Instructor: Dr. Neal Nghia Nguyen, Ph.D.  

Course Time & Location:  
Mondays & Wednesdays at Raquet Elementary 8am-11:00am (Teacher candidates will be notified by the professor to attend the required orientation at Raguet Elementary and receive their assignments from the professor during the first few weeks after their submission of required documents and the administrator’s approval from Raquet).  
Mondays/Field Lab (weekly meetings with the professor) 12am-12:50am in Room 219 at the Early Childhood Research Center/ECRC

Office: Early Childhood Research Center #209L  

Office Hours: Fall 2023  
Mondays 9:00 am-12:00pm (ECRC/in-person); Wednesdays 9:00 am-12:00 pm (Virtual office hours via Zoom and/or in-person by appointment)

Office Phone: 936-468-6608  

Credits: 3 credits hours  

Other Contact Information: Department of Education Studies  
Phone: 936-468-2904  

Email: Nghia.Nguyen@sfasu.edu

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

I. Course Description:

Teacher candidates (TCs) will design and implement developmentally appropriate lessons for learning and instruction that are informed through assessment data.

Course Justification:

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

Course Delivery Modality: F2F or In-Person

PCOE 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.

II. Intended Learning Outcomes, Goals, and Course Objectives

ECED 3320 is a field-based course in which TCs demonstrate and apply theoretical pedagogical knowledge of elementary literacy. Throughout the course, TCs will complete various literacy-related assignments and research projects. Each assignment is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions.

- Vision, Mission, and Value 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 TCs at SFASU. The Field Experience I field experience supports the mission of the College of Education by providing TCs an opportunity to work with P-12 public school students as the SFASU Department of Elementary Education prepares TCs 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 TCs’ work in a variety of teaching venues. Through field placements, TCs 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, TCs 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 TCs; through these field placements, the TCs at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

**Program Learning and Student Learning Outcomes**

PLO 1 TCs 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 TCs 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 – ELAR Lesson Plan Assignments including TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives, and aligned assessment; Reflective Paper (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; ELAR 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; ELAR 5.3k, 5.4k, 5.6k, 5.8k, 5.9k, 5.10k, 5.11k, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s; TS 1Bi, 1Ci, 1Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
- SLO 1.a.2 Assessment – Social Studies 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, 1Ci, 1Bi, 1Cii; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b TCs 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 – ELAR 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, 1.24s, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; ELAR 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; ELAR 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, 1Bi, 1Ci, 1Bi; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b.2 Assessment – Social Studies Remote Lesson Plans 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, 1Ci, 1Bi, 1Ci, 1Bi; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- SLO 1.b.3 Assessment – Weekly Topic Group Discussions (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; 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, 1Ci, 1Bi, 1Ci; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

- PLO 3 TCs assess students, plan instruction and design classroom contexts for learning. TCs use formative and summative assessment to monitor students’ learning and guide instruction. TCs plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. TCs 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 TCs administer formative and summative assessments regularly to determine students’ competencies and learning needs.
• SLO 3.a.1 Assessment – Field Experience I ELAR or Social Studies Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aiii, 4Ci, 4Di, 4Dii, 4Di, 2Aii)

• SLO 3.b – TCs use assessment results to improve instruction and monitor learning.

• SLO 3.b.1 Assessment – Field Experience I ELAR or Social Studies Instructor Formative Evaluation of lesson, including alignment of lesson and assessment to the learning objective (PPR 1.30K, 1.11s, 1.17s, 2.7K, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Di, 2Aiii, 4Ci, 4Di, 4Dii, 4Di, 2Aii)

• SLO 3.c - TCs plan instruction including goals, materials, learning activities and assessments.

• SLO 3.c.1 Assessment – ELAR 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, 1.9s, 2.0s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, 1Cii, 1Bi, 1Cii; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)

• SLO 3.c.2 Assessment – Social Studies Lesson Plans 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, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 2.0s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.19s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; Math 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.16k, 1.17k, 1.18k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k; Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

• SLO 3.d - TCs differentiate instructional plans to meet the needs of diverse students in the classroom.

• SLO 3.d.1 Assessment – ELAR 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, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 2.0s, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.10s, 2.14s, 2.15s, 2.17s, 2.19s, 2.20s, 2.21s, 3.9k, 3.10k, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.18s, 3.20s; TS 1Bi, 1Ci, 1Ai, 3Ai, 3Bi, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, 1Ci, 1Bi, 1Cii, 1Ci, 1Bi, 1Cii; Technology 6.3k, 6.1s, 6.3s, 6.4s, 6.6s, 6.11s)
• SLO 3.d.2 Assessment – Social Studies Remote Lesson Plans 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, 1Aii, 1Ei, 2Bi, 3Bi, 1Ci, 1Bi, 1Cii; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s)

• SLO 3.f - TCs explicitly support motivation and engagement in learning through diverse evidence-based practices.

• SLO 3.f.1 Assessment – Field Experience I ELAR or Social Studies Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; ELAR 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s; TS 1Di, 1Dii)

• SLO 3.f.2 Assessment – Weekly Topic Group Discussions (PPR 2.2s, 2.3s) • PLO 4 TCs 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. TCs use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. TCs use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

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

• SLO 4.a.1 Assessment – Field Experience I ELAR or Social Studies Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; ELAR 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s; TS 1Di, 1Dii)

• SLO 4.c TCs explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

• SLO 4.c.1 Assessment – Field Experience I ELAR or Social Studies Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective
(aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; ELAR 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s; TS 1Di, 1Dii)

- **SLO 4.e** – TCs lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

- **SLO 4.e.1 Assessment** – Field Experience I ELAR or Social Studies Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; ELAR 2.1s, 2.2s, 2.3s, 2.9s, 2.10s, 3.3s, 3.4s, 3.6s, 3.7s, 3.8s, 3.10s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.6s; TS 1Di, 1Dii)

- **SLO 4.g** – TCs effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

- **SLO 4.g.1 Assessment** – Field Experience I ELAR or Social Studies Instructor Formative Evaluation including alignment of lesson and assessment to the learning objective (aligned with Texas Teacher Appraisal System) (PPR 3.1s, 3.2s, 3.3s; Math 5.5k, 5.10s, 5.15s, 7.2k, 7.3k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.10s, 7.11s, 7.13s, 7.14s, 7.15s, 7.17s, 7.19s, 7.20s, 7.21s, 8.2s; ELAR 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)

III. **Course Assignments, Activities, Instructional Strategies, Use of Technology:**

Assignments, assessments, discussions, and other pertinent information are presented in D2L. You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course may be accessed through mySFA or directly at https://D2L.sfasu.edu/.

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 the instructor. *TCs will upload: (1) lesson plans and (2) Weekly Field Time Log Sheet to Q-Classroom (D2L) at the end of the semester. Failure to upload the above required documents into Q-Classroom will result in zero credit being received for those assignments.*

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.
Weekly Lab Attendance/Participation at ECRC (10% of the final grade)

1. Weekly Field Lab Attendance/Participation

Each teacher candidate will attend and participate fully in all scheduled field lab meetings (Mondays from 12pm-12:50am at the ECRC in room 219 starting week 1 or August 28, 2023) and discussions (Weekly pertinent instructional topics will be introduced and discussed between teacher candidates and the instructor). Additionally, each teacher candidate should come to the weekly lab prepared to share/discuss the field experiences. Teacher candidates are expected to be respectful to other teacher candidates in the class and the instructor.

During weekly field experiences (Mondays and Wednesdays from 8am-11am), Teacher candidates are expected to be respectful to all teachers, administrators, and staff and follow the site’s rules and regulations as presented by the administrator during scheduled orientation. Teacher candidates are expected to email the professor and the cooperating teacher(s) at Raguet Elementary/Administrator for any unexpected absence(s).

During weekly meetings in field lab, all cell phones must be placed in teacher candidates’ personal or school backpacks (not on the table during weekly meetings) and be adjusted to vibrate/silent mode including the instructor (Teacher candidates should notify the instructor in advance for exceptional circumstances). Laptops and iPads are only for note-taking and discussion purposes. Please feel free to leave the room quietly to make necessary/important phone call(s) or laptop use and return to class when you are done. There will be NO “texting” or inappropriate internet usage during weekly meetings and in-class whole/small group discussions.

Active class participation on a weekly basis is expected and will be counted as part of your final grade of the course.

Lesson Planning (25% each of the two lessons or 50% of final course grade)

TCs will understand components of an in-depth lesson plan of pedagogy & practice. TCs 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.

2. ELAR Lesson Plan Development (10%)

a. TCs will submit a lesson plan for a 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, 1.26s 2.7K, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s; ELAR 1.1s, 1.2s, 1.6s, 4.3k, 4.4k, 4.8k, 4.13k, ISTE 2c; ELAR 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).

b. Teach ELAR Lesson (15%)  

TCs will teach the above developed 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).

3. Social Studies Lesson Plan Development (10%)  

a. TCs 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, 5.5s, 5.19s, 6.5s, 7.11k, 7.13k, 7.14k, 7.15k, 7.16k, 7.18k, 7.12s, 8.3s; TS 1Ai, 1Bi, 1Ci, 3Bi, 1Aiii, 1Ei, 2Bi, 3Bi, 1Ciii, 1Biii, 1Cii; ISTE 5a, 5b, 5c, 6c, 7a, 7b, 2c, Technology 1.4s, 6.3s, 6.4s, 6.6s, 6.11s).

b. Teach Social Studies Lesson (15%)  

TCs will teach the above developed 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 (20% of final course grade)  
edTPA Support – TCs 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.

4. edTPA Overview/Context for Learning (5 points) & Tasks 1-3 Assignments (5 points each)  

a. edTPA Overview/Context for Learning  

TCs 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).

b. **edTPA Task 1 Assignment**

TCs 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).

c. **edTPA Task 2 Assignment**

TCs 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).

d. **edTPA Task 3 Assignment**

TCs 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).

**State Certification (5% of final course grade)**

TCs will be cleared to take the TExES Content Exam by midterm 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.

5. **TExES CORE Subjects EC-6 (391) Clearance**

TCs will take each of the following content practice tests on 240 Tutoring until they pass with at least 80%. TCs 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): Social Studies
- TExES CORE Subjects EC-6 (391): ELAR
• TExES CORE Subjects EC-6 (391): Social Studies

A Reflective Paper (15% of the course final grade)

6. A Reflective Paper

First, visit the Center on the Developing Child/CODC (Harvard University)- TC(s) will read/synthesize the three core principles to improve the outcomes and support both families and young children (see website below). The instructor will discuss these principles with teacher candidates throughout the semester and clarify any questions that teacher candidates might have.


Second, write a reflective paper (2-4 pages double-spaced) that describes the (a) potential connection(s) between on your own personal/professional perceptions as a prospective educator on the importance of the three core principles of CODC and (b) the possible influence on your current or prospective daily collaborative/instructional practices with families and all students (with or without special needs).

The reflective paper will be graded on accuracy, integration of content, organization, clarity of ideas and concepts, writing mechanics, and fluency.

Suggested format (bold headings) for the above reflective paper:

Title page (APA will be discussed with teacher candidates)

Summary/synthesis of the three core principles and its connections to the overall teaching/learning of young children and the collaborative practices with families

Your own reflection on the importance of the 3 core principles on your current or prospective daily instructional practices

Conclusion

Reference page (APA will be discussed with teacher candidates).

Assignment Policy

Teacher candidates must complete all assignments and be prepared to participate in weekly class discussions. All teacher candidates are expected to complete assignments on the due date shown in the weekly tentative schedule. 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.

IV. Evaluation and Assessment (Grading Criteria) – (Refer to the above section III for detailed descriptions of assignments).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td></td>
</tr>
</tbody>
</table>

Q-Classroom

This course uses Q-Classroom (D2L) to collect critical assessments for TCs 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.

Q-Classroom Course Requirements

2 Lesson Plans (submit both lessons to Q-Classroom and Dropbox)
Field Experience Time Log Sheet at Raguet Elementary (submit to both Q-Classroom and course Dropbox)

V. Tentative Course Outline or Calendar

Weekly Tentative Schedule (Subject to Change with Prior Notice)

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/Readings</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction/Syllabus</td>
<td>Lab meeting # 1 in Room 219/Early Childhood Research Center/ECRC on Raquet Street on Monday, August 28, 2023 from 12pm-12:50pm.</td>
</tr>
<tr>
<td>Aug 28</td>
<td></td>
<td>Background check forms (4) and copies of your Driver License (front &amp; back) are DUE (hard copies) during lab</td>
</tr>
</tbody>
</table>
meeting this week 1 in Room 219 at the Early Childhood Research Center/ECRC on Monday, August 28, 2023 from 12pm-12:50pm (very important so that you can be placed in a timely manner at Raquet Elementary).

- Please fill out/sign/date each of the four forms including a copy of your Driver License/front & back copies (posted in Week 1 Module/Announcement in D2L) and print all of these required background check forms and bring all completed/signed/dated forms to turn in to me in-person during this week lab on Monday, August 28, 2023. NISD personnel will contact Raquet’s administrator to let me know when all completed forms from all teacher candidates have been cleared to begin their field experience at Raquet Elementary.

- Purchase and set-up 240 Tutoring (posted in D2L)

- Begin to work on content area preparation. All five content area score reports must be submitted by Week 8-10 showing 80% or higher to be cleared for testing and to receive partial grade for this course (posted on D2L).

- The instructor will begin to observe each teacher candidate and offer feedback
as often as possible at Raquet Elementary every Monday & Wednesday once all teacher candidates are cleared to be in the classroom(s) (Most likely week 3). Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1. (I will notify your mentor teachers about this schedule).

- It was agreed between the Assistant Principal (Mrs. Allyson Machado) and the instructor/Dr. Nguyen that Field Experience I this fall 2023 will begins as soon as all required paperwork are cleared from NISD and ends on December 1st (so that mentor teachers and teacher candidates would have time to focus on their other end-of-year or semester required tasks before winter break).

| Week 2  |  |  |
|---------|  |  |
| Sept 4  | • Labor Day – No Lab Meeting  
(The professor is out-of-town) | • No Lab Meeting |

| Week 3  |  |  |
|---------|  |  |
| Sept 11 | • Instructional Paradigm  
(Teach/Model/Practice) and its connection to children’s brain architecture/functionality and early learning  
• Whole group field experience discussions | • Lab meeting # 2 in Room 219 at the ECRC on Monday, September 11, 2023 from 12pm-12:50pm  
• You will be notified via email and D2L of the scheduled orientation meeting at Raquet Elementary. Be sure to meet/introduce yourself and discuss with your mentor teacher(s) after the orientation |
to work out the time when you can come for Field every Mondays and Wednesdays from 8am-11:00am after you attend the above orientation. *** Bring your Driver License for your orientation.

- I will provide all of you the field experience schedule once I have the approval from NISD and the administrator from Raquet Elementary.

- Ask Front Desk at Raquet Elementary to obtain ID badge for weekly visits.

- Continue to work on your content area preparation. All five content area score reports must be submitted by Week 8-10 showing 80% or higher to be cleared for testing and to receive partial grade for this course.

- The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).

<table>
<thead>
<tr>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The effective and developmentally appropriate</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab meeting # 3 in Room 219 at the ECRC on September 18, 2023 from 12pm-12:50pm</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Sept 18</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Sept 25</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>-------</td>
</tr>
</tbody>
</table>
| Oct 2 | - Key points on managing the classroom and facilitating the classroom on a consistent basis (effectively)  
- Whole group field experience discussions  
- The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).  
- Lab meeting # 5 in Room 219 at the ECRC on October 2, 2023 from 12pm-12:50pm  
- Complete edTPA Task 1 assignment in D2L module this week.  
- Continue to work on your content area preparation. All five content area score reports must be submitted by Week 8-10 showing 80% or higher to be cleared for testing and to receive partial grade for this course.  
- Begin to discuss/work with the mentor teacher on ELAR & Social Studies lesson planning. Let me know should you have any questions about this. I will also provide the lesson plan.
rubric in Week 6 Module/Announcement in D2L.

- The instructor begins to discuss the “Reflective Paper” assignment during this week 6 lab with teacher candidates. TCs should begin reading the three core principles for the Center on the Developing Child and begin their first draft (See clear directions on page 11 of the syllabus under “Required Assignment”).

- **The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).**

<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 9</td>
<td>Scaffolding skills/Zone of Proximal Development and Cognition/Role of the hippocampus/instructional paradigm (Teach/Model/Practice) and early learning/Memory</td>
<td>Lab meeting # 6 in Room 219 at the ECRC on October 9, 2023 from 12pm-12:50pm</td>
</tr>
<tr>
<td></td>
<td>Whole group field experience discussions</td>
<td>Continue to work on your content area preparation. All five content area score reports must be submitted by Week 8-10 showing 80% or higher to be cleared for testing and to receive partial grade for this course.</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Oct 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The importance of consistent/weekly</td>
<td>• Lab meeting # 7 in Room 219</td>
</tr>
<tr>
<td></td>
<td>differentiated instruction/culturally</td>
<td>at the ECRC on October 16, 2023</td>
</tr>
<tr>
<td></td>
<td>responsive instructional practices</td>
<td>from 12pm-12:50pm.</td>
</tr>
<tr>
<td></td>
<td>• Whole group field experience</td>
<td>• Complete edTPA Task 2</td>
</tr>
<tr>
<td></td>
<td>discussions</td>
<td>assignment in D2L module this week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All five content area score reports</td>
</tr>
<tr>
<td>Week 9</td>
<td>Lab meeting # 8 in Room 219 at the ECRC on October 23, 2023 from 12pm-12:50pm.</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct 23</td>
<td>Submit both Lessons (ELAR &amp; Social Studies to the instructor for feedback).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss/confirm with mentor teacher to schedule the exact date/time to teach ELAR and Social Studies lessons between weeks 11-14.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notify/schedule/confirm the above agreed date/time (with the mentor teacher) with the instructor to observe/provide feedback regarding each of the lessons between weeks 11-14.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday &amp; Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).</td>
<td></td>
</tr>
</tbody>
</table>

- Please have a first draft or your work-in-progress of the “Reflective Paper” assignment ready to be discussed during lab this week 8 (Whole group).

- Creating and maintaining a respectful and collaborative learning environments (the role of the implementation of the instructional paradigm (Teach/Model/Practice)

- Whole group field experience discussions
Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 30</td>
<td><strong>Identify the Etiology of Maladaptive Behavior/Early Intervention (Behaviorally) and the consistent use of both instructional paradigm (Teach/Model/Practice) and positive reinforcement to enhance adaptive behavior in the classroom</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Whole group field experience discussions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lab meeting # 9 in Room 219 at the ECRC on October 30, 2023 from 12pm-12:50pm</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Complete edTPA Task 3 assignment in D2L module this week.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Review both ELAR &amp; Social Studies Lessons for the scheduled teaching between weeks 11-14. Ask the instructor or mentor teacher(s) questions (if any)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The instructor will spend some time in lab this week to answer any questions and check your “work-in-progress” of your “Reflective Paper” assignment.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday &amp; Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Nov 6 | • Effective relationship-building skills between the teacher/students/families  
• Whole group field experience discussions | • Lab meeting # 10 in Room 219 at the ECRC on November 6, 2023 from 12pm-12:50pm  
• Complete/Teach ELAR Lesson with scheduled observation(s) with the instructor at Raquet Elementary.  
• The instructor observes the ELAR lesson and provide each teacher candidate feedback during the next lab meeting(s)  
• Teacher candidates seek input and discuss the ELAR lesson taught with the mentor teacher(s) afterward (We will briefly discuss this experience during week 12 Lab)  
• The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule). |
| Nov 13 | • Compassion science: Embracing and cultivating compassionate minds in early childhood/elementary classrooms (Dr. Nguyen shared/discuss his recent published article on this) | • Lab meeting # 11 in Room 219 at the ECRC on November 13, 2023 from 12pm-12:50pm  
• Whole group/individual feedback from the instructor and discussions on ELAR lesson (taught) among teacher |
<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 20</td>
<td></td>
</tr>
<tr>
<td>• No topic discussion this week</td>
<td>• Lab meeting # 12 in Room 219 at the ECRC on November 20, 2023 from 12pm-12:50pm</td>
</tr>
<tr>
<td>• Teacher candidates give thank you card(s) to mentor teacher(s) and administrator or express your appreciation to them via email or in-person this week</td>
<td>• Complete/Teach Social Studies Lesson with scheduled observation(s) with the instructor at Raquet Elementary.</td>
</tr>
<tr>
<td>• Whole group field experience discussions</td>
<td>• The instructor observes the Social Studies lesson and provide each teacher candidate feedback during the next lab meeting.</td>
</tr>
<tr>
<td></td>
<td>• Teacher candidates seek input and discuss the Social Studies lesson taught with the mentor</td>
</tr>
<tr>
<td></td>
<td>• The “Reflective Paper” assignment is DUE this week in D2L DropBox.</td>
</tr>
<tr>
<td>• Whole group field experience discussions</td>
<td></td>
</tr>
<tr>
<td>• Teacher candidates prepare thank you cards or thank you emails for mentor teacher(s) and administrator to express their appreciation for Field Experience this fall 2022 during the last week (Nov 28 &amp; Nov 30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teacher(s) afterward (We will briefly discuss this experience during week 14 Lab)

- The instructor will continue to observe each teacher candidate and offer feedback as often as possible at Raquet Elementary every Monday & Wednesday. Be sure to notify your mentor teachers that I will be coming to their class(es) on a regular basis during Mondays and Wednesdays of each week until December 1 (I will notify your mentor teachers about this schedule).

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Nov 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Last field experience discussion during lab meeting</td>
<td></td>
</tr>
<tr>
<td>- Potluck farewell event with teacher candidates during lab meeting (The instructor will bring bakery for all). Teacher candidates are welcome (do not have to) bring any new snack/food/drink to share with the class. Thank you for your hard work and professionalism.</td>
<td></td>
</tr>
<tr>
<td>- The instructor encourages teacher candidates to complete course evaluation</td>
<td></td>
</tr>
</tbody>
</table>

- Last lab meeting # 13 in Room 219 at the ECRC on November 27, 2023 from 12pm-12:50pm |
- Potluck event with teacher candidates during this last lab meeting with the instructor |
- This is the last week of field experience at Raquet Elementary as discussed and agreed with the administrator |
- Be sure to give thank you card(s) or email to your mentor teacher(s) and administrator. |
- Be sure to have your completed lessons (ELAR & Social Studies) and the entire time log sheet for the last 14 weeks at Raguet Elementary to be submitted/uploaded to me in D3L Drop Box (the instructor) AND to Q-Classroom to receive a final
Week 15
Dec 4-11

- Be sure to continue to check your email during the next two weeks in case I need to contact you regarding any missing assignments or your uploaded lessons and time log sheet(s) in Q-Classroom.

- Have a great and restful Winter Break with your families. Thank you again for your hard-work and professionalism throughout this entire semester.

- Be sure to submit to D2L Drop Box and upload your: (1) Two lessons and (2) The entire time log sheet from Raquet Elementary to Q-Classroom if you have not already done so. Thank you.

VI. Readings

Required Text and Related Resources

There is not a required textbook.

QClassroom Statement:

This course uses the QClassroom data management system to collect critical assignments 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. Support emails will come from qclassroom@sfasu.edu

Required critical assignments to be uploaded to QClassroom at the end of the course:

1. Two lessons (ELAR & Social Studies)
2. Time log sheet from Raquet Elementary

VII. Course Evaluation

Near the conclusion of each semester, TCs in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
3. Course and program improvement, planning, and accreditation;

4. Instruction evaluation purposes;

5. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of TCs 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.

VIII. Student Ethics and Other Policy Information

Important Course Related Policies:

Field Experience - Professionalism

Each TC 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

TCs 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

TCs must follow the lead of the field experience supervisor and mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. TCs are encouraged to focus on their own personal experience rather than the experiences of other TCs. TCs are expected to demonstrate proficiency in planning and implementing a variety of lessons.

Attendance

TCs 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 results 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

TCs must demonstrate collaborative efforts with the mentor teacher, other TCs, and instructors/professors. TCs in Field Experience I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

Professionalism and Commitment

TCs are expected to employ effective teaching strategies. TCs 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

TCs 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. TCs are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors/administrators. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

Punctuality

TCs should arrive at their field experience location ten (10) minutes prior to the report time. TCs are expected to remain on the elementary school campus site the full 3-hour requirement. TCs 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 of ECED 3320 Field Experience I. 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 TCs 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’

Email Communication

Please be respectful and professional. Prior to sending the email, look at what you have typed. 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 resend the email. Please also make sure to check your email daily so you do not miss course information and announcements.

Withheld Grades Semester Grades (Policy 5.5):

Upon the request from the TC to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the TC cannot complete the course work because of unavoidable circumstances. TCs must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If TCs 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.

If a TC has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the TC is incurring an academic penalty.

Final Course Grade Appeals by Students (Policy 6.3):

https://www.sfasu.edu/docs/policies/6.3.pdf

Academic Accommodations for Students/TCs with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, TCs with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Appeal Procedure Relating to the Provision of Accommodation for Students with Disabilities (Policy 6.6):
Class Attendance and Excused Absences (Policy 6.7):

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the TC is registered. Based on university policy, failure of TCs to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each TC’s attendance and participation as well as note this information in required reports and in determining final grades.

TCs may be excused from attendance for reasons such as health, family emergencies, or TC’s participation in approved university-sponsored events. However, TCs are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a TC is still responsible for all course content and assignments. TCs with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

Code of Student Conduct and Academic Integrity (Policy 10.4):

https://www.sfasu.edu/docs/policies/10.4.pdf

Other SFA Policy Information:

Student Academic Dishonesty

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and TCs. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

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

**IX: Resources**

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
Health and Wellness Hub (corner of E. College and Raquet)  
936-468-2401

**SFASU Human Services Counseling Clinic**  
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

**X: Additional Information Specific to Educator Preparation:**

**Codes 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 TC toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the
community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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

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

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

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

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. Other Relevant Course Information:

Repeating This Course Policy

If you are repeating ECED 3320, all of your work must be original to the repeated course. That means work from a previous semester 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

TCs are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. TCs 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
- Becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 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;
- Read each assigned syllabus 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 TCs take time to help fellow peers who have difficulty reading/finding specifics in the course. TCs 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: 