Secondary Education and Educational Leadership

SED 450.007 Lab
Assessment for Diverse and Contemporary Classrooms Lab

Spring 2020

Instructor: Linda J. Black, PhD                              Course Time/Location: SFA Partner School Districts
Office/Phone: ECRC 936-468-1847                              Credit: 1
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Prerequisites: HMS 203, SED 370, SED 371, SED 372 and Admission to the Educator Preparation Program.

I. Course Description: This course seeks to provide 50 hours of sustained field experience opportunities in local schools for pre-service teacher candidates in order to apply the knowledge and skills of effective instructional and classroom management practices to an actual secondary classroom setting. Teacher candidates observe and interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds and teach lessons in secondary classrooms. This course is a prerequisite for Clinical Practice (Student Teaching).

SED 450 Assessment Contemporary Classrooms Lab (1 credit) is the field experience that is taken concurrently with SED 450. The field experience includes 50 hours over a 15-week period in classrooms supervised by a classroom teacher and university instructor. During the field experience, pre-service candidates complete required readings, assignments, plan three detailed lessons in their content area, teach those lessons in local schools, and complete all required assessments and documentation.

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

II. Intended Learning Outcomes (Program/Course/Student):
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
3. The candidate will design an effective classroom management plan for diverse learner-centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)

Intended Student Learning Outcomes:
1. The candidate will apply the knowledge and skills of effective instructional, assessment, and classroom management practices to an actual secondary classroom setting.
2. The candidate will effectively interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds by teaching lessons in secondary and/or elementary classrooms.

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:

For additional information on meaningful and measurable learning outcomes see the assessment resource page

III. Course Assignments, Activities, and Use of Technology:

a. Introduction to Mentor Teacher’s Class (25 pts.) Each student will create a VISUAL presentation to introduce himself/herself to the mentor teacher’s class using PowerPoint/Prezi, video, or a poster board. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking.
b. **Interview of Mentor Teacher (40 pts.)** Each intern will interview his/her mentor teacher about their educational background as well as classroom management policies. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking.**

c. **Four Observations and Reflection of Teachers as a Mid-Term Exam (140 pts. total)** Each intern will observe 4 different secondary teachers in local schools- his/her own mentor teacher, one other teacher in his/her content area if possible, and then 2 other teachers from a required list. Each intern will complete a structured observation form while observing his/her own mentor teacher and then use that form as a model to observe and take notes on the 3 other teachers as well. The final product will be a 2-page reflection paper comparing the teaching and management styles of all 4 teachers. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking. (Training in TEKS)**

d. **Authentic Assessment- Teaching Lessons 1 and 2 (60 pts. each = 120 pts.)** Each intern will teach at least 3 complete lessons in his/her mentor teacher’s classroom with the first lesson videotaped by the intern and the third lesson evaluated by SFA faculty. (Training in TEKS) **Supports the COE core value of academic excellence through critical, reflective, and creative thinking. Each of the first 2 lessons will include 3 parts:

- a lesson plan (20 pts.),
- a reflection paper analyzing the lesson (20 pts.), and
- the teacher's evaluation of the lesson (20 pts.).

e. **Authentic Assessment- 3rd and Final Teaching Lesson- (254 pts.)** The final lesson will include 6 parts: a pre-assessment, a lesson plan, graphing of assessment data, self-evaluation of lesson, three-part self-reflection, and evaluations by the SFA professor and the mentor teacher. **The final lesson and all related materials must be submitted as a hard copy. This assignment will also provide practice for the same assignment during student teaching.** **Supports the COE core value of academic excellence through critical, reflective, and creative thinking. (Training in TEKS)**

f. **Two Formative and Two Summative Evaluations of Mentors and Interns (93 pts.)** Each intern will complete a mid-term formative and an end-of-semester summative evaluation of his/her mentor teacher and each mentor teacher will complete a formative and a summative evaluation of the intern as well. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking. (Training in TEKS)**

g. **Field Experience Hours (50 pts.):** Each intern will complete a minimum of 50 clock hours total at the appropriate field site, 5-6 clock hours per week for a minimum of 10 weeks. **Supports the COE core value of collaboration and shared decision-making.**

h. **Authentic Assessment- Resume and Mock Interview (80 pts.)** Each intern will create a professional resume and participate in a mock interview with a SFA faculty member in preparation for professional experiences. **Supports the COE core value of Life-long learning.**

i. **Final Reflection Paper about Field Experience: (50 pts.)** Each intern will write a minimum of one page reflecting on his/her field experience and answering specific question prompts as well. **Supports the COE core value of academic excellence through critical, reflective, and creative thinking**

j. **Professional Dispositions in Lab (100 pts.)**- At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, tardies, participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, and professional responsibility. **Supports the COE core value of integrity, responsibility, diligence, and ethical behavior.**

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K. **Failure Clause:** You may immediately earn an “F” in BOTH SED 450 & SED 450Lab due to the following reasons:

- You falsify any records or documents, including hour sheets
- Your placement site teacher or administrator asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You take, consume, buy, sell, provide, or have in your possession, alcohol or illegal drugs in any form, on a school campus or at an event where you are receiving field experience hours or class credit
I understand that any of the above violations will result in an “F” in BOTH SED 450 and SED 450Lab, and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

A. You may also earn an “F” in the course and/or the lab due to the following reasons:
   - You have accumulated 5 unexcused absences. (Two tardies will count as one absence.)
   - In SED 450Lab, you have not completed your required number of field experience hours, 30 hours for Music/DFHH/ Special Ed. majors, and 50 hours for all other majors.

B. **Students who earn a “D” or “F” in any SED 450 course must re-take the course and make at least a “C” to move forward. Students who earn a “D” or “F” in SED 450 or SED 450 Lab will NOT be allowed in Clinical Practice (Student Teach). They are required to re-apply for the internship SED 450/SED 450Lab and to meet with the Department Chair and Secondary Program coordinator before re-applying.**

IV. Evaluation and Assessments (Grading):

Student grades will be determined by the following criteria:

1. Introduction to mentor class 25 pts.
2. Interview 40 pts.
3. Mid-Term Exam (4 observations and 2-page reflection) 140 pts.
4. Teaching first 2 lessons with lesson plans and reflections 120 pts.
5. Final Lesson Teach 254 pts.
6. Two Formative and Two Summative Evaluations 93 pts.
7. Intern Hours 50 pts
8. **Resume and Mock Interview 80 pts.
10. Professional Dispositions 100 pts.

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

V. Tentative Course Outline/Calendar:

**Week # 1, 2 and 3:** Meet on SFA campus and prepare for internship

**Week # 4-14:** Intern Hours on a local school campus

VI. Required texts, websites, articles, technology, etc.

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

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

2. **Required: Course packet only available at Staples.** This contains all of the forms, etc. you will use in SED 450 and SED 450 Lab and in your time at the local school. You will need a 2-inch 3-ring binder for this packet and this will also be used also for all the handouts in the SED 450 class.

VII. Other Research-Based Readings Provided in Class:


VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 eh COE 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, ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

IX. Student Ethics and Other Policy Information:

A. **Attendance**- Each intern is required to be in the mentor’s classroom at the agreed upon time for 5-6 hours per week for 10 weeks for a total of 50 hours (30 hours for Music/Special Ed./Deaf Ed. majors), or they FAIL SED 450 Lab. There are NO personal days for internship hours. **If the intern is absent, the hours must be made up at another time during the following weeks at the mentor’s teacher’s discretion.** If the intern acquires 5 absences without proper documentation, the intern fails the course and must re-take SED 450 Lab. This is the same requirement as in Student Teaching. The intern is REQUIRED to notify his/her mentor teacher if absent from a scheduled time. Failure to notify your mentor teacher when absent will be grounds for a meeting with the instructor and the Secondary Education department chair and possible dismissal from the Secondary Internship course.

**Excused Absences for SFA Classes**- Officially excused SFASU days are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed. **No documentation is an unexcused absence.**

B. **Tardies**- Two tardies (or leaving your mentor class early) will count as one absence. This is the same rule as in SFA Student Teaching.

C. **Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

D. **Student Academic Dishonesty:** Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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

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

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

**Student Appeals**

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

**E. Withheld 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.

**F. 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**G. 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.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

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

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

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

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

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

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

I. Mobile technology:
Please turn off any mobile phones or other electronic devices prior to entering your mentor’s class unless your mentor asks you to use it for a specific task. If the instructor asks you to refrain from using your personal and/or mobile devices in class and you continue to do so, that is a violation of your professional behavior and will be documented. It will not only affect your evaluation/grade in this course but could also be cause for dismissal from the program. If you are expecting an important call during class time, please inform the instructor before class.

J. Undergraduate Teacher Certification
The “Undergraduate Initial Teacher Certification Handbook”, available on-line at the college of Education website contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.

K. Contacting Your Instructor
Students should expect a response from your instructor to emails and phone calls within 24-48 hours from their contact efforts, between Monday 10 am - Friday at 5 pm, except for school holidays and when instructors are attending out of town meetings or conferences.