I. Course Description: Integrating Middle Grades Learning - Two semester hours for practicum. 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.

Justification:
Integrating Middle Grades Learning Practicum" (2 credits) meets twice each week (Monday/Wednesday) for eight hours each day for 15 weeks. Students spend this time in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to prepare outside of classroom hours. “Integrating Middle Grades Learning Practicum (2 credits; fully online) spans 15 weeks. Students spend approximately 16 hours a week in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic
professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. They provide coherence for our curriculum, clinical experiences, and assessments. The course is linked to the University vision and values, and demonstrates how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. Special emphasis is placed on dispositions, assessment, professional development, classroom management and effective lesson design and implementation in this course.

MLG Program Learning Outcomes and Student Learning Objectives:

PLO2: 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. (AMEL 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. (TASC3.11s, 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(iii), 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), 2B(ii), 2B(iii), 3B(i), 3B(ii), 3B(iii), 4A(ii), 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, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 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, 1.12s, 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, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

SLO Assessment 2: Observation and Performance Summary (TASC 4.6s, 4.7s, 4.10s), (TS 1A(ii), 1A(iii), 1C(iii), 1D(ii), 1D(iii), 1E(iii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 4A(ii), 4B(ii), 4C(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii)); (PPR 1.13k, 1.3s, 1.8s, 1.11s, 1.18s, 1.22s, 1.25s, 1.27s, 2.4k, 2.1s, 2.2s, 2.3s, 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, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

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. (AMEL 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
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
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
Special Education Program Learning Outcomes and Student Learning Objectives:
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. (CEC 1)
Element 1 Candidates practice within ethical guidelines and legal policies and procedures.
SLO 1.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 1.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 1.3 Observations
SLO 1.4 Field Experience Rubric
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.
SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

PLO 2: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs. (CEC 2)

Element 1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

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. (CEC 3)

Element 1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

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. (CEC 4)

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.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample(EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

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 each individual. Candidates use whole group
instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning. (CEC 5) 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.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A i, iii)

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.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A i, iii)

Element 5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

SLO 2.1 Assessment – Reflective Journals(EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A i, iii)

Element 6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.3 Assessment - Observations

SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A i, iii)

PLO 6: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. (CEC 6)

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

SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)

SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
Element 2 Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.
SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
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. (CEC 7)
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.
SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
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.
SLO 2.1 Assessment – Reflective Journals(EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
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.
SLO 2.1 Assessment – Reflective Journals(EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
Element 4 Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families.
SLO 2.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2 Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.3 Assessment - Observations
SLO 2.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II - 1k, 2k, 3k, 4k, TS4A I, iii)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience 2 Site Agreement or Local Background Check Forms</td>
<td>25</td>
</tr>
<tr>
<td>Lesson Plans (SLO Assessment 1)</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Observations (SLO Assessment 2)</td>
<td>200</td>
</tr>
<tr>
<td>Lesson Reflections (SLO Assessment 2)</td>
<td>50</td>
</tr>
<tr>
<td>Journal Entries (SLO Assessment 3B)</td>
<td>60</td>
</tr>
<tr>
<td>Conference with Instructor )Zoom) (SLO Assessment 3B)</td>
<td>60</td>
</tr>
<tr>
<td>Attendance Log/Professionalism</td>
<td>50</td>
</tr>
<tr>
<td>Work Sample</td>
<td>200</td>
</tr>
</tbody>
</table>

**Lesson Plans (SLO Assessment 1)**
Teacher Candidates will complete two lesson plans for lessons to be observed during this Field Experience. These lesson plans will be submitted prior to teaching each lesson. Each lesson plan will be worth 25 pts.

**Lesson Observations (SLO Assessment 2)**
Teacher Candidates will be observed teaching two lessons during this Field Experience. Each lesson observation will be worth 100 points.

**Lesson Reflections (SLO Assessment 2)**
Teacher Candidates will reflect on the lessons they have taught and provide a written summary of their reflections. 25 points each.

**Journal Entries (SLO Assessment 3B)**
Teacher candidates will complete six journal entries based on their observation and reflections on best teaching practices. Each journal entry will be worth 10 points.

**Conferences with Instructor (face-to-face or Zoom) (SLO Assessment 3B)**
Teacher candidates will complete four conferences with the lab instructor: (1) pre-conference for work sample lesson, (2) two post conferences after lessons, and (3) one conference to discuss the work sample progress and data analysis.
Attendance Log/Professionalism
Professionalism grade will be a compilation of points including class attendance, participation in class discussions, completion of on-line course evaluation and the exhibition of professional behavior in class and in the practicum setting.

IV. Evaluation and Assessments (Grading):
A – 90-100%
B – 80-89%
C – 70-79%
F – Below 70%

V. Tentative Course Timeline:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Pacing Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 18-21</td>
<td>Orientation</td>
<td>Review Course Modules Make a list of questions to bring to Office Hours next week.</td>
<td>Confirm Field Experience Placement</td>
</tr>
</tbody>
</table>
| Week 2 Jan. 22-28 | Begin hours at School Site | ● Establish Plan with Mentor  
    ● Attend Zoom Orientation  
    ● Journal 1 Due | Begin Field Experience |
| Week 3 Jan. 29 - Feb. 4 | School Site | Site Agreement Form Due  
    Journal 2 Due  
    Video Permission Forms Due | ● Site Agreement forms Due  
    ● Schedule Pre-conference |
| Week 4 Feb. 5-11 | School Site                   | Journal 3 Due  
    Submit Lesson Plan 1 | Pre-Conference |
| Week 5 Feb. 12-18 | School Site                   | Complete Lesson Reflection 1  
    Complete Post Conference 1 | Lesson 1 Observation |
| Week 6 Feb. 19-25 | School Site Observation 1     |                                                          | Complete Lesson Reflection and Post |
| Week 7  Feb. 26 - March 3 | School Site | Journal 4 Due  
Use this time to review Work Sample and input materials | Conference |
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<tbody>
<tr>
<td>Week 8  March 4-10</td>
<td>School Site</td>
<td>Use this time to review the Work Sample and input materials</td>
<td>Schedule pre-conference for Lesson 2</td>
</tr>
<tr>
<td>March 11-17</td>
<td>SPRING BREAK</td>
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</tr>
</tbody>
</table>
| Week 9  March 18-24      | School Site | ● Complete Lesson Reflection 2  
● Complete Post Conference 2 | Schedule Work Sample Progress Data Analysis Meeting  
(30-45 min) |
| Week 10  March 25-31     | School Site Observation 2  
Complete by End of Week | Use this time to review the Work Sample and input materials |              |
| Week 11  April 1-7       | School Site | ● Complete Work Sample Progress/Data Analysis Meeting | Complete Peer Simulated Recalls |
| Week 12  April 8-14      | School Site Complete Work Sample Check In Meeting | Use this time to review the Work Sample and input materials |              |
| Week 13  April 15-21     | School Site |                                                 |              |
| Week 14  April 22-28     | School Site |                                                 |              |
| Week 15  April 29 - May 5| School Site | ● Work Sample  
● Journal 5 Due  
● Attendance Log Due |              |
Week 16
May 6-10

School Site Final Week

Last Day at the School

● Course Evaluations

No Required Hours

VI. Required Textbook
240 Tutoring is required for content exam
Send Questions to Alyssa Landreneaux at edstudiestesting@sfasu.edu or 936-468-5899

This course does require that you submit designated assignments to QClassroom.

● Work Sample

● Attendance Log Hours/Reflection

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

VII. 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.

VIII. Student Ethics and Policy Information: Policy 6.7

Attendance:
Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which you are 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 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 depending of the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Late Work:
Assignments are due as assigned. Late work will not be accepted except with prior arrangements from the instructor. All work must be completed to receive an A in the course.

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, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Integrity: Policy 4.1:
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work, when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.
Penalties for Academic Dishonesty:
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals:
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3)

Withheld Grades Semester Grades Policy 5.5:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive
behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information:

Certification/Licensing Requirements

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to: 1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due February 1, 2013. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU. 2. Provide one of the following primary ID documents: passport, driver’s license, state or province ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. 3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.