, 5.4K, 5.17s, 5.18s, 6.7s, TS 1Aii)
  - **SLO 2.1.8 Assessment** - Mental Math Observation & Facilitation (PPR 3.16K; Math 1.12s, 5.6s, 5.9s, 5.20s, 5.22s)

**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).

- SLO 3.1 Candidates will demonstrate their ability to engage, transition, communicate, give directions, question, pace, and motivate children.
SLO 3.1.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; Science 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s; TS 1Di, 1Dii)

SLO 3.1.2 Assessment – Conferring Observation & Logs identifying student understanding related to the lesson objective through questioning (PPR 1.24s, 3.12k, 3.13K, 3.4s, 3.5s, 3.15s, 3.17s; TS 1Dii, 1Fii)

SLO 3.3 Candidates will utilize technology as part of instruction.

SLO 3.3.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 2Aiii, 1Di, 4Cii, 4Dii, 4Cii, 4Di, 2Aii, 1Eiii)

SLO 3.5 Candidates will demonstrate the ability to plan and implement effective instruction in science and math.

SLO 3.5.1 Assessment – Instructional Artifact Presentation which shows evidence of reflection from lessons designed around the TEKS (PPR 4.14s)

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).

SLO 4.1 Candidates will assess and show impact of science and math lessons.

SLO 4.1.1 Assessment – Science and Math Assessments for Lessons demonstrating alignment to the TEKS and activities from the lesson (Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k)

SLO 4.1.2 Assessment – Summative Math & Impact Reflection, includes data analysis using technology, impact on student performance, and self-reflection (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii)

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).

SLO 5.1 Candidates will demonstrate professionalism as an educator.

SLO 5.1.1 Assessment - Field Experience II Science or Math Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aii, 4Cii, 4Dii, 4Cii, 4Di, 2Aii, 1Diii)

SLO 5.2 Candidates will demonstrate ability to self-evaluate for the purpose of self-improvement.

SLO 5.2.1 Assessment – Summative Math & Impact Reflection-includes data analysis using technology, impact on student performance, and self-reflection (PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii)

SLO 5.2.2 Assessment - Journal Responses (PPR 4.17k, 4.13s)

SLO 5.3 Candidates will demonstrate proficiency in written communications to parents.

SLO 5.3.1 Assessment –Responsive Classroom Assignment, including Parent Brochure (PPR 2.2s, 2.3s)

SLO 5.3.2 Assessment - McKinney Vento & FERPA Quiz (PPR 4.16s; TS 6Di)

SLO 5.4 Candidates will demonstrate understanding related to establishing a responsive classroom environment

SLO 5.4.1 Assessment- First 15 Days of School Quiz (PPR 2.2s, 2.3s)

Section III. Course Assignments, Activities, Instructional Strategies, and Use of Technology: See separate document (Course Timeline) detailing class assignments and due dates.

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. Remember that modules must be completed prior to lab class.
SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

**Success with Accessing Assignments** Begin your assignments early in case you have technology problems. Then you have time to receive the tech help you need and still complete course requirements on time. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

**ASSIGNMENTS**
Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. You are also responsible for contacting your mentor teacher, if missing a day of observations. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. Teacher candidates will upload lesson plans to LiveText at the end of the semester. **Failure to upload the required documents into LiveText will result in zero credit being received for those assignments.** Standards associated with each assignment are located in Section II with the PLOs and SLOs.

- McKinney Vento & FERPA Module - This module will be completed via D2L. In this module, you will:
  - Review module information and complete a quiz (ACEI 5; PPR 4.16s; TS 6Di)
- The First 15 Days of School Module - This module will be completed via D2L. In this module, you will:
  - Review module information and complete a quiz (PPR 2.2s, 2.3s)
- Science Lesson Plan I and II – You will create lesson plans which include TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. This lesson will be whole-group and should last approximately 30 minutes. You are expected to incorporate technology into the lessons you will teach. When submitting the lesson plans, include all additional materials (e.g., Prezi, data sheet, visual aids, assessment, etc.). You will submit your lesson plan materials both to your instructor via D2L and to your mentor teacher. Lesson Plans must also be uploaded to LiveText. (ACEI 2; PPR 1.9k, 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ciii, 1Biii, 1Cii; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
- Full Math Lesson Plan - You will create lesson plans which includes TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. This lesson will be presented whole-group for approximately 60 minutes. You are expected to incorporate technology into the lessons you will teach. When submitting the lesson plan, include all additional materials (e.g., Prezi, data sheet, visual aids, assessment, etc.). You will submit your lesson plan materials both to your instructor via D2L and to your mentor teacher. This lesson plan must also be uploaded to LiveText. (ACEI 2; PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aiii, 1Ei, 2Bi, 3Bi, 1Ciii, 1Biii, 1Cii; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)
- Mental Math Lesson Plan - You will create lesson plans which includes TEKS alignment, TEKS, thinking level, learning objective, ELPS, and language objectives. Your lesson plans must include an assessment aligned to the TEKS and your objective. This lesson will be whole-group and should last approximately 10-15 minutes. You are expected to incorporate technology into the lessons you will teach. You will submit your lesson plan materials both to your instructor via D2L and to your mentor teacher. After teaching this lesson, you will submit a written reflection that will be included as part of your assignment grade. The purpose of the reflection is to promote reflective teaching. (ACEI 2; PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s,
• Journal Responses—You will complete 3 journal responses as part of this course. Your instructor will provide prompts for each journal response assignment. (PPR 3.4k, 3.12k, 3.14k, 3.4s, 3.5s, 3.6s)

• Responsive Classroom Presentation—You will research an article from the responsive classrooms website of interest to you and relative to your placement. You will develop a 15-20 minute presentation based on the article to present during lab and a brochure to share this information with parents. (ACEI 5; InTASC 9, 10; PPR 2.2s, 2.3s)

• Instructional Artifact Sample—You will create a presentation showcasing instructional artifacts and teaching experiences which shows reflection based on your lessons designed around mathematics and science TEKS. You will attend an artifact presentation session to present your own information and to learn from other teacher candidates. (ACEI 3; InTASC 2, 3, 5, 7, 8; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii)

• Summative Math & Impact Reflection—You will complete a summative written reflection assignment in which you detail the mathematics you observed in Field Experience II. You will also incorporate a reflection from your full Math lesson in which you analyze the assessment from your lesson. (ACEI 5; InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii; Technology 3.5s, 4.3K, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

FIELD-BASED TEACHING
• In the field location, you are expected to take on the role of teacher. This means that you are expected not only to teach the lessons that are part of this course but are also expected to constantly observe students, learn from your mentor teacher and students, take initiative in the classroom, and work with students in whole groups, small groups, and one-on-one. You are expected to maintain a positive attitude in the classroom and to be receptive of requests from your mentor teacher, as well as feedback from your mentor teacher and instructor. Please refer to the handbook for additional information. You will be evaluated based on the following teaching experiences (ACEI 5; InTASC 9, 10; PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s)
  o Science Lesson Observed
  o Full Math Lesson Observed
  o Mental Math (P/F)
  o Conferring (P/F)
  o Morning Meeting (P/F)
  o Walkthroughs conducted by your instructor

Field Experience II Points
(See description of assignments above)

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<thead>
<tr>
<th>Name of Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>First 15 Days of School Quiz</td>
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<tr>
<td>McKinney.Ferpa Quiz</td>
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<tr>
<td>Mental Math</td>
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<td>Science Lesson Plans 1 &amp; 2 (5 points each)</td>
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<td>Science Lesson OBSERVED</td>
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<tr>
<td>Conferring</td>
<td>P/F*</td>
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<td>Morning Meeting</td>
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<td>Journal Response 1</td>
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<tr>
<td>Learning Walks-Professionalism</td>
<td>P/F*</td>
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<tr>
<td>Instructional Artifact Sample and Presentation</td>
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<tr>
<td>Summative Math Reflection (Impact)</td>
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100 total points

*P/F=Pass/Fail

**Assignment Policy** — Students must complete all assignments and be prepared to participate in lab class discussions. All students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur.

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

**Grading Scale for ELE 450:**

- **A** (100-90 points)
- **B** (89-80 points)
- **C** (79-70 points)
- **F** (69 points or fewer)

Please note that grades will **not** be rounded up. (For example, a final score of 89.5 out of 100 points [89.5%] will be entered as a B). Additionally, you must earn a “C” or better to move on to clinical teaching. Anything below a “C” is a “F”, no “D” will be awarded.

**Field Experience Learning Walks-Professionalism**

Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public charter school campus and the greater community. The expectations below will be observed daily by your field experience supervisor in the form of learning walks.

**Appearance:** Teacher candidates must be appropriately 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 SFA Charter school’s dress code. The SFA Field Experience II nametag must also be worn each day for the duration of your time in the SFA Charter School. See the Field Experience II Handbook for more information on dress and appearance.

**Assigned Responsibilities:** 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.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR SITE and UNIVERSITY CLASSROOM ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour, within one week of absence. **Absences beyond two result in double make-up time or the completion of an alternative pass/fail assignment.** The site supervisor will decide on the format of the make-up.

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

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 activities 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 students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in the SFA Charter classrooms without prior approval from the site supervisor.

Punctuality: Teacher candidates should arrive at their field experience location ten (10) minutes prior to the report time. To be "on time" is to be late. Teacher candidates are expected to remain on the elementary school campus site the full 3-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.

****A combination of any three behaviors that display a lack of field experience professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure from ELE 450 Field Experience II. Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e. being absent 3 times).

In addition to the Professionalism expectations provided above, 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 and may result in failure of the course and/or dismissal from the program.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below.

https://tea.texas.gov/index2.aspx?id=2147501244

Section V. Tentative Course Outline/Calendar
There is a tentative, detailed course calendar included in D2L. Please refer to individual site instructors for changes to the course outline and calendar. Please remember that while Field Experience II follows a uniform course calendar, special circumstances arise requiring occasional adjustments. Below is an overview of important dates in ELE 450:

You will meet with your instructor for lab class at 11 am each Monday

- Feb. 3, 10, 17, 24
- Mar. 2, 16, 23, 30
- Apr. 6, 13, 20, 27

Field Placement Schedule
You will need to report to your assigned K-5 classroom for observations from 8:00am-11:00am Monday through Thursdays.

- Weeks of Feb. 3, 10, 17, 24
- Weeks of Mar. 2, 16, 23, 30
- Weeks of Apr. 6, 13, 20
- Weeks of Apr. 27, May 4 (make-up days)
Other Important dates:
- teach first science lesson between Feb. 3 and Mar. 5
- teach mental math/small group between Feb. 3 and Feb. 27
- begin conferring with small group Feb. 17
- teach second science lesson between Mar. 16 and Apr. 23
- lead morning meeting between Feb. 3 and Apr. 23
- teach full math lesson between Mar. 16 and Apr. 23

Section VI. Readings:
ELE 450 has no required textbook. However, you are required to have a LiveText account with FEM.


LiveText:
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.

FEM:
Field Experience Module: 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 936-468-7050 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.

LiveText COURSE REQUIREMENTS
• Lesson Plans (submit to LiveText and Dropbox)

Section VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

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

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Section VIII. Student Ethics and Other Policy Information:

Attendance
Field Experience II pre-service teacher candidates are expected to be in attendance at their assigned field experience location every day Monday-Thursday unless the course calendar indicates otherwise. Teacher candidates are also expected to be in attendance for weekly lab class.

In Field Experience II, to be on time is to be late – teacher candidates should arrive at their field experience location ten (10) minutes prior to the report time. For example, if a teacher candidate is expected to be in the Charter School from 8:00-11:00am, then the teacher candidate must arrive at 7:50 am to be considered on time. Upon arrival, teacher candidates should make sure to wear name badge/identification, sign in, turn off electronic devices (including cell phones), gather materials needed in the classroom (e.g., journal and pen), and take care of any personal needs. Teacher candidates should be inside of the classroom with students by the official report time.

Teacher candidates are also expected to arrive on time for weekly lab class. For example, if lab class begins at 11:00 am, teacher candidates should be in the classroom with materials ready by that time.

For both field observations and lab class, teacher candidates are expected to make all lesson preparations and take care of personal needs before or after class time. Unless there is an emergency, teacher candidates should not leave the classroom during this time.

Additionally, teacher candidates are expected to remain in the classroom for the full three hours each morning for field observations and for the full lab class time until dismissed by the professor. Leaving early may count as a tardy or an absence.

Attendance at both the field location and lab class is expected and counts toward professionalism. Each unexcused absence from the field location must be made up hour-for-hour without exception. Excused absences will also be made up hour-for-hour, except in the case of extenuating circumstances. Field Experience II teacher candidates are expected to assume the professional role of teacher during this course; as such, it is expected that absences both from the field location and from lab class be minimal. An excused absence is determined by the university instructor. Documented personal illness, documented immediate family illness, SFASU excused athletic events, and immediate family death are examples of excused absences. Documentation must be provided to the instructor before an absence can be categorized as excused. In the event of an absence from the field location, it is the sole responsibility of the teacher candidate to do the following:

- Contact the mentor teacher through email
- Call the school office to leave a message for the mentor teacher
- Contact the instructor through email

This contact should be made prior to the absence whenever possible and as far in advance as possible; it is professional to send a reminder the day prior to the absence, too. In the event of an emergency, the teacher candidate should contact the instructor via email and the mentor teacher via email immediately.

It is the teacher candidate’s responsibility to make up the absence. Make-up times are available on Fridays and must be arranged with the mentor teacher. Unexcused absences must be made up within two weeks of the absence; preferably the absence will be made up within one week, but in the event that a make-up day does not work with the mentor teacher’s schedule, an additional week is available within which to make up the time. Any unexcused absences beyond two, must be made up during “dead week”.

In the event of an extended illness or hospitalization, it is the responsibility of the teacher candidate to communicate with the instructor and mentor teacher to make arrangements.

It is the responsibility of the teacher candidate to schedule exams (e.g., TExES Generalist), work schedules, class schedules, personal needs, etc. around the field observation and lab class hours to avoid absences from these course requirements.
**Tardiness:**
Teacher candidates are expected to arrive prior to the report time for field observations and prior to the start of lab class. Late arrivals reflect poorly on you as a pre-service teacher. Three tardy incidents at the field location is the equivalent of one unexcused absence; this means that you will have to make up a three-hour observation on a Friday if you are tardy three times. Additionally, repeated tardiness may result in referral to the department Program Continuation Committee.

Please refer to the Field Experience II Handbook for policies regarding professional appearance and use of electronic devices. Failure to demonstrate a professional appearance may result in referral to the department Program Continuation Committee. Failure to demonstrate professionalism regarding the presence or use of electronic devices in the field location or the lab class or inappropriate behavior regarding social networking sites and/or the use of electronic devices may result in referral to the department Program Continuation Committee. Please also refer to the Handbook and/or the TEA website for information regarding responsibilities and ethics in the classroom.

**Academic Accommodation for Students with Disabilities**
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:**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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

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

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

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

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

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

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

Section IX. Other Relevant Course Information:

Work Policies—
- Late Work—Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy—The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy—Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments. Refer to Section III of the course syllabus for additional information.

Communication – In an EMERGENCY send a TXT to 936-615-2275. I will respond as soon as I am able. If it is not an emergency, or a question about an assignment, just use D2L email. I will respond in the next block of office hours.

All communication, assignments, discussions, posts, e-mail, or other written materials are to be composed as formal/professional documents. When you compose a document, look at what you have typed before you send it and ask yourself: “If this went viral, how would I be viewed… classroom hero or village idiot? Be a classroom hero! Begin with an appropriate salutation/opening and end by signing your name. Make sure to proofread for typos prior to sending. (FYI Tip: Read your work out loud. If you stumble over your own words, REWRITE that part!)

During the week, I will do my best to answer your email during my office hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. I do not check email nights or weekends (outside of normal working hours). So, if you email a question Friday night, you will not receive a response until Monday. Please also make sure to check your email daily so you do not miss course information and announcements.

Course Reference Information (These are NOT required textbooks):