Elementary Education
ECH 331P (all sections) CHILD-CENTERED ENVIRONMENTS Field Experience
Spring 2016

I. Course Description:
Laboratory observations and interactions with young children in child-centered classroom environments directly related to the content and purpose of ECH 331. This course includes a critical LIVETEXT assignment that will be used for accountability and accreditation. Incidental lab fee $20.

Must be taken concurrently with coordinating ECH 331 lecture course. Prerequisites: ECH 328 and ECH 328P

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community in an online classroom that explores the classroom environment of young children.

Upon completion of this course the teacher candidates will know how to integrate subjects, include all levels of thinking, plan, set-up, and interact in learning center activities.
Program Learning Outcomes (PLOs and SLOs)

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).
   SLO 1.1 Candidates will interact with children and teachers before, during, and after learning centers related to motivation theory and principles related to classroom climate. (EC12 Texas PPR ST I)
      SLO 1.1.1 Assessment-Quizzes
      SLO 1.1.2 Assessment-Learning Centers Observation Quizzes
   SLO 1.2 Candidates will reflect and examine all elements and processes to planning, constructing, and setting up quality learning center activities.
      SLO 1.2.1 Assessment-Quizzes
      SLO 1.2.2 Reflection Documents
   SLO 1.3 Candidates will demonstrate an introductory knowledge and understanding of Benjamin Bloom’s Taxonomy as it relates to instructional alignment (district and state curriculum) TEKS, STAAR, and lesson objectives (EC12 Texas PPR ST I)
      SLO 1.3.1 Assessment-TEKS and Objective Assignment (Anatomy of the TEKS)

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).
   SLO 3.1: Candidates will unpack PK Guidelines and TEKS to determine thinking, content, and processes according to Bloom’s Taxonomy (EC12 Texas PPR ST I).
      SLO 3.1.1 Assessment-Unpacking the TEKS Document
      SLO 3.1.2 Assessment-Justification Discussion
   SLO 3.2: Candidates will create learning objectives appropriate for learning centers focusing on PreK Guidelines or TEKS (EC12 Texas PPR ST I)
      SLO 3.2.1 Assessment-Learning Objectives Discussion
   SLO 3.3: Candidates will create and construct engaging learning center activities that include learning objectives, TEKS, directional guides, data sheets, picture cards, reading materials, etc. that are appropriate for the development of the age classroom assigned (EC12 Texas PPR I, III; NETS-S ST II)
      SLO 3.3.1 Learning Center Planning Sheets and Set Ups
   SLO 3.4: Candidates will interact with children during learning centers they have constructed, provide constructive feedback, and reflect upon the instructional implementation (EC12 Texas PPR III, IV)
      SLO 3.4.1 Assessment Student Learning Center Reflection Assignment
   SLO 3.5: Candidates will transform existing curriculum materials to create developmentally appropriate hands-on learning activities (EC12 Texas PPR ST I, II, III).
      SLO 3.5.1 Assessment-Worksheet to Learning Center Activity & Rubric

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children. (ACEI 5; InTASC 9. 10)
   SLO 5.1: Candidates will facilitate projects related to community agencies to promote the intellectual, social, emotional, physical growth and well-being of all children from diverse populations, and interact with children and adults affiliated with area boys and girls clubs, school districts, YMCA, or day care centers to establish collaborative relationships with community.
   SLO 5.3: Candidates demonstrate professional reflection of own work and work of others.
   SLO 5.4: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback), and its effect on young children (EC12 Texas PPR ST III).

Unit & Program Assessments: ECH 331P LCA Assignments
ECH 331P Assignment Rubric

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

This is a face-to-face course. Completers will be completing this course as a web online only course. Teacher candidates will be completing individual assignments that will be intended for D2L postings, for assessment by instructor, and/or used for self-assessment.

Assignments will be given to enhance the teacher candidate's understanding of young children and how they learn best as supported by research. Assignments may be altered or additional assignments may be added as the need arises. Assignments may be assessed, at times, using rubrics, scoring guides, and/or grading forms. The grading forms, rubrics, and checklists, if used, are located in D2L and should be printed off, by you, before completing the assignment. When grading forms are used, looking at the grading form ahead of time will allow you to know what grade you want to work toward in that specific assignment. The professor will rate assignments based on the learner’s ability to intelligently convey his or her understanding of content, using proficient writing skills.

PROFESSIONALISM GRADE Teacher candidates will be expected to show professional behaviors at all times -- on SFA campus, on school district campuses, and online. Teacher candidates will be expected to turn in assignments, discussions, and quizzes on time, complete, with integrity, and to the best of his/her ability. Each teacher candidate will begin with all professionalism points. As the semester goes along professor will update these points as needed. Points will be lost for late/missed quizzes, late/missed assignments, late/missed discussions, lack of attendance online and/or at the campus visit, lack of participation at the campus visit, not responding to peers and/or professor in a timely manner, not conducting self in a professional way in person or online, etc...this grade can go into negative points).

LEARNING CENTER ACTIVITIES Each student is responsible for planning three learning center activities and setting-up one of these activities in an approved location. These activities will be based on developmental needs of children as stated by the TEKS and PreK Guidelines, as well as the classroom teacher. First plan (DISCOVERY CENTER) will be a practice plan completed in a group. To complete this plan in a group, the teacher candidate must attend the campus visit; if the campus visit is missed for any reason, this lesson plan must be completed alone. The second plan (MATH CENTER) will be completed individually, each student will plan and set-up a learning center activity (PreK, Kindergarten, or 1st grade) at an approved location during a set “window of time” found in the course Timeline. The third plan (LITERACY CENTER) will be based on the targeted objective from a worksheet given in the D2L module (2nd or 3rd grade). In each center plan and/or set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items (borders, decorations, etc.) which invite children to the center. This assignment is subject to change as needed for class or individual students.WORKSHEET to LCA Will be completed as third learning center plan described above (LITERACY CENTER). Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center. This assignment may include a directional guide, data sheet, and/or materials. It will be turned in online in D2L and in LIVETEXT. This assignment is subject to change as needed for class or individual student.

EXTRA CREDIT OPPORTUNITIES Teacher candidates will be given Extra Credit/Bonus Points opportunities during the semester in the form of document submissions and/or quizzes. Examples or explanations will be given in D2L or face to face in the ECRC classroom. Extra credit will be given at the discretion of the instructor and will be dependent on participation, professionalism, and quality of work throughout the semester.

V. Evaluation and Assessments (Grading) Weekly assessments and semester evaluations may be given to evaluate teacher candidates understanding and may not be announced.

EXAM/QUIZZES All quizzes may not be listed below. It is your responsibility to check D2L for all assigned quizzes in the course – due dates and times. Unannounced quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes will be given online and possible quizzes given at campus visit meeting.

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• Syllabus Quiz
• Timeline Quiz
• Interaction Location QUIZ
• General Information QUIZ
• Data Sheet Quiz
• Directional Guide Quiz
• Picture Card Quiz
• Feedback Quiz (optional for bonus points)
• LCA in Box Quiz
• Blooms Taxonomy Quiz
• Examining and Unpacking the TEKS QUIZ
• LCA CD Scavenger Hunt QUIZ

OBSERVATION QUIZZES Each teacher candidate will be expected to complete 9 – 10 classroom observations and write reflections on those observations. Face to face courses will perform their observation hours downstairs in the classrooms of the ECRC. Completer students working solely online will complete observation hours by watching videos of the ECRC classrooms online and answering multiple choice and reflection/long answer questions. These observation hours, for face to face courses and online completer courses, are part of the department’s accreditation process. Each observation hour in the classrooms for face-to-face students will count as “one observation hour”; each hour must be completed entirely and each reflection written must be of quality and make a grade of 70% or better, otherwise the hour must be made up and redone. Each observation quiz for online completer students will also count as “one observation hour”. Therefore, failure to complete ALL observations, in their entirety and with at least 70% mastery for an online completer quiz or a face to face observation hour, will result in a failing final course grade. If any question is left unanswered, the quiz will not count and will need to be made up. For observation quizzes, a make-up quiz will be given for grades below 70%, it will not count for points, but will allow the “observation hour” to be considered complete to pass the course. The observation quizzes for online completer students are listed below. More may be added, as needed, per the instructor’s discretion.

  o LCAs in Action
  o Preview and Review
  o Setting up a Center
  o Science/Discovery LCAs
  o Assessment
  o Math LCAs
  o Objectives and Lesson Planning
  o Interaction
  o Literacy LCAs

**Failure to complete all observation quizzes assigned will result in an automatic failing overall course grade for this course due to not completing the required “observation hours”. See Interaction and Observation module for specifics.

With the MANY videos in this course, 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. The MP4 videos in the course work best through the Google Chrome browser.
FINAL EXAM (Comprehensive final exam) Will be taken online. See Timeline or course calendar tool for specific date. Each student will take 1 major final exam. Exam may consist of multiple-choice, true/false, matching, fill in the blank, and may include essay or short answer. Exams MUST BE MADE UP within ONE WEEK of the original testing date and can only be made up for ½ credit maximum, unless approved otherwise by instructor. The student is responsible for arranging for the make-up exam. Students who miss a major final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade.

Unannounced quizzes, in class quizzes, as well as scheduled quizzes in D2L will be given during the semester.

GRADING Grades will be assigned according to the percentage of total points a student earns. Teacher candidates will be able to follow posted grades during the semester in GRADES located on the homepage of D2L. To keep up with you own average as the semester moves along, use the following equation: Total points earned divided by total points possible.

LATE/MISSED WORK will cause professionalism points to be lost for EACH missed or late assignment, quiz, or discussion.

Grades are based on the following:

PROFESSIONALISM GRADE --- ASSIGNMENTS --- QUIZZES --- FINAL EXAM

Individual or group assignments:

- PROFESSIONALISM Justification
- Center Plan - Discovery (GROUP)
- Center Set Up – Math
- Center Plan – Literacy (Worksheet to LCA)
- Feedback Reflection (for each center lesson plan, optional for bonus points)

Materials and/or work that are turned in may be used as examples in future classes.

GRADING SCALE: A = 100 – 90%    B = 89 – 80%    C = 79 – 70%    D = 69 – 60 %    F = 59% or below

An ‘A’ cannot be earned if ANY assignment or discussion is missed in the 331 field experience course. Missed quizzes (other than observation quizzes) will be missed points, but an “A” can still be earned.

Course Pages – This course is entirely web based on D2L. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu or http://D2L.sfasu.edu.

Work Policies:
Late Work— Late work is accepted up to one week past the original due date for partial credit. (Talk with teacher BEFORE it is late…not after.) After one week’s time, late work will not be accepted. Late work will only count for ½ credit as the highest amount of points student can receive if turned in within the one week past due deadline. Professionalism grade points do drop for each late or missing assignment. Professionalism grade points can go negative.

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Make-up Work Policy—For extenuating circumstances, the decision whether to accept make-up work is at the discretion of the instructor. There is a possibility that make up work may only be accepted for up to ½ credit earned.

“Redo Work” Policy—Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after your grade is received from the instructor. Edited work resubmitted without the original work will not be accepted. At the discretion of the instructor, redo work may count towards partial points added back onto the original points.

TECHNICAL SUPPORT
Log on to http://www.oit.sfasu.edu/disted/studsup/index.html if you are having difficulties. You may also call 936-468-1919 for technical assistance.

Having technical trouble with your computer or with D2L does NOT excuse missed or late assignments. Your ability to understand the technology is a MUST. DO NOT WAIT UNTIL THE LAST MINUTE TO WORK ON ASSIGNMENTS or learn about D2L.

V. Tentative Course Outline/Calendar: The official timeline for this course is in the Syllabus and Timeline module on D2L. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. Changes in calendar/timeline may be made, at any time. Changes will be communicated in class, by email, or in the news section of D2L. The course calendar will be updated if any changes are made.

ATTENDANCE Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. This is an online only course; therefore, attendance is based on D2L logins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours M-F will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected from you. If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.) In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face-to-face classes. Failure to manage time and provide evidence that you have attended ‘class’ online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face-to-face class. Success in this online class will be totally up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and discussions. You must be an autonomous self-directed online learner.

There will be a face-to-face meeting on campus where we can get to know one another, ask and answer questions, go more in-depth with our learning, work on group assignments, and observe in the Early Childhood Research Center. Date and time will be sent in an email at the beginning of the semester either by your instructor or Ms. Griffin. Attendance will be expected at this meeting. Failure to attend will result in a loss of ALL professionalism grade points; those points can go negative as well. Any participation points and/or quizzes and reflection assignment points given at the campus visit will also be lost. You will be receiving supplies as well, that you have paid for in the cost of the course: an LCA cd and a Bloom’s Taxonomy flip chart. Both of these supplies are necessary for the completion of some
assignments/ quizzes in this course. Failure to attend the campus visit will result in the teacher candidate becoming responsible for obtaining these supplies from the instructor, at the teacher candidate's cost for postage. ***Attendance at this meeting is also required for you to be able to work in a group for your Discovery Center Plan. We will be working with our Discovery Center Plan groups for several hours/days at the campus visit as we go through the lesson plan step by step together as a class and separately in your discovery groups. Failure to attend the visit will result in many missed hours of work with your center plan group; therefore not being able to work with a group for this assignment. The assignment would then need to be completed alone in fairness to the other teacher candidates who did put time into planning with a group.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Textbooks:

1) McAninch, Cay and Boatman, Vikki Transitions ISBN 978-1-936205-14-1
Recommended to keep this book and not sell it back if planning on entering a classroom teaching position.

2) LIVETEXT REGISTRATION

Required: [This course has a required livetext assignment.]
This course uses the LiveText 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. You were required to purchase your LiveText account last semester, so you should already have one. For some reason, if a student does not have an existing LiveText account, you will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

Once you have purchased the account, you must activate your account at www.livetext.com. You will find directions for how to activate your account in the LiveText course module for this course; if you used LiveText last semester, your account is already activated. If you purchased LiveText in another course and/or last semester, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

THIS SEMESTER, in this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

Keep your account information where you will be able to easily access it in other education classes with requirements that must be submitted into the LiveText system. Courses/assignments will be automatically loaded on your LiveText dashboard page each semester.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

OTHER MATERIALS NEEDED TO COMPLETE THIS COURSE:

- daily access to a computer/printer for assignments and quizzes in D2L
- digital camera to take pictures of center set up
- card stock/sentence strips
- various materials needed for center plans and set-up
- materials needed to construct all other 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. Completing this evaluation may be considered as a part of your professionalism grade."
VIII. Student Ethics and Other Policy Information:

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/disabilitieservices/.

Academic Integrity
Academic integrity is a 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 polity on penalties for cheating and plagiarism.

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

Assignments in ECH 331P are submitted in D2L and sent to Turn-It-In to be checked for plagiarism. Professor will determine appropriate consequences for any violation. Possible consequences range from: deducted points on assignment, a zero given for an assignment plus loss of professionalism points, failure of the course, turning in the teacher candidate’s actions to the Dean which also consists of a record on file for the teacher candidate’s actions of cheating/plagiarism. If severe enough, the teacher candidate may be asked by the Dean to leave the program. The other student involved, if another student’s work is involved, may also be contacted and could face consequences as well. Bottom line: don’t cheat or plagiarize or let anyone have access to your work.

Withheld Grades Semester Grades Policy (A-54)
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 the WH is assigned, 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.

Acceptable Student Behavior
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 (see the Student Conduct Code, policy D-34.1). 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
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 prior to allowing you into the classroom. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TEES 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.

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.

IX. Other Relevant Course Information:

**Professionalism** You will demonstrate professionalism by:
- attending all class and face-to-face 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)
- checking in on D2L **EVERY 1-2 DAYS (Monday-Friday)** in the email and discussion board areas (VERY important)
- reading course outline/syllabus and following the course Timeline each week
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES **independently** unless otherwise stated by the instructor/professor;
- completing ALL ASSIGNMENTS/QUIZZES **on or before the due date** (LATE WORK only receives partial credit up to one week from original due date; professionalism grade points are lost if work is missed or late);
- submitting ALL WORK to complete this course using your best efforts to complete quality work;
- **participating appropriately** in all DISCUSSION BOARD assignments, and face-to-face meetings;
- dressing professionally at all times when in the ECRC and on public school campuses for course assignments (campus visit—ECHL Dress Code will be sent to you prior to our meeting);
- being professional in demeanor, attitude; with teachers and peers-- online, on campus, and in public schools
- maintaining confidentiality **at all times**
- communicating effectively with professor, teachers, and fellow classmates (When you are sending an email to me or another teacher candidate, you need to stop and think about your attitude and word choices...if you are concerned or upset about an issue. If you would not come to my office and say it to me personally or to the teacher candidate personally, you probably shouldn’t put it in an email. Chances are, it will not be considered professional by me or your peers).
**Name Badges** - Each teacher candidate is to wear his/her name badge at all times when in the ECRC building on campus. The name badges will be passed out to you at the campus visit. Badges should be worn in charter and lab classrooms as well.

*Thought to remember … “Each person’s work is always a portrait of himself.”* -Samuel Johnson