### Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vicki Thomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Online</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:thomasv@sfasu.edu">thomasv@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>254-640-2025</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Online &amp; FTF by appointment</td>
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</tbody>
</table>

### Section 1: Course Information

#### Course Time and Location:
- FTF - T Th - 8 - 11:00; Lab 12:30 - 2:30; ONLINE - Lab 12:30 - 2:30

#### Course Modality
- Hybrid

#### Credit Hours
- 3

#### Course Bulletin Description
Teacher candidates will design and implement developmentally appropriate conditions for learning and instruction that are informed through assessment data.

#### Course Justification
MLGE 4201 Field Experience I (3 credit hours) are three-hour course which places teacher candidates on middle-level public-school campuses during the experience referred to as Field Experience I, either f-2-f or virtually. The objectives and subsequent activities of this Field Experience I are designed to help the teacher candidate 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, teacher candidates are expected to read weekly course material and participate in one-on-one, small group, and whole group discussions. The teacher candidates should expect a minimum of two hours of class preparation for each credit hour.

#### Co-Requisites (Courses taken with this course)
- MLGE 4201/4111, MLGE 4220 (Core & Science Only), MLGE 4240 (Core & Math Only), READ 4210 (Core & ELAR Only)

#### Pre-Requisites (Courses that must be completed before taking this course)
- MLGE 3301, MLGE 3210, and READ 3340. A "C" or higher required for all courses; failure to achieve a “C” or higher in MLGE 4201/4111 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of MLGE 4201/4111 will result in removal from EPP.

#### 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.
PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT

Each assignment in MLGE 4201 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. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION OF THE COLLEGE OF EDUCATION

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

MISSION STATEMENT OF THE COLLEGE OF EDUCATION

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

VALUES OF THE COLLEGE OF EDUCATION

Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of life-long continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity, and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

Please follow this link to visit the SFASU College of Education Conceptual Framework: 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/

PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

PROGRAM LEARNING OUTCOME (PLO) 1: The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle-level learners. The Program Learning Objectives are aligned with the Association for Middle-Level Education (AMLE) and the TExES PPR and 4/8 Content Standards.

PLO 1: The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1).

Element A: Knowledge of Young Adolescent Development.

Element B: Implications of Young Adolescent Development for Middle-Level Curriculum, Instruction, and Schooling.

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<tbody>
<tr>
<td>SLO1.1 Candidates will understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate learning</td>
<td>SLO 1.1.1 Assessment Journal Entries</td>
<td>(AMLE 2) (PPR 1.5k, 6k, 11k, PPR 3–19s, 20s; TS2Bii, TS1Fi, TS3Ai, TS6Dii)</td>
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<td>SLO 1.2.1 Lesson Planning &amp; Reflection</td>
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students and are responsive to their developmental characteristics and needs by understanding the middle-level school philosophy.

**PLO 2**: The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement a curriculum that develops all young adolescents' competence in the subject matter. (AME 2) (PPR 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Bii, TS1Fi, TS3Aii, TS6Diii).

**Element A: Subject Matter Content**

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<tr>
<td>SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.</td>
<td>SLO 2.1 Review for Content Certification Exam Benchmark Assessment 1: TEES Content Certification Exam</td>
<td>(PPR 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Bii, TS1Fi, TS3Aii, TS6Diii).</td>
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**PLO 3** The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle-level programs and schools, and they work successfully within these organizational components (AME 3)

**Element A: Middle Level Philosophical Foundations**

**Element B: Middle Level Organization and Best Practices**

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<td>SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II)</td>
<td>SLO 3.1.1 Assessment – Journal Entries, Observations, Ideal Middle School Design SLO 3.1.2 Assessment - TEES PPR Exam</td>
<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s,19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s, TS2Bii, TS2B1i, TS2Bii, TS2Ci1i, TS1Ci, TS3Bi, TS1Ai, TS1Bii, TS1Ai1i, TS1Ei, TS3Bii, Ts2Bii, TS1Cii, TS1Bii, TS1Bii, TS1Cii, TS1Ai, TS4Ai, TS4Ci, TS4Aii, TS1Dii, TS2Aii, TS4Ci1i, TS4Dii, TS4Bii, TS4Bi, TS2Aii)</td>
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<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s,19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS2B1i, TS2Bii, TS2Ci1i, TS1Ci, TS3Bi, TS1Ai, TS1Bii, TS1Ai1i, TS1Ei, TS3Bii, Ts2Bii, TS1Cii, TS1Bii, TS1Bii, TS1Cii, TS1Ai, TS4Ai, TS4Ci, TS4Aii, TS1Dii, TS2Aii, TS4Ci1i, TS4Dii, TS4Bii, TS4Bi, TS2Aii)</td>
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<td>(SPA #1) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TS4Aii, TS4Ci1i, TS4Bi, TSRBii, TS2Aii)</td>
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Special Education

**PLO 1**: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Element 1**: Candidates practice within ethical guidelines and legal policies and procedures.

**Element 2**: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
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<td>SLO 1.1 Candidates will understand and adhere to legal and ethical requirements for educators including PDAS, IDEA, FERPA, Discipline, child abuse, homeless, student records, and know the structure of education in Texas (EC12 Texas PPR ST IV).</td>
<td>SLO 1.1.1 Assessment Ideal Middle School Design Project</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi).</td>
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<tr>
<td>SLO 1.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II)</td>
<td>SLO 1.1.2 Assessment Professionalism in Field</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi).</td>
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<tr>
<td>SLO 1.1.1 Assessment Journal Entries</td>
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<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Ci, TS2Bii, TS1Bii, TS2Bii, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bii, TS1Ai, TS1Bi, TS3Bii, TS2Bi, TS1Bii, TS1Bi, TS1Bi, TS1Bii, TS1Ai, TS4Bi, TS4Cii, TS4Ai, TS4Ci, TS4Ai, TS1Di, TS2Ai, TS4Ci, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Ai)</td>
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</table>
students and are responsive to their developmental characteristics and needs by understanding the middle-level school philosophy.

### Special Education

**PLO 3:** Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

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<tbody>
<tr>
<td>SLO 3.1.2 Review for Content Certification Exam Benchmark Assessment I: TExES Content Certification Exam</td>
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<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Ci, TS2Bi, TS1Bi, TS2Bi, TS2Ci, TS1Cj, TS3Bi, TS1Ai, TS1Bi, TS1Aii, TS1Ei, TS3Bi, Ts2Bi, TS1Cii, TS1Bi, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Ai, TS4Ci, TS4Aii, TS1Dj, TS2Aii, TS4Ci, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)</td>
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### Special Education

**PLO 4:** Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

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<tr>
<td>Element 3 Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</td>
<td>SLO 4.3.1 Assessment Lesson Plans and Reflections</td>
<td>PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Ci, TS2Bi, TS1Bi, TS2Bi, TS2Ci, TS1Cj, TS3Bi, TS1Ai, TS1Bi, TS1Aii, TS1Ei, TS3Bi, Ts2Bi, TS1Cii, TS1Bi, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Ai, TS4Ci, TS4Aii, TS1Dj, TS2Aii, TS4Ci, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)</td>
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### Special Education

**PLO 5:** Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support everyone. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use metacognitive strategies to support and self-regulate learning.

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<td>SLO 5.1 Candidates will understand and adhere to legal and ethical requirements for educators including PDAS, IDEA, FERPA, Discipline, child abuse, homeless, student records, and know the</td>
<td>SLO 5.1.3 Assessment Ideal Middle School Design</td>
<td>(PPR 4.7s, 8s; TS6Bi, TS6Bi).</td>
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<tr>
<td>SLO 5.1.4 Assessment Professionalism in Field</td>
<td>(PPR 4.7s, 8s; TS6Bi, TS6Bi).</td>
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structure of education in Texas (EC12 Texas PPR ST IV).

SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a space that is accessible (EC12 Texas PPR ST II).

| SLO 3.1.1 Assessment | Journal Entries | (PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS1Bi, TS2Bii, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bii, TS1Aii, TS1Ei, TS3Biii, TS2Bi, TS1Cii, TS1Bii, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Aii, TS4Cii, TS4Aii, TS1D1, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bii, TS4Bii, TS2Aii).

SLO 3.1.2 Assessment | Ideal Middle School Design | (PPR 4.7s, 8s; TS6Bii, TS6Bi).

Special Education

PLO 5: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Element 1 Candidates practice within ethical guidelines and legal policies and procedures.

Element 2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

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<td>Element 2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</td>
<td>SLO 5.2.1 Lesson Plans &amp; Reflections</td>
<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS1Bi, TS2Bii, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bii, TS1Aii, TS1Ei, TS3Biii, TS2Bi, TS1Cii, TS1Bii, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Aii, TS4Cii, TS4Aii, TS1D1, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bii, TS4Bii, TS2Aii)</td>
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<tr>
<td>Element 3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</td>
<td>SLO 5.3.1 Assessment Journal Entries</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi).</td>
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<td>Element 5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</td>
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<td>Element 6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</td>
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collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Element 1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Element 2 Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

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<td>SLO 6.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, c) Understanding and practicing effective classroom management, d) effectively monitoring of students, e) time management, f) transitions, g) managing/monitoring behavior, h) safe physical spaces and accessibility (EC12 Texas PPR ST II)</td>
<td>SLO 6.1.1 Lesson Plans &amp; Reflections</td>
<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 7s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bi, TS1Bi, TS2Bi, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bi, TS1Aiiii, TS1Ei, TS3Bi, TS2Bi, TS1Cii, TS1Bi, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Ai, TS4Ci, TS4Ai, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 6.1.2 Assessment Ideal Middle School Design</td>
<td>(PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 7s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bi, TS1Bi, TS2Bi, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bi, TS1Aiiii, TS1Ei, TS3Bi, TS2Bi, TS1Cii, TS1Bi, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Ai, TS4Ci, TS4Ai, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 6.1.3 Assessment Journal Entries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Special Education**

PLO 7: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Element 1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs.

Element 2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Element 3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Element 4 Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 7.2 Candidates will enhance professional knowledge and skills by understanding their</td>
<td>SLO 7.2.1 Assessment Ideal Middle School Design</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi)</td>
<td></td>
</tr>
</tbody>
</table>

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noninstructional duties, effectively interacting with other members of the educational community (including the types of interactions among professionals, ways to contribute to schools, roles of paraprofessionals and volunteers), and participating in various types of professional activities to understand the importance of professional development (EC12 Texas PPR ST IV).

SLO 7.3 Candidates will understand the importance of family involvement in children's education and know how to interact and communicate effectively with families.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 7.2.2 Assessment Journal Entries</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi)</td>
</tr>
<tr>
<td>SLO 7.2.4 Assessment Professionalism grades</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi)</td>
</tr>
<tr>
<td>SLO 7.3.1 Assessment Journal Entries</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi)</td>
</tr>
<tr>
<td>SLO 7.3.2 Assessment Ideal Middle School Design</td>
<td>(PPR 4.7s, 8s; TS6Bii, TS6Bi).</td>
</tr>
</tbody>
</table>

SECTION III: ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

LOCATION OF ASSIGNMENTS
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. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

ACCESSING ASSIGNMENTS ON D2L
You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. 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.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

FORMATTING REQUIREMENTS OF ASSIGNMENTS
All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

ASSIGNMENT DEADLINES
All assignments are due according to the dates listed on the course timeline. 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. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

QCLASSROOM REQUIREMENTS
QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS
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. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

Assignment Policy - Students must complete all assignments including documentation when required. 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. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

<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 final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a "C" or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

The following assignments must be completed and submitted according to the directions in the course modules:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning, Teaching, &amp; Reflection</td>
<td>Lesson Plan Context for Learning</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Prep, Plan, Teach, Assess, Reflect</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Prep, Plan, Teach, Assess, Reflect</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Field Experience I Requirements</td>
<td>Introduction Letter/Email</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Assessment Analysis and Reflection</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideal Middle School Design</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Experience Observation Journal &amp; Final Reflection</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentor Teacher Appreciation Letter/Email</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignment Policy — Students must complete all assignments and be prepared to participate in all 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.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be always professional. 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; and
- 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.

WORK POLICY EXPECTATIONS

• 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, or the deadline specified by 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.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

Academic Honesty: Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).
• Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
• Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

Appearance: Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

Assigned Responsibilities: While in field placements, teacher candidates must follow the lead of the 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.

Attendance: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.
• When you email any representative from the Education Studies department, remember that you are emailing a professional. 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. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

Professional Demeanor: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

Punctuality: Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of 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.
- **1st Professionalism Behavior Concern** – Email from course instructor
- **2nd Professionalism Behavior Concern** – Meeting with course instructor
- **3rd Professionalism Behavior Concern** – Referral to Program Review Panel

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

**TEXAS EDUCATORS’ CODE OF ETHICS**

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.

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.

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)

**QCLASSROOM REQUIREMENTS**

This course requires that you submit designated assignments to Q Classroom.
- Lesson Plan Taught
- Ideal Middle School
- Field I Observation Time Log

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

Regular attendance and participation may affect your final grade in the course. (Three or more unexcused absences will result in an automatic grade reduction of one letter grade.)

**CERTIFICATION/LICENSING REQUIREMENTS**

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

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

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

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

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

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

2. 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.

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**Section V: TENTATIVE COURSE TIMELINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab Topics &amp; Assignments Schedule</th>
<th>Certification Test Preparation</th>
</tr>
</thead>
</table>
| **Week 1** | *SFA Field 1 Orientation* *Tuesday: Meet at SFA ECRC, Rm 204 @ 12:30 - 2:30*                     | *Purchase and set-up 240 Tutoring* *Begin content area preparation. ELAR, SS, & PE/FA/M score reports must be submitted by Week 10 showing 80% or higher to be cleared for testing.* If remaining content area score reports are not submitted by Week 10, the following will occur:  
  ○ *You will earn an F for this course*  
  ○ *You will be required to attend a mandatory meeting*  
  ○ *You will be dropped from spring courses and must obtain a permit to register* |
| Aug. 28 – Sept. 1 | **Lab Topics:**  
  • Field I Orientation  
  • School District Orientation  
  • Course Syllabus  
  • Course Timeline  
  • Course Assignments  
  **Due Week 1 or Week 2**  
  • Background Check Forms when available |                                                                                                 |
| **Week 2** | *Field Orientation* *Tuesday Meet in ECRC Rm 204 @ 12:30*                                           | *You should have already activated your 240Tutoring account and submitted that documentation.*  
  *Begin by completing all diagnostic tests for each remaining content area to determine which areas you may need more time to study before meeting the requirement of 80% on a Practice Tests.*  
  *Make a study plan for completing each content area. (Example provided in the Test Preparation Module and begin on completing one of those content areas by the end of next week.)* |
| Sept. 4 – 8 | **Lab Topics:**  
  • Review Course Syllabus, Timeline, etc.  
  • Discuss assignments  
  • Signing in and out procedures  
  **Due this Week:**  
  • Introductory Letter/Email to mentor teacher  
  • Plan to Pass Submission/Screenshots |                                                                                                 |
| **Week 3** | *Setting Up the Learning Environment*                                                              | What content area is your focus this week?  
  If you were successful with completing that content area practice, submit your completed Practice Test to show completion of that content area, then begin your next content area on your study plan.  
  Remember  
  • *You must show 80% or higher to be cleared for testing.*  
  • *All content areas should be completed by Week 10*  
  **Lab Topics:**  
  • Setting up the classroom environment  
  • Classroom management basics  
  • Lesson planning procedures  
  • Context for Learning assignment  
  • Meet mentor teachers  
  **Tuesday or Thursday: Begin Observations**  
  **Due this Week:**  
  • QClassroom Placement Verification Form (Due Friday, Oct. 15)  
  • Lesson Planning: Context for Learning  
  • Continue work on Content Exam Modules |                                                                                                 |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Sept. 18 – 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due by Midnight On:</td>
<td>Sept. 24</td>
</tr>
</tbody>
</table>

**Classroom Climate and Culture**

**Lab Topics:**
- Introduce Ideal Middle School Design Assignment
- Creating a positive learning atmosphere
- What are “Climate” and “Culture”
- Assign sections for presentation

**Due this Week:**
- Continue work on Content Exam Modules

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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept. 25 – 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due by Midnight On:</td>
<td>Oct. 1</td>
</tr>
</tbody>
</table>

**Principles of Assessment**

**Lab Topics:**
- Principles of assessment
- Types of assessments
- Overview of QPS
- Overview of running records w/ oral retell

**Due this Week:**
- Assess one student using approved assessment
- Begin Pre-Assessment Analysis & Reflection
- Continue work on Content Exam Modules

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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Oct. 2 – 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due by Midnight On:</td>
<td>Oct. 8</td>
</tr>
</tbody>
</table>

**Principles of Assessment (Cont.)**

**Lab Topics:**
- Analyze student testing data
- Assessment analysis introduction

**Due this Week:**
- Lesson Plan: Prep
- Begin Ideal Middle School Design
- Assess one student using approved assessment if you have not already
- Use student data to complete Pre-Assessment Analysis & Reflection
- Continue work on Content Exam Modules

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<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct. 9 – 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due by Midnight On:</td>
<td>Oct. 15</td>
</tr>
</tbody>
</table>

**TEKS, ELPS, and the Core Curriculum**

**NISD Fall Break October 13-16**

**Lab Topics:**
- Analyzing and interpreting TEKS & ELPS
- Writing objectives Using TEKS
- Using the Core Curriculum
- Reading Workshop Lesson Plan

**Due this Week:**
- Lesson Plan: Lesson Cycle
- Continue work on Content Exam Modules
- Present Ideal Middle School Design

---
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Oct. 16 – 20</th>
<th><strong>Lesson Planning/Assessment Driven Instruction</strong></th>
<th>Week 8</th>
<th>Oct. 16 – 20</th>
<th><strong>Lesson Planning/Assessment Driven Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Due by Midnight On:</td>
<td>Oct. 22</td>
<td>Lab Topics:</td>
<td>Using Assessments to Plan Instruction</td>
<td>What content area is your focus this week?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Revisit Pre-Assessment Analysis &amp; Reflection</td>
<td>If you were successful with completing that content area practice, submit your completed Practice Test to show completion of that content area, then begin your next content area on your study plan.</td>
</tr>
<tr>
<td><strong>Due this Week:</strong></td>
<td></td>
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<td><strong>Due this Week:</strong></td>
<td>Lesson Plan: Assessment</td>
<td>Remember</td>
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<tr>
<td></td>
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<td></td>
<td>Present Ideal Middle School Design</td>
<td>• You must show 80% or higher to be cleared for testing.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Continue work on Content Exam Modules</td>
<td>• All content areas should be completed by Week 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct. 23 – 27</th>
<th><strong>Evidence-Based Teaching Practices</strong></th>
<th>Week 9</th>
<th>Oct. 23 – 27</th>
<th><strong>Evidence-Based Teaching Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Due by Midnight On:</td>
<td>Oct. 29</td>
<td>Lab Topics:</td>
<td>Introduce Better than Carrots or Sticks</td>
<td>By the end of next week, the goal is to complete all content area practice tests.</td>
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<td></td>
<td>• If you haven’t completed at least 3 by now, set up a meeting with your course instructor to discuss your completion plan.</td>
</tr>
<tr>
<td><strong>Due this Week:</strong></td>
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<td><strong>Due this Week:</strong></td>
<td>Teach &amp; video Lesson this week or next</td>
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<td></td>
<td>Pre-assess for social studies lesson</td>
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<td></td>
<td></td>
<td>Continue work on Content Exam Modules</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct. 20 – Nov. 3</th>
<th><strong>Evidence-Based Teaching Practices: Content Literacy</strong></th>
<th>Week 10</th>
<th>Oct. 20 – Nov. 3</th>
<th><strong>Evidence-Based Teaching Practices: Content Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Due by Midnight On:</td>
<td>Nov. 5</td>
<td>Lab Topics:</td>
<td>Evidence-Based Teaching Practices – Content Areas</td>
<td>By the end of this week, you should have completed all 3 remaining content practice tests so, you can be cleared to take the Content Area Exam.</td>
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<td></td>
<td>Content integration</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Social Studies lesson planning</td>
<td></td>
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<tr>
<td><strong>Due this Week:</strong></td>
<td></td>
<td></td>
<td><strong>Due this Week:</strong></td>
<td>Lesson Plan: Prep</td>
<td>If you have been cleared, study those areas where you scored below 80% so you are better prepared for the real test.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>ALL Content Exam Practice Tests Due</td>
<td>• If you have not been cleared, send a progress report (document located in Test Preparation Module) of what you have completed by the end of this week.</td>
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<td></td>
<td>Teach &amp; video Lesson this week if you have not already</td>
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<td></td>
<td>Continue work on Content Exam Modules</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Nov. 6 – 10</th>
<th><strong>Differentiation Strategies/Struggling Students</strong></th>
<th>Week 11</th>
<th>Nov. 6 – 10</th>
<th><strong>Differentiation Strategies/Struggling Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Due by Midnight On:</td>
<td>Nov. 12</td>
<td>Lab Topics:</td>
<td>Differentiation Strategies for all Learners</td>
<td>Congratulations, you are CLEARED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identifying struggling learners</td>
<td>Schedule TExES Content Exam as soon as possible. Test must be passed to move to Clinical Teaching. If not passed, submit to retake as soon as possible. Once passed, begin prep for STR exam.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Meeting the needs of struggling learners</td>
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<td></td>
<td>Uploading videos to D2L</td>
<td>NOT CLEARED, still working?</td>
</tr>
<tr>
<td><strong>Due this Week:</strong></td>
<td></td>
<td></td>
<td><strong>Due this Week:</strong></td>
<td>Lesson Plan: Lesson Cycle</td>
<td>Work with TExES Content Exam support (240 Tutoring and Alyssa Landreneaux) until cleared.</td>
</tr>
<tr>
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<td></td>
<td>Lesson Video</td>
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<td></td>
<td>Lesson Plan: Reflection</td>
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<td></td>
<td>Schedule lesson plan pre-conference prior to teaching</td>
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<td></td>
<td></td>
<td>Continue work on Content Exam Modules</td>
<td></td>
</tr>
</tbody>
</table>
### Week 12
Nov. 13 – 17

**Assignments Due by Midnight On:** Nov. 19

<table>
<thead>
<tr>
<th>Special Populations (SPED, 504, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab Topics:</strong></td>
</tr>
<tr>
<td>Identification of Students in Special Pops.</td>
</tr>
<tr>
<td>Programs and Plans for Special Pops.</td>
</tr>
</tbody>
</table>

**Due this Week:**
- Lesson Plan: Assessment
- Topic Reflection: Differentiation
- Schedule lesson plan pre-conference prior to teaching
- Continue work on Content Exam Modules

**Congratulations, you are CLEARED**

Schedule TExES Content Exam as soon as possible. Test must be passed to move to Clinical Teaching. If not passed, submit to retake as soon as possible. Once passed, begin prep for STR exam.

**NOT CLEARED, still working?**
Work with TExES Content Exam support (240 Tutoring and Alyssa Landreneaux) until cleared.

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### Thanksgiving Break

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### Week 14
Nov. 27 – Dec. 1

**Assignments Due by Midnight On:** Dec. 3

<table>
<thead>
<tr>
<th>Culturally Responsive Teaching Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab Topics:</strong></td>
</tr>
<tr>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>Removing Bias</td>
</tr>
<tr>
<td>Creating an Inclusive Classroom</td>
</tr>
</tbody>
</table>

**Due this Week:**
- Teach & video lesson this week or next
- Continue work on Content Exam Modules

**Congratulations, you are CLEARED**

Schedule TExES Content Exam as soon as possible. Test must be passed to move to Clinical Teaching. If not passed, submit to retake as soon as possible. Once passed, begin prep for STR exam.

**NOT CLEARED, still working?**
Work with TExES Content Exam support (240 Tutoring and Alyssa Landreneaux) until cleared.

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### Week 15
Dec. 4 – 8

**Assignments Due by Midnight On:** Dec. 10

<table>
<thead>
<tr>
<th>Home/School Connections &amp; Semester Wrap-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab Topics:</strong></td>
</tr>
<tr>
<td>Creating home/school connections</td>
</tr>
<tr>
<td>Barriers to parent/caregiver relationships</td>
</tr>
<tr>
<td>Cultivating community partnerships</td>
</tr>
<tr>
<td>Assignment/Submission Q&amp;A</td>
</tr>
</tbody>
</table>

**Due this Week:**
- Mentor Teacher Appreciation Letter/Email
- Better Than Carrots or Sticks
- Continue work on Content Exam Modules

**Congratulations, you are CLEARED**

Schedule TExES Content Exam as soon as possible. Test must be passed to move to Clinical Teaching. If not passed, submit to retake as soon as possible. Once passed, begin prep for STR exam.

**NOT CLEARED, still working?**
Work with TExES Content Exam support (240 Tutoring and Alyssa Landreneaux) until cleared.

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### Week 16
Dec. 11 - 15

**Assignments Due by Midnight On:** Dec. 15

<table>
<thead>
<tr>
<th>Final Assignments/Zoom Check-Ins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab Topics:</strong></td>
</tr>
<tr>
<td>NO LAB THIS WEEK</td>
</tr>
</tbody>
</table>

**Due this Week:**
- Field Experience Observation Journal & Final Reflection
- Signed Timesheet
- Official Certification Test Scores

**Q-Classroom:**
- One completed lesson plan (all sections must be combined into single lesson plan documents)
- Ideal Middle School Design
- Signed Timesheet

**Congratulations, you are CLEARED**

If you have not passed the TExES Content Exam, continue studying and signing up for exams. The TExES Content Exam must be passed to be able to enroll in Clinical Teaching.

**NOT CLEARED?**
Schedule a meeting with your course instructor.
**SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**REQUIRED READING:**


**Required for preparation for the Content Exam:**

Teacher Candidates enrolled in MLGE 4201 (Field Experience I) must provide documentation of a passing score (80%) on all required practice tests in 240Tutoring by midterm, March 5, 2023 at midnight, to be cleared to take the required sections of the TExES Content exam by the end of the term. Teacher candidates must successfully pass this exam to move forward to MLGE 4250 (Field Experience II). Evidence in the form of an official Practice Test Report is required to be submitted in D2L. Worth 50 points in the course.

You will need to use the following invitation link: [https://study.240tutoring.com/subscribe/SFASUopd](https://study.240tutoring.com/subscribe/SFASUopd) If you do not use the invitation link your account will not be attached to SFA and it will delay your test clearance. 240Tutoring costs $20 per month when you use the link to subscribe. Email any questions to: edstudiestesting@sfasu.edu

**FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. Content module texts, websites, articles, etc. (Required)

**COURSE REFERENCES**


Assertive Discipline [http://www.behavioradvisor.com/Assertive Discipline.html](http://www.behavioradvisor.com/Assertive Discipline.html)

Alfie Kohn [http://www.alfiekohn.org/articles_subject.htm](http://www.alfiekohn.org/articles_subject.htm)


**Q CLASSROOM STATEMENT**

This course does not require you to submit designated assignments to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

**SECTION VII: COURSE EVALUATIONS**

**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.

**SECTION VIII: OTHER RELEVANT COURSE INFORMATION**

**REPEATING THIS COURSE POLICY**

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from
### FIELD OBSERVATION HOUR REQUIREMENTS

This course requires observation and/or participation in a classroom. If you are a face-to-face candidate, you will be placed in a classroom by your instructor. If you are enrolled in the online Link-ED program, you provided the school information where you will complete your observations/participation when you completed the partnership agreement for the Link-ED application. If your placement has changed, a new partnership agreement is required. For this course you will complete a total of 6 hours across 16 weeks. You will complete an attendance form that must be signed by the classroom teacher at the end of the semester. Any absences must be made up hour for hour no later than the Friday before finals week.

### FIELD ATTENDANCE AND ENGAGEMENT REQUIREMENTS

This course requires specific requirements when you engage in the PK-8 classroom and weekly class/lab. The course syllabus will provide specific requirements for engagement for this course. For attendance, it is the responsibility of the candidate to contact the mentor teacher and/or instructor when absent from a scheduled time. Your time attendance will be monitored using your time log and you may be required to submit periodically to d2L.

**Field Attendance Time Requirement:**

Weekly Class Time Requirement:

### EPP/CERTIFICATION TESTING DEADLINE REQUIREMENTS

During EDUC you will have specific requirements for enrollment in the EPP and completion of your certification requirements. During this course, you must complete the 16-hour observation requirement and all other assignments.

### SECTION IX: UNIVERSITY POLICIES

#### CLASS ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester 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.

#### 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;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
**PENALTIES FOR ACADEMIC DISHONESTY**

- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
- **1st Time** – Conference with course instructor and zero for assignment
- **2nd Time** – Conference with course instructor and chair of department (failure of course discussion)
- **3rd Time** – Conference with course instructor, chair of department and dean of college

**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**

Upon the request from student 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 student cannot complete the course work because of unavoidable circumstances. Students 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 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.

If a student 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 student is incurring an academic penalty.

**STUDENT CODE OF CONDUCT: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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, Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SPASU 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

**SECTION X: Course Policies**

**LIFE HAPPENS**

In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often, we can aid and help you handle the stresses of school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; avoid waiting until your situation is almost resolved.