INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Diaz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 201</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Marisol.Diaz@sfasu.edu">Marisol.Diaz@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Hours For the course</td>
<td>Mondays from 1-2 (online). We can schedule an appointment at other times. Just send me an email 😊</td>
</tr>
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COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>M/W, 8:15-10:15am</th>
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<tbody>
<tr>
<td>Lab</td>
<td>M, 2:00-2:50</td>
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<tr>
<td>Course Location</td>
<td>TBA/ECRC 204</td>
</tr>
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<td>Credit Hours</td>
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</tbody>
</table>

COURSE INFORMATION

I COURSE DESCRIPTION

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

II PREREQUISITES

Admitted to Educator Preparation, Enrolled in Field Experience I semester and accompanying block courses (ELED 3330, ECED 3310, READ 3330). C or better in this course is required as a prerequisite for Field Experience II.

III DIVERSITY STATEMENT

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

IV COURSE JUSTIFICATION

ECED 3320 “Field Experience I” (3 credit hours) This three-hour course places teacher candidates on PK-6 public-school campuses during the experience referred to as Field Experience I either F2F or virtually. The objectives and subsequent activities of this Field Experience 1 are designed to help the teacher candidate apply his/her knowledge and skills in the public-school. The objectives and activities for Spring 2021 will be accomplished through weekly course material participation and virtual field observations. To prepare for field placement expectations, candidates are expected to read weekly course material and participate in one-on-one, small group, and whole group discussions. The candidate should expect a minimum of two hours of class preparation for each credit hour.

*Field placement may move to virtual due to COVID-19 related concerns. Please be prepared for possible changes

THEORY & PEDAGOGY RATIONALE FOR COURSE

“Critical reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply ‘blah, blah, blah’, and practice, pure activism.”

(Freire, 2005, p.30)

PK-12 schools are growing increasingly culturally and linguistically diverse as well as socioeconomically stratified. Preparing teachers to enter the profession requires that candidates have strong content knowledge and a profound understanding of the inseparable relationship of theory and practice (Darling-Hammond & Bransford, 2005; Freire, 1998; Kincheloe, 2012). Among the various academic disciplines, literacy is perhaps the most foundational since it serves both as a modus for learning and as a communication tool.

This course is designed to guide teacher candidates in the application of best literacy teaching practices, culturally relevant pedagogies, critical thinking, and reflective praxis. As can be seen in the diagram (Figure 1), the conceptual framework of the profession of teaching requires an overlapping set of knowledge. These include, knowledge of learner & their development in social
Course assignments, readings, and discussions aim to build the capacity of teacher candidates in each of these areas. Further, as can be seen by the framework, the teaching profession exists in a democratic context. As the authors state, “it is important for teachers to understand their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society” (Bransford et al, 2005, p. 11).

To achieve this goal, teacher candidates will engage in extensive critical reflection. Reflecting on what is heard, read, or observed is crucial to learning. It is through the metacognitive act of reflection that one attains a clearer perspective on what is known (Dewey, 1997; Vygotsky, 1986). Therefore, among other methods, the course will use journaling to attain this indispensable component of learning. This course will also utilize lecture, readings, and audio/visual materials such as Power Points and films, to present content material in class. The course will also use discussions among peers and professor to analyze ideas, topics, and construct meaning together. This social interaction is essential to learning. Knowledge that is co-constructed deepens meaning making (Gee, 2012; Vygotsky, 1986) and critical thinking skills (Boroditsky, 2011; Piaget, 1978); therefore, this pedagogical tool will also be used.

Finally, the course will explore social justice issues and cultural and sociopolitical issues, that relate to education in order to gain a more coherent view of the educational system and the vast power that it holds in society (Anyon, 2014; Apple, 1978; Chomsky, 2000; Darling-Hammond & Bradsford, 2005; Freire, 2001, Sleeter & Delgado Bernal, 2004).

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References


V

**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT**

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>STUDENT LEARNING OUTCOMES AND ASSESSMENT</th>
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</table>
| PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work | SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.  
- SLO 1.a.1 Assessment – Social Studies Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment. (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, 3.7a, 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, 1Cii, 2Bi, 1Cii, Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)  
- SLO 1.a.2 Assessment – English Language Arts Lesson Plan including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment while utilizing technology in
collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

SLO 1b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

SLO 2a Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.

SLO 3.1 Assessment – Field Experience I Social Studies or ELAR Instructor Formative Evaluation including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment. (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, 2.7a, 2.8s, 2.8s, 2.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.9s, 5.10s, 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, 1Ci, 1Bi, 1Ci, 1Bi; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 7c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

SLO 3.2 Assessment – Field Experience I Social Studies or ELAR Instructor Formative Evaluation including lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.7a, 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 1D1i, 2Aiii, 4Ci, 4Dii, 4Di, 4Di, 2Aii)

SLO 3.3 – Candidates plan instruction including goals, materials, learning activities and assessments.

SLO 3.4 – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

SLO 4a Candidates use a variety of instructional practices that support the learning of every child.

SLO 4.1 Assessment – Field Experience I Social Studies or ELAR 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, 7.9k, 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 1D1i, 1D1i)

SLO 4.2 Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

SLO 4.4a Assessment – Field Experience I Social Studies or ELAR 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, 7.9k, 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 1D1i, 1D1i)

SLO 4.4e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

SLO 4.4f Assessment – Field Experience II Social Studies or ELAR 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, 7.9k, 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 1D1i, 1D1i)

SLO 4.8g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

SLO 4.9 Assessment – Field Experience II Science or Mathematics 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, 7.9k, 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 1D1i, 1D1i)
VI COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, 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. **You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.** This course is completely web-based on D2L. This course may be accessed through MySFA or directly at [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

**Success with Accessing Assignments**

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Begin your assignments early in case you have technology problems. Then you have time to receive the technology 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. 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 in Section II with the PLOs and SLOs.

- **Lesson Planning** – PST’s will understand components of an in-depth lesson plan of pedagogy & practice. PSTs will engage in various activities to study and develop each component of the lesson plan to write and teach two lessons. This component will consist of 50% of the total grade in this course.
  - **Develop ELAR Lesson Plan** - PSTs will submit a lesson plan for an ELAR lesson based on TEKS provided by the mentor teacher. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (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, 1.12s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.3s, 1.4s, 4.3k, 4.4k, 4.7k, 4.13k. ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2a, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Bi, 1Ki, 2Bi, 3Bi, 1Cii, 1Bi, 1Ci; Technology 6.3k, 6.3s, 6.4s, 6.6s, 6.11s)
  - **Teach ELAR Lesson** - PSTs will teach a ELAR lesson based on a TEKS provided by the mentor teacher. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (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)
  - **Develop Social Studies Lesson Plan** - PSTs will submit a lesson plan for a Social Studies lesson based on TEKS provided by the mentor teacher. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (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, 5.7k, 5.9s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aii, 1Ei, 2Bi, 3Bi, 1Cii, 1Bi, 1Ci; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.12s, 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)
• **Teach Social Studies Lesson** - PSTs will teach a Social Studies lesson based on a TEKS provided by the mentor teacher. All required lesson plan information should be included and written in enough detail for another educator (or parent in a remote setting) to follow. (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)

• **edTPA Support** – PSTs will understand requirements and engage in activities that prepare them for their own edTPA portfolio. This component will consist of 20% of the total grade in this course.

• **edTPA Overview/Context for Learning** - PST’s will complete a Context for Learning on their field experience placement. (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)

• **edTPA Task 1 Assignment** - PST’s will explore concepts related to edTPA task 4 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (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)

• **edTPA Task 2 Assignment** - PST’s will explore concepts related to edTPA task 2 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials (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)

• **edTPA Task 3 Assignment** - PST’s will explore concepts related to edTPA task 3 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (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)

• **edTPA Task 4 Assignment** - PST’s will explore concepts related to edTPA task 4 and complete a scavenger hunt and reflection for the edTPA task based on an overview of the edTPA handbook and video tutorials. (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)

• **State Certification Testing** – PSTs will be cleared to take the TExES Content Exam by mid-term and at the very least signed up to take the actual exam by the end of the semester. This component will consist of 5% of the total grade in this course.

**TExES CORE Subjects EC-6 (391) Clearance** - PSTs will take each of the following content practice tests on 240 Tutoring until they pass with at least 80%. PSTs will submit proof of passing at 80% or higher in each content area to be cleared by the Department of Education Studies to take the TExES CORE Subjects EC-6 exam:

- TExES CORE Subjects EC-6 (391): English Language Arts and Reading
- TExES CORE Subjects EC-6 (391): Fine Arts, Health, and Physical Education
- TExES CORE Subjects EC-6 (391): Mathematics
- TExES CORE Subjects EC-6 (391): Science
- TExES CORE Subjects EC-6 (391): Social Studies

**Class presentation of literacy strategy: 7 points**
Teacher candidates will present and demonstrate a literacy strategy to the class. This assignment has two parts. First is the demonstration of the literacy strategy. Class peers will roleplay elementary students and you will present the lesson as if you were teaching it. In your demonstration of the strategy you must differentiate for ELLs (a group of students will be randomly selected) and students with special needs. After you demonstrate the strategy, you will briefly review the strategy through a presentation. The presentation is part II. Include: Instructional focus, scaffolding for English Language Learners, and how and when use the strategy.

**Critical Reflection Journal: 10 points total**
Teacher candidates will write one journal entry for each week they are in placement. The reflection should connect to the concepts learned in class and observed in the field. The professor will provide weekly prompts and guiding questions for each submission.

**Reading & Documentary Responses: 8 points total**
Teacher candidates will respond to articles and documentaries at various points throughout the semester in D2L.

<table>
<thead>
<tr>
<th>Prompt/assignment</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentary: The Eye of the Storm. (Guiding questions will be provided during class)</td>
<td>Week 2</td>
<td>1</td>
</tr>
</tbody>
</table>
| Watch the video clip, Learning Matters: Closing the Vocabulary Gap in Chicago Schools (link on D2L):  
  1. What is the vocabulary gap?  
  2. What factors create the vocabulary gap?  
  3. Why is addressing the vocabulary gap crucial to literacy and academic achievement in schools? | Week 3   | 1      |
| Watch the documentary, Separate & Unequal (link on D2L):                         | Week 4   | 2      |
1. What was the main idea of the documentary?
2. How might this documentary be relevant to teaching & learning within the context of literacy?
3. As a future educator, what did this documentary make you think about?

Read the article: Students in Detroit Are Suing the State Because They Weren’t Taught to Read in the Atlantic (link on D2L)
1. What were the educational conditions of the students and how did this affect their literacy?
2. What does the lawsuit argue?
3. What do you think about the students position? Is literacy a constitutional right?

Week 8 1

Read the article: Court Rules Detroit Students Have Constitutional Right To An Education:
1. What is the historical precedence of this case?
2. What is the conclusion in this case?
3. As a future educator, what are the implications for teachers?

Week 9 1

Watch the documentary, The Chicano Movement: Taking back the schools (link on D2L)
1. Describe the conditions in the Los Angeles schools during the late 1960s. What were the educational prospects for Mexican American students at that time?
2. What were the students demanding?
3. What was the role of the school board, the police, and the FBI during the walkouts?

Week 10 2

Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning</td>
<td>ELAR Lesson Prep, Plan, Teach, Assess, Reflect</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Social Studies Lesson Prep, Plan, Teach, Assess, Reflect</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>edTPA Support</td>
<td>edTPA Overview/Context For Learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>edTPA Task 1 Assignment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>edTPA Task 2 Assignment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>edTPA Task 3 Assignment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>edTPA Task 4 Assignment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>State Certification</td>
<td>TExES CORE Subjects EC-6 (391): English Language Arts and Reading Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES CORE Subjects EC-6 (391): Fine Arts, Health, and Physical Education Clearance</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>TExES CORE Subjects EC-6 (391): Mathematics Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
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<td>TExES CORE Subjects EC-6 (391): Science Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES CORE Subjects EC-6 (391): Social Studies Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Field Experience I</td>
<td>Critical Reflection Journal</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td>Class presentation of literacy strategy</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading &amp; Documentary Responses</td>
<td>8</td>
<td>25%</td>
</tr>
</tbody>
</table>

Assignment Policy — Students must complete all assignments and be prepared to participate in 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.
VII EVALUATION AND ASSESSMENTS (GRADING)

Grading Scale for ECED 3320

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

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 - 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 engage with an elementary campus, even in virtual formats. Their attire must comply with the NISD policy.

**Assigned Responsibilities:** Teacher candidates must follow the lead of the field experience supervisor and mentor teacher to 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. 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. 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 I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

**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 any mentors’ 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. Candidates are expected to document attendance each day. Punctuality expectations also apply to virtual observations.

****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 ECED 3320 Field Experience I. Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate communication that is rude and unprofessional, 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](https://tea.texas.gov/index2.aspx?id=2147501244)

VIII TENTATIVE COURSE TIMELINE

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.

IX ADDITIONAL RESOURCES TO SUPPORT LEARNING

ECED 3320 textbook requirement:


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. LiveText account, ISBN: 978-0-979-6635-4-3.

FEM:
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)
- Field Experience Time Log (submit to LiveText)

Suggested readings to expand your thinking on education:


XI STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

- **ATTENDANCE**
  Field Experience II pre-service teacher candidates are expected to be in attendance for any scheduled meetings or activities between Monday and Thursday, between 8:00 a.m. and 11:00 a.m., unless directed otherwise. For all online meetings, occurring through Zoom, candidates cameras must be turned on and the candidate must be visible for the duration of the meeting to be counted as present for the meeting, unless otherwise approved through email by the course instructor.

- **ACADEMIC ACCOMMODATION FOR 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, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

- **STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**
  Abiding by university policy 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**
    - 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 (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: POLICY 10.4**
  Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of
others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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 Early Alert Program at SFA.

- **STUDENT SUPPORT**
  SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
  - **On-campus Resources:**
    - SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 936-468-2401
    - SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041
  - **Crisis Resources:**
    - Burke 24-hour crisis Line: 1-800-392-8343
    - Suicide Prevention Lifeline: 1-800-273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

- **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.

- **EMAIL COMMUNICATION**
  When you email me, remember that you are emailing a professor—look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 24 hours. If you do not receive an answer in 24 hours (during the week), please re-send the email. I may not check email regularly on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email daily so you do not miss course information and announcements.

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**ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION**

**XII 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. Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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

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

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

### ADDITIONAL COURSE INFORMATION

#### REPEATING THIS COURSE POLICY:
If you are repeating ELED 4330 (formally ELE 450), then ALL of your work must be original to the repeated course. That means work from a previous semester of ELED 4330 (or ELE 450) may **not** be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available.

#### PROFESSIONALISM
Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to **loss of points and/or a course letter grade** for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university;
  
  [http://www.sfasu.edu/policies/class_attendance_excused_abs.as](http://www.sfasu.edu/policies/class_attendance_excused_abs.as)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;
  
  [http://www.sfasu.edu/policies/academic_integrity.as](http://www.sfasu.edu/policies/academic_integrity.as)
- contacting the professor **prior to** missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES **independently** unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES **on or before the due date**;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and

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• maintaining confidentiality **at all times**.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

- **Nondiscrimination**

  “No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)