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

II. PREREQUISITES
   To take ELED 4330, a PST must be admitted to Educator Preparation. Prerequisite to Student Teaching- a grade of (C) or better in ELED 4310, ELED 4320, ELED 4330, and READ 4340 is required.

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
   ELED 4330, “Field Experience II” (3 credit hours) spans 15 weeks. This 3-hour course places teacher candidates on the SFA charter-school campus. The objectives and subsequent activities of this Field Experience II are designed to help the teacher candidate apply his/her knowledge and skills in the charter-school setting. The objectives and activities will be accomplished through 3-hour field placements, two days a week and a one-hour lab class. To prepare for field placement expectations, candidates are expected to read course material and participate in one-on-one, small group, and whole group discussions during the field placement and weekly lab meetings. Teacher candidates are required to plan and implement lessons based on assessed need and state curriculum standards. In addition, teacher candidates complete a variety of written assignments that evaluate their ability to observe and content and pedagogy skills, plan and implement lessons, and interpret/analyze data for future instruction. Teacher candidates will also prepare for content/STR testing and edTPA through various assignments. For each hour a teacher candidate spends engaging with the content he/she spends at least two hours completing associated activities and written assignments.

ELED 4330 is a field experience course taken in conjunction with ELED 4310, ELED 4320, and READ 4340. ELED 4330 Field Experience supports the College of Education’s Vision, Mission, and Core Values in that it addresses openness (to new ideas in lab class and field-based classrooms), collaboration (with other teacher candidates, with mentor teachers, and with the instructor), integrity (through demonstration of ethical and professional behavior in field-based experiences, with K-5 students, with mentor teachers and campus administration, and in lab class), academic excellence (through course content, planning and delivery of lessons, and reflection), and life-long learning (through course discussions and field-based application). Though this course does not directly address service, other courses completed during the Field Experience II semester address this value.

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission Statement**

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

**Values**

In the College of Education at SFA, we value and are committed to: Service that enriches the community; Openness to new ideas, to culturally diverse people, and to innovation and change; Collaboration and shared decision-making; Integrity, responsibility, diligence, and ethical behavior; Academic excellence through critical, reflective, and creative thinking; and Life-long learning.

The field experience aspect of this course provides a hands-on/minds-on learning opportunity for teacher candidates at SFASU. The Field Experience II field experience supports the mission of the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as the SFASU Department of Elementary Education prepares teacher candidates to become competent, successful, caring, and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations and through this field experience, as well as the other field placements in the program and teacher candidates’ work in a variety of teaching venues. Through field placements, teacher candidates also have opportunities to collaborate with external partners to enhance students' knowledge, skills, and dispositions and to influence the ongoing exchange of ideas. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. This course is one of three field placements for teacher candidates; through these field placements, the teacher candidates at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

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

Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

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

**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 collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- 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 - Science 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, 2.2s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ciii, 1Biii, 1Cii; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
  - SLO 1.a.2 Assessment - Mathematics Lesson Plan including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment while utilizing technology in the classroom. (PPR 1.18k, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7k, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aiii, 1Ei, 2Bi, 3Bi, 1Ciii, 1Bii, 1Cii; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b 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 1.b.1 Assessment - Science Remote 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,
motivation and promote students' social and emotional development.

Candidates foster engagement in learning by establishing 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 3.a** Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
  - **SLO 3.a.1 Assessment** - Field Experience II Science or Mathematics Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (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, 1.23s, 1.24s, 1.26s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s, 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1K, 1.2K, 1.3K, 5.3K, 5.6K, 5.7K, 5.5s, 5.19s, 6.55, 7.11K, 7.13K, 7.14K, 7.15K, 7.16K, 7.17K, 7.12S, 8.3S; TS 1AI, 1BI, 1CI, 3AI, 3BI, 1AI, 2BI, 3BI, 1CI, 1III, 1IV; Technology 6.3K, 6.1S, 6.3S, 6.4S, 6.6S, 6.11S)

- **SLO 3.b** - Candidates use assessment results to improve instruction and monitor learning.
  - **SLO 3.b.1 Assessment** - Field Experience II Science or Mathematics Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (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; 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, 1II, 1III, 1IV; Technology 6.3K, 6.1S, 6.3S, 6.4S, 6.6S, 6.11S)

- **SLO 3.c** - Candidates plan instruction including goals, materials, learning activities and assessments.
  - **SLO 3.c.1 Assessment** - Science Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, objective, ELPS, language objectives, and aligned assessment. (PPR 1.9K, 1.8K, 1.1S, 1.3S, 1.4S, 1.6S, 1.7S, 1.9S, 1.10S, 1.11S, 1.12S, 1.13S, 1.14S, 1.15S, 1.16S, 1.20S, 1.21S, 1.22S, 1.23S, 1.24S, 1.26S, 2.7K, 3.7S, 3.8S, 3.9S, 3.10S, 3.11S; Science 1.1S, 1.2S, 1.6S, 4.3K, 4.4K, 4.8K, 4.13K, ISTE 2C; Science 5.3K, 5.4K, 5.6K, 5.8K, 5.9K, 5.10K, 5.11K, 5.2S, 5.3S, 5.4S, 5.5S, 5.6S, 5.8S, 5.9S, 5.10S; TS 1BI, 1CI, 1AI, 3AI, 3BI, 1EI, 2BI, 3BI, 1II, 1III, 1IV; Technology 6.3K, 6.1S, 6.3S, 6.4S, 6.6S, 6.11S)

- **SLO 3.d** - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
  - **SLO 3.d.1 Assessment** - Science Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, objective, ELPS, language objectives, and aligned assessment. (PPR 1.9K, 1.8K, 1.1S, 1.3S, 1.4S, 1.6S, 1.7S, 1.9S, 1.10S, 1.11S, 1.12S, 1.13S, 1.14S, 1.15S, 1.16S, 1.20S, 1.21S, 1.22S, 1.23S, 1.24S, 1.26S, 2.7K, 3.7S, 3.8S, 3.9S, 3.10S, 3.11S; Science 1.1S, 1.2S, 1.6S, 4.3K, 4.4K, 4.8K, 4.13K, ISTE 2C; Science 5.3K, 5.4K, 5.6K, 5.8K, 5.9K, 5.10K, 5.11K, 5.2S, 5.3S, 5.4S, 5.5S, 5.6S, 5.8S, 5.9S, 5.10S; TS 1BI, 1CI, 1AI, 3AI, 3BI, 1EI, 2BI, 3BI, 1II, 1III, 1IV; Technology 6.3K, 6.1S, 6.3S, 6.4S, 6.6S, 6.11S)
  - **SLO 3.d.2 Assessment** - Mathematics Remote Lesson Plans including TEKS alignment, TEKS, thinking level, objective, ELPS, language objectives, and aligned assessment while utilizing technology in the classroom. (PPR 1.9K, 1.8K, 1.1S, 1.3S, 1.4S, 1.6S, 1.7S, 1.9S, 1.10S, 1.11S, 1.12S, 1.13S, 1.14S, 1.15S, 1.16S, 1.20S, 1.21S, 1.22S, 1.23S, 1.24S, 1.26S, 2.7K, 3.7S, 3.8S, 3.9S, 3.10S, 3.11S; Math 1.1K, 1.2K, 1.3K, 5.3K, 5.6K, 5.7K, 5.5S, 5.19S, 6.55, 7.11K, 7.13K, 7.14K, 7.15K, 7.16K, 7.17K, 7.12S, 8.3S; TS 1AI, 1BI, 1CI, 1AI, 3AI, 3BI, 1II, 1III, 1IV; Technology 6.3K, 6.1S, 6.3S, 6.4S, 6.6S, 6.11S)

- **SLO 3.f** - Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.
  - **SLO 3.f.1 Assessment** - Field Experience II Science or Mathematics Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas
ASSIGNMENTS, PROJECTS & EVALUATION

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/

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.
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. PSTs will complete a Context for Learning (InTASC 9, 10; PPR 1.28s; Math 8.1k, 8.2k, 8.3k, 8.5k, 8.8k; TS 2Ai, 5Ci, 5Cii; Technology 3.5s, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c) for 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, 4.3s, 4.5s, 6.11s, 6.18s; ISTE 2c, 3b, 5a, 5b, 6c, 7c)

**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 Science Lesson Plan** - PSTs will submit a lesson plan for a science 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, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Science 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; Science 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bii, 1Cii, Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)

- **Teach Science Lesson** - PSTs will teach a science 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, 2.21s, 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 Mathematics Lesson Plan** - PSTs will submit a lesson plan for a mathematics 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, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bii, 1Cii, Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)

- **Teach Mathematics Lesson** - PSTs will teach a mathematics 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 must successfully pass the TExES CORE Subjects EC-6 (391) exam by course completion. 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:
  o TExES CORE Subjects EC-6 (391): English Language Arts and Reading
  o TExES CORE Subjects EC-6 (391): Fine Arts, Health, and Physical Education
  o TExES CORE Subjects EC-6 (391): Mathematics
  o TExES CORE Subjects EC-6 (391): Science
  o TExES CORE Subjects EC-6 (391): Social Studies

• **Field Experience II Requirements** - PSTs will engage in the following activities to understand and practice pedagogy and content knowledge gained in methodology courses. This component will consist of 25% of the total grade in this course.
  - **McKinney-Vento/FERPA Quiz** - This module will be completed via D2L. In this module, PST’s will review module information and complete a quiz. (PPR 4.16s; TS 6Di)
  - **First 15 Days of School Module Quiz** - This module will be completed via D2L. In this module, PST’s will review module information and complete a quiz. (PPR 2.2s, 2.3s)
  - **Mental Mathematics** - Individually, PST’s will facilitate a mental mathematics strategy to students in their mentors’ classroom. (PPR 1.18K, 1.1s, 1.3s, 1.4s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; Math 1.1k, 1.2k, 1.3k, 5.3k, 5.6k, 5.7k, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aiii, 1Ei, 2Bi, 3Bi, 1Ciii, 1Biii, 1Cii; ISTE 3a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)
  - **Responsive Classroom Presentation** - In pairs, PST’s will research an article from the responsive classroom website of interest. PST’s will develop a 15-20-minute presentation based on the key concepts of the article, along with a brochure that can be shared with parents and present it during a lab class meeting. (InTASC 9, 10; PPR 2.2s, 2.3s)
  - **Morning Meeting** - PST’s will facilitate all components of a morning meeting during morning meeting in their mentors’ classroom. (InTASC 9, 10; PPR 2.2s, 2.3s)
  - **Active Participation/Professionalism** - PST’s attend all required observation days and lab meetings as required. The PST also exhibits professionalism in all settings associated with the course.

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning</td>
<td>Science Lesson Prep, Plan, Teach, Assess, Reflect</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Mathematics 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>20%</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>5%</td>
</tr>
<tr>
<td></td>
<td>TExES CORE Subjects EC-6 (391): Fine Arts, Health, and Physical Education Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES CORE Subjects EC-6 (391): Mathematics Clearance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<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 II</td>
<td>McKinney-Vento/FERPA Quiz</td>
<td>2.5</td>
<td>25%</td>
</tr>
<tr>
<td>Requirements</td>
<td>First 15 Days of School Quiz</td>
<td>2.5</td>
<td></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 ELED 4330:

<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 SFA Charter school’s dress code.

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 II 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 one’s self 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 ELE 450 Field Experience II. Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e. being absent 3 times).

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators' Code of Ethics. Any violation of the Texas Educators' Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

**TENTATIVE COURSE TIMELINE**

**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.

**ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**IX READINGS**

ELED 4330 has no required textbook. However, you are required to have a LiveText account with FEM and purchase a subscription to 240Tutoring.

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

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)

**Course Reference Information (These are NOT required textbooks):**


END OF COURSE

X 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.

UNIVERSITY POLICIES

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

- ATTENDANCE
  Field Experience 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.

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:
   o You enrolled or planning to enroll in an educator preparation program or
   o You are planning to take a certification exam for initial educator certification, and
   o 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.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.

**ADDITIONAL COURSE INFORMATION**

**XIII ADDITIONAL RELEVANT 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.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
  - becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
  - 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
  - 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)

12