MLGE 4251.643 – INTEGRATING MIDDLE GRADE LEARNING (Practicum LAB)  
BSIS Special Education/DFHH Section - Fall 2023

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. K. Sheriff, Ed.D.</td>
<td>Site-Based Field Experience Practicum Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECRC 201J</td>
<td>By Appointment Only. Please contact Dr. Sheriff via course D2L e-mail to schedule an appointment. Appointments may be arranged for in person, by phone, or zoom conferencing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(936) 468-1194</td>
<td>2 Hours</td>
</tr>
</tbody>
</table>

Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours. Please consider replying to your email within the same timeframe. Email is not monitored after 12:00 p.m. on Fridays and throughout weekends. Email is not monitored over university holidays.

Prerequisites: Admission to EPP  
Corequisites: MLGE 4250

I. COURSE DESCRIPTION

Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

TIME REQUIREMENT

MLGE 4251 (Integrating Middle Grades Learning Practicum Lab) is two (2) credits, spans 15 weeks, and requires students to gain 50 clock hours in a general education public school setting (face-to-face). Students spend this time in a general education classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of two lessons in their content area and be observed teaching at least one of these two lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as an educator. In addition to internship field experience hours in school settings, students are also required to complete reflective journal entries over specific elements of teaching. These activities average at a minimum of four hours of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement

II. INTENDED LEARNING OUTCOMES

This course aligns to the James I. Perkins College of Education Vision, Mission, and Core Values.

MLGE PLOs & SLOs
MLGE 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 curriculum that develops all young adolescents' competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content

Element B: Interdisciplinary Nature of Knowledge and

Element C: Middle Level Student Standards

SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TASC 3.11s, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (TS 1A(i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(ii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(i), 4B(i), 4B(ii), 4C(i), 4C(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

SLO Assessment 1: Lesson Plans (TASC 3.11s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (TS 1A(i), 1B(i), 1B(ii), 1B(iii), 1C(i), 1D(i), 1E(i), 1E(ii), 1E(iii), 3B(i), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.4s, 1.5s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.26s, 1.29s, 2.4s, 2.7s, 3.7s, 3.8s, 3.9s, 3.10s)

SLO Assessment 2: Observation and Performance Summary (TASC 4.6s, 4.7s, 4.10s), (TS 1A(ii), 1A(iii), 1C(i), 1D(i), 1E(i), 1E(ii), 1E(iii), 3B(i), 5B(i), 5B(ii), 5D(i)); (PPR 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.4s, 1.5s, 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, 1.24s, 1.26s, 1.29s, 2.4s, 2.7s, 3.7s, 3.8s, 3.9s, 3.10s)

SLO Assessment 3: Journal Reflections over Best Practices (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

MLGE 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. (AMLE 3)

Element A: Middle Level Philosophical Foundation

Element B: Middle Level Organization and Best Practices

SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (TS 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC (ii)); (PPR 1.6k, 1.2s, 3.5k)

SLO Assessment 3: Journal Reflections over Best Practices (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

SLO Assessment 5: Language Observation, Performance and Reflection Summaries. (TS 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC (ii)); (PPR 1.6k, 1.2s, 3.5k)

MLGE PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies

Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth. (TASC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d) (TS 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s, 4.18)

MLGE PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers

Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (TS 4D(v)); (PPR 4.3s, 4.7s, 4.8s)

SLO Assessment 4: Professionalism Grade (TS 4D(v)); PPR 4.3s, 4.7s, 4.8s)

III. COURSE ASSIGNMENTS

FIELD EXPERIENCE HOURS & PROFESSIONALISM (1 @ 50 points)

• A link to an electronic QClassroom Attendance Log will be provided in the course.
• Candidates will log their field experience hours (50 clock hours is required) as well as complete the Professionalism Rubric located in the D2L/Brightspace course.
• Very Important Note: Professionalism is expected 100% of the time throughout your time in the school setting. Professional appearance and attire are expected, as well as punctuality, respect, and professional conduct.

LESSON PLANS (2 @ 25 points each)

• Educator candidates will complete two lesson plans in writing including copies of student worksheets that will be used, student anchor charts that will be used, and/or any student pre/post assessments that will be used.
• The two lesson plans are to be taught and observed during field experience in the school setting.
• Detailed assignment description of the Lesson Plan assignment is embedded in the D2L/Brightspace course. Templates and examples of various lesson plan formats are also provided.
• Written lesson plans must be submitted via Dropbox PRIOR to teaching each lesson presentation observation.

LESSON OBSERVATIONS (2 @ 100 points each)

• Candidates will be observed teaching twice during the field experience.
• Detailed assignment description of the Lesson Observation assignment is embedded in the D2L/Brightspace course.
• The first lesson must be completed prior to Spring Break. The second lesson must be completed prior to Dead Week. See course timeline for specific dates.
• Lesson plans for lessons must be submitted prior to the observation (via Dropbox).
• Candidates MAY NOT set dates/times for lessons without first consulting with the instructor of the course.

LESSON REFLECTIONS (2 @ 25 points each)

• Candidates will submit a one-page reflection over each of their lessons taught.
- Professional reflections are expected, with attention to proper spelling, grammar, and organization.

**JOURNAL ENTRIES** (5 @ 10 points each)
- Candidates will complete six (6) journal entries based on their observations and participation in field experience setting.
- Journal entries are dispersed at appropriate intervals and will each require responses to a unique set of prompts. Professional entries are expected, with attention to proper spelling, grammar, and organization.
- Prompts for entries are located within the Dropbox assignments.

**WORK SAMPLE** (1 @ 200 points)
- Detailed assignment description of the Work Sample Assignment is embedded in the D2L/Brightspace course.
- The Work Sample Assignment MUST be submitted as it is a data collection assessment for the MLGE program.

**IV. EVALUATION & ASSESSMENT**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience Hours &amp; Professionalism (1)</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plans (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Lesson Observations (2)</td>
<td>100 points each</td>
</tr>
<tr>
<td>Lesson Reflections (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Journal Entries (5)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Work Sample Assignment (1)</td>
<td>200</td>
</tr>
<tr>
<td>Participation in Course Evaluation (1)</td>
<td>10 bonus participation points</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE** 600

**GRADE SCALE**
90 – 100% A  80 – 89% B  70 – 79% C  60 – 69% D  59% & Below

**V. TENTATIVE COURSE CALENDAR**

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>COURSE ACTIVITIES DUE (ALL due dates are Saturdays by 11:59 p.m. unless otherwise stated in the timeline.)</th>
</tr>
</thead>
</table>
| Week 1: 8/28-9/3/23 | SELF-PACED COURSE ORIENTATION (D2L/BRIGHTSPACE) | • Review Course Syllabus  
• Tour Course: Click through modules and read ahead.  
• Very Important: Submit Personnel Information About Yourself: Dropbox Assignment  
• Begin Paperwork for Placement |
| Week 2: 9/4-9/10/23 | FIELD EXPERIENCE ORIENTATION | • ZOOM Meeting – Course Orientation (Announced Via News Blast and D2L Email and will be one evening this week)  
• Journal #1 (Dropbox)  
• Continue Paperwork for Placement if necessary |
| Week 3: 9/11-9/17/23 | PAPERWORK & PLACEMENT | • Continue Paperwork for Placement as Needed or  
• Begin Field Experience Hours |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Field Experience Site Hours</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9/18-9/24/23</td>
<td>• Begin Plan with Mentoring Teacher for Lesson PLAN 1 and set date for delivery. Must be completed prior to 10/15/23.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/25-10/1/23</td>
<td>• Begin Field Experience Hours</td>
<td>• Written Lesson 1 Due to Dropbox (This includes student worksheets, anchor charts, assessments or anything you plan student(s) to use in your lesson.</td>
</tr>
<tr>
<td>6</td>
<td>10/2-10/8/23</td>
<td>• Continue Field Experience Hours</td>
<td>• Journal #2 Due (Dropbox)</td>
</tr>
<tr>
<td>7</td>
<td>10/9-10/15/23</td>
<td>• Continue Field Experience Hours</td>
<td>• Lesson 1 Live Observation by Mentoring Teacher Due by End of This Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection Due (Dropbox)</td>
<td>• Mentoring Teacher Observation Score Document for Lesson 1 Delivery Due (Dropbox)</td>
</tr>
<tr>
<td>8</td>
<td>10/16-10/22/23</td>
<td>• Continue Field Experience Hours</td>
<td>• Begin Plan with Mentoring Teacher for Lesson PLAN 2 and set date for delivery with Mentoring Teacher and Course Professor. Due prior to 11/19/23. Professor observes this lesson via zoom or via video.</td>
</tr>
<tr>
<td>9</td>
<td>10/23-10/29/23</td>
<td>• Continue Field Experience Hours</td>
<td>• Journal #3 Due (Dropbox)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written Lesson 2 Due to Dropbox (This includes student worksheets, anchor charts, assessments or anything you plan student(s) to use in your lesson.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/30-11/5/23</td>
<td>• Continue Field Experience Hours</td>
<td>• Lesson 2 Professor Observation via zoom or via video Due by end of this week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lesson 2 Reflection Due (Dropbox)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Professor Observation Score Document of Lesson 2 Delivery Due (Dropbox)</td>
</tr>
<tr>
<td>11</td>
<td>11/6-11/12/23</td>
<td>• Continue Field Experience Hours</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/13-11/19/23</td>
<td>• Continue Field Experience Hours</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/20-11/26/23</td>
<td>• Conclude Field Experience Hours</td>
<td>No Assignments Due This Week</td>
</tr>
<tr>
<td>14</td>
<td>11/27-12/3/23</td>
<td>• Conclude Field Experience Hours</td>
<td>• Journal #5 Due (Dropbox)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Experience Attendance Login Hours Due to Q Classroom</td>
<td>• Professionalism Self-Assessment Rubric Due (Rubrics)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work Sample Assignment Due (Dropbox)</td>
<td></td>
</tr>
</tbody>
</table>
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

Required: QCLASSroom for logging your field service hours

**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.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

(https://www.sfasu.edu/policies)

Please read the following Important course related policies:

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**
**Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other SFA Policy Information***

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 Mental Health Resources**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-Campus Resources:**
- SFASU Counseling Services
  - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - 3rd Floor Rusk Building
  - 936-468-2401

- SFASU Human Services Counseling Clinic
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202
  - 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**IX. ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

X. OTHER RELEVANT COURSE INFORMATION

For additional information on this course and the DFHH EPP, visit www.sfasu.edu/deafandhardofhearing to access the DFHH Program Handbook and more!

Other Relevant Course Information: Late Submission Policy and Make-up Exams: All assignments must be turned in on or before the due date to receive full credit. Late assignments may
not be accepted or will be docked points. Make-up exams will be administered only in extreme
circumstances and reasons for missing an exam should be documented. Students should contact me in
advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the
right to change any provision herein with notice if circumstances so warrant. Every effort will be made to
keep students advised of such changes and information about such changes will be posted in d2l as a
News page item for the course. It is the responsibility of each student to know what changes, if any, have
been made to the provisions for this syllabus and to successfully complete the requirements for this
course. Questions regarding information on the syllabus and course requirements need to be addressed
by students when the syllabus is received.

L. Kathleen Sheriff, 2023 | Special Education Program | Stephen F. Austin State University