Prerequisites: Admission into Educator Certification. Enrolled in Field Experience II.

I. Course Description:
Integrating Middle Grades Learning - Two semester hours for practicum. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

Justification: Integrating Middle Grades Learning Practicum” (2 credits) meets twice each week (Monday/Wednesday) for eight hours each day or 16 hours per week to be worked out with the mentor teacher for 15 weeks. Students spend this time in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to be worked out with the mentor teacher for 15 weeks. “Integrating Middle Grades Learning Practicum (2 credits; fully online) spans 15 weeks. Students spend approximately 16 hours a week in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to be worked out with the mentor teacher for 15 weeks.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. They provide coherence for our curriculum, clinical experiences, and assessments. The course is linked to the University vision and values, and demonstrates how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. Special emphasis is placed on dispositions, assessment, professional development, classroom management and effective lesson design and implementation in this course.
MLG Program Learning Outcomes and Student Learning Objectives:

PLO2: The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content
Element B: Interdisciplinary Nature of Knowledge and
Element C: Middle Level Student Standards

SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TASC.31, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (TS 1A(i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(iii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(ii), 3B(iii), 4A(ii), 4B(i), 4B(ii), 4C(i), 4C(ii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

SLO Assessment 1: Lesson Plans (TASC 3.11s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (TS 1A(i), 1B(i), 1B(ii), 1B(iii), 1C(i), 1D(i), 1D(ii), 1E(i), 1E(ii), 1E(iii), 3B(i), 3B(ii), 5B(i), 5D(i)); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.4s, 1.5s, 1.6s, 1.7s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.24s, 1.26s, 1.29s, 2.4s, 3.7s, 3.8s, 3.9s, 3.10s

SLO Assessment 2: Observation and Performance Summary (TASC 4.6s, 4.7s, 4.10s), (TS 1A(ii), 1A(iii), 1C(iii), 1D(ii), 1D(iii), 1E(ii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 2B(iii), 3B(ii), 3B(iii), 4A(ii), 4B(i), 4B(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii)); (PPR 1.13k, 1.3s, 1.8s, 1.11s, 1.18s, 1.22s, 1.25s, 1.27s, 2.4k, 2.1s, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

PLO 3: The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. (AMLE 3)

Element A: Middle Level Philosophical Foundation

Element B: Middle Level Organization and Best Practices

SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (TS 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k)

SLO Assessment 3: Journal Reflections over Best Practices (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

SLO Assessment 5: Language Observation, Performance and Reflection Summaries. (TS 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k)

PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data–informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies

PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers
Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (TS 4D(v)); (PPR 4.3s, 4.7s, 4.8s)

SLO Assessment 4: Professionalism Grade (TS 4D(v)); PPR 4.3s, 4.7s, 4.8s)
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Field 2 Site Agreement  25 points

Lesson Plans (SLO Assessment 1)  150 points
Teacher Candidates will complete three lesson plans for lessons to be observed during this Field Experience. These lesson plans will be submitted prior to teaching each lesson. Each lesson plan will be worth 50 pts.

Lesson Observations (SLO Assessment 2)  300 points
Teacher Candidates will be observed teaching three lessons during this Field Experience. Each lesson observation will be worth 100 points.

Teaching Reflection/ELL Summaries (SLO Assessment 2)  120 points
Teacher Candidates will reflect over the lessons they have taught and provide a written summary of their reflections.

Language Observation, Performance & Reflections (SLO Assessment 5)  240 points

Journal Entries (SLO Assessment 3B)  120 points
Teacher candidates will complete eight journal entries based on their observation and reflections on best teaching practices. Each journal entry will be worth 30 points.

Mentor Teacher Evaluations  50 points
Mentor Teachers will complete a mid-term and final evaluation for each Teacher Candidate. Evaluations will be worth 25 points each.

**Professionalism (attendance log)  50 points
Professionalism grade will be a compilation of points including: class attendance, participation in class discussions, completion of on-line course evaluation and the exhibition of professional behavior in class and in the practicum setting.

*Scoring guides may be found in Course Handbook

IV. Evaluation and Assessments (Grading):


A – 90-100%
B – 80-89%
C – 70-79%
F – below 70%

**Students’ must submit Live Text Assignment (attendance log) into Live Text. Failure to do so will result in a penalty of one letter grade in the course for each assignment not submitted.
### V. Tentative Course Calendar of Assignments

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Actions</th>
<th>To Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 - January 15 - 19</td>
<td>Orientation</td>
<td>Reading of Syllabi and Course Handbook</td>
</tr>
<tr>
<td>Week 2 - January 20 – 26</td>
<td>Complete Orientation</td>
<td>Determine Field Site</td>
</tr>
<tr>
<td>Week 3 - January 27 - February 2</td>
<td>Face-to-Face visit at SFA.</td>
<td>Return Site Agreement in Dropbox</td>
</tr>
<tr>
<td>Week 4 - February 3 - 9</td>
<td>School Site</td>
<td>Begin Field Experience</td>
</tr>
<tr>
<td>Week 5 - February 10 – 16</td>
<td>School Site</td>
<td>Schedule 1st Observation. Journal 1 Due to Dropbox</td>
</tr>
<tr>
<td>Week 6 - February 17 – 23</td>
<td>School Site</td>
<td>Journal 2 Due to Dropbox</td>
</tr>
<tr>
<td>Week 7 - February 24 - March 1</td>
<td>School Site</td>
<td>Schedule 2nd Observation Journal 3 Due to Dropbox</td>
</tr>
<tr>
<td>Week 8 - March 2 - 8</td>
<td>School Site</td>
<td>Mid Term Mentor Evaluation Due Journal 4 Due to Dropbox</td>
</tr>
<tr>
<td>Week 9 - March 9 - 15</td>
<td>Spring Break!</td>
<td>Rest and Relaxation</td>
</tr>
<tr>
<td>Week 10 - March 16 - 22</td>
<td>School Site</td>
<td>Journal 5 Due to Dropbox</td>
</tr>
<tr>
<td>Week 11 - March 23 - March 29</td>
<td>School Site</td>
<td>Schedule 3rd Observation Journal 6 Due</td>
</tr>
<tr>
<td>Week 12 - March 30 - April 5</td>
<td>School Site</td>
<td>Journal 7 Due to Dropbox</td>
</tr>
<tr>
<td>Week 13 - April 6 - April 12</td>
<td>School Site</td>
<td>Journal 8 Due to Dropbox</td>
</tr>
<tr>
<td>Week 14 - April 13 - 19</td>
<td>School Site</td>
<td></td>
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<tr>
<td>Week 15 - April 20 - April 26</td>
<td>School Site</td>
<td></td>
</tr>
<tr>
<td>Week 16 and 17 - April 27 - May 4</td>
<td>School Site</td>
<td>No Final - Final Mentor Evaluation and **Attendance Log Due - May 4 **Attendance Log - D2L and LiveText</td>
</tr>
</tbody>
</table>
**This assignment is related to accountability and accreditation and are submitted into LiveText**

**Required Textbook:** No textbook for MLG 401P.

**Recommended:** MLG 402 Binder.

**Required: LiveText FEM Add-On Instructions for Students**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. Failure to purchase and activate the account and/or submit the required assignments within the FEM system may result in course failure.

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

If you have a question about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@jacks.sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@jacks.sfasu.edu. Failure to do so may result in course failure.

**VI. Course Evaluations:**

*Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

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

**VII. Student Ethics and Other Policy Information: Policy 6.7**

**Attendance:** Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which you are 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. 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 depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Through D2L, professors are provided your attendance data. Please be sure to log in and spend time in each.

**Students with Disabilities:** Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 Integrity:** Policy 4.1
Academic integrity is a responsibility of 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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work, when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission 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**

Ordinarily, 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. 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 prohibition 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.judicial/earlyalert.asp](https://www.sfasu.judicial/earlyalert.asp) or call the office at 936-468-2703.

**LiveText:**

This course uses the LiveText 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 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 account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at: https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

VIII. Other Relevant Course Information:

Expectations

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk. Grammarly.com is a free website that can assist in grammatical errors that even Word doesn't detect. I highly recommend running all discussions through this site before submitting work.

2. All submitted work must be typed unless the instructor provides a template (i.e.in- class assignments). Handwritten work will not be accepted.

3. In order to pass this course ALL WORK must be completed and submitted to the instructor.

4. All work should be completed by the due date. The grade for all work turned in within 1 week of the due date will be penalized by 10%. The grade for all work turned in within 2 weeks of the due date will be penalized by 20%. After two weeks, work must be completed and turned in, but will receive a grade of 0. Any exceptions must be approved ahead of time by the professor.

Professionalism:

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Gossipping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

Cell phones should be turned off during class. Texting during class is not a professional behavior. Violations of this policy will result in a reduction of your professionalism grade (Conduct in class).

Any falsification of documents regarding attendance will be considered a violation of the educator code of conduct as well as the code of student behavior. When submitting your hours, please check that all information is accurately tabulated and the teacher has verified the hours.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due February 1, 2013. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For **Fall 2020 Student Teaching**, the following dates have been established:

1. Currently – On-line application available
2. February 15, 2020 – Deadline for submitting on-line application
3. August 15, 2020 - Passing scores on the content exam