Instructor: Dr. Lauren Gonzalez  
8:15AM-10:15 AM & Monday Lab  
Office: 201o

Cell Phone: 940-465-3257  
Email: gonzalezlk@sfasu.edu

Course Time: Monday-Thursday  
Office Hours: Monday 11:00AM-2:00PM  
Tuesday 11:00AM-11:30AM  
Thursday 8:30AM-10:30AM Online  
Credits: 3 credit hours

Prerequisites: Admitted to Educator Certification; Enrolled in Field Experience one semester.

Prerequisites to Field Experience II: C or better in ELE 351, ELE 352, RDG 350, RDG 415, and ECH 332.

I. Course Description:

EC-6 Field Experience 1- Candidates will design and implement developmentally appropriate conditions for learning and instruction that are informed through assessment data.

This three hour course lab places teacher candidates on PK- 6 public school campuses during the experience referred to as Field Experience I. 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 setting. This will be accomplished through 2-hour labs, four days a week (M-R).

These courses, ELE 302, ECH 332, RDG 322, and ECH 350 combine to provide the information and performance based application of knowledge, which leads to prove that teacher candidates are competent in teaching young children. This is a web-enhanced course.

This course contains three critical assessments that must be submitted through the LiveText management system. It is an absolute requirement of this course that all teacher candidates
submit the Social Studies Workshop Plan, the Small Group Instruction Lesson Plan, and the Unit Work Sample (Literacy Project Paper) assignments in LiveText for successful completion of the course.

II. Intended Learning Outcomes/Goals/Objectives:

During the course of this semester teacher candidates demonstrate potential as an elementary teacher and document effectiveness by completing an extended literacy project with children in a public school classroom. Teacher candidates are asked to administer assessments, analyze the results, and implement appropriate instruction.

The three LiveText assignments are comprehensive projects that provide evidence that each future teacher is able to use the early childhood and elementary education, reading knowledge, technology, and interaction skills developed in prior and current courses to demonstrate the ability to teach children in a diverse, public school setting. As stated in the College of Education’s Conceptual Framework, "The professional standards and best practices that connect programs within the unit are predicated on candidate performance expectations that are aligned with professional, state, and institutional standards and systematically assessed to gauge candidate, program, and unit performance. A common thread within educator preparation programs is the centrality of diversity and integration of technology within each program."

Following the standards of the Association for Childhood Education International (ACEI), this course includes a family involvement component.

Through the project, teacher candidates will show qualities of a competent, successful, caring and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development. The dispositions academic excellence, life-long learning, collaboration, openness, integrity, and service, which are valued by our college, should be reflected in performance in this course.

Each of the assignments in these field placement labs is designed to reinforce the shared vision and purpose of the SFASU College of Education. These labs provide the field experiences that translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

LEARNING OUTCOMES

Program Learning Outcomes & Student Learning Outcomes:

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; AMLE 1; InTASC 1).
• **SLO 1.1** Candidates will conduct guided reading with a small group of students (3), and focus on strategy instruction while planning lessons to address specific TEKS
  o **SLO Assessment 1.1** Weekly Lesson Plans using the Small Group Instruction Lesson Plan

• **SLO 1.2** Candidates will lead a morning meeting which includes: (1) a morning greeting in which all students speak and greet someone else by name and include morning routine (calendar, lunch, etc..) with an interactive message that has been written by the candidate (the message will be on chart paper using correct letter formation, and will elicit feedback and discussion from students); (2) imbedding word play and phonics into discussion; (3) dismissing students from rug in an interactive, organized fashion.
  o **SLO Assessment 1.2** Mentor Teacher Feedback Form

---

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in the content areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2; InTASC 4).

• **SLO 2.1** Candidates will synthesize teaching and learning into a research paper that includes lesson planning, student work samples, assessment, parent communication, and reflective analyses.
  o **SLO Assessment 2.1** Benchmark II: Field Experience/Clinical Practice - Work Sample

---

**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; AMLE 2; InTASC 2, 3, 5, 7, 8).

• **SLO 3.1** Candidates will: (1) prepare a social studies mini lesson to teach readers how to make meaning from non-fiction text (graphic organizer, readers’ theatre, etc…); (2) confer during workshop worktime with children in a manner that demonstrates children are able to respond to the text showing understanding of the skill (TEKS) taught in the mini lesson; (3) take anecdotal notes on three students; (4) assemble students in a seminar for sharing and closure.
  o **SLO Assessment 3.1** Workshop lesson plan (*That Workshop Book by Bennett*); self-reflection and supervisor feedback

• **SLO 3.2** Candidates will select a high quality, nonfiction texts that ties into the learning and TEKS for social studies that is slightly above the grade level expectations and perform a read aloud focusing on activating schema, maintaining prosody throughout reading, and asking high-level questions.
  o **SLO Assessment 3.2** ELA/Social Studies Workshop Lesson Plan

---

**PLO 4** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 6; ISTE II).
• **SLO 4.1** Candidates will select and use three assessment instruments to pre and post three students at the beginning and end of the semester to inform guided reading instruction and individual conferring within the classroom.

• **SLO Assessment 4.1** Copies of assessment results; analysis using the assessment data sheet and Reading Improvement Plan; and recommendations for targeted instruction in research paper; guided reading lesson plans are correlated to student needs (ISTE II).

**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; AMLE 5; InTASC 9, 10).

• **SLO 5.1** Candidates will write a short letter (approved by the university professor and mentor teacher) to parents introducing him/herself and state purpose of small group.
  o **SLO Assessment 5.1** Copy of letter; quality indicators

• **SLO 5.2** Candidates will create a one-page newsletter (approved by the university professor and mentor teacher) that alerts parents to web-based, community, and book resources to assist in literacy development at home.
  o **SLO Assessment 5.2** Copy of newsletter; quality indicators

• **SLO 5.3** Candidates will prepare a take home activity around an expository text related to social studies TEKS and include a reader response activity.
  o **SLO Assessment 5.3** Copy of take home activity; evidence of student work.

• **SLO 5.4** Candidates will develop a professionalism statement which reflects guiding criteria for personal actions and attitudes during the field experience.
  o **SLO Assessment 5.4** Copy of professionalism statement; quality indicators.

**TExES Competencies**

Upon completion of the Field Experience I semester, teacher candidates will be able to demonstrate their knowledge and understanding of the following competencies:

**EC-6 Generalist**

**Domain I: English Language Arts**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Oral Language</td>
</tr>
<tr>
<td>002</td>
<td>Phonological and Phonemic Awareness</td>
</tr>
<tr>
<td>003</td>
<td>Alphabetic Principle</td>
</tr>
<tr>
<td>004</td>
<td>Literacy Development</td>
</tr>
<tr>
<td>005</td>
<td>Word Analysis and Identification Skills</td>
</tr>
<tr>
<td>006</td>
<td>Reading Fluency</td>
</tr>
<tr>
<td>007</td>
<td>Reading Comprehension and Applications</td>
</tr>
<tr>
<td>008</td>
<td>Reading, Inquiry, and Research</td>
</tr>
<tr>
<td>009</td>
<td>Writing Conventions</td>
</tr>
<tr>
<td>010</td>
<td>Development of Written Communication</td>
</tr>
<tr>
<td>011</td>
<td>Viewing and Representing</td>
</tr>
<tr>
<td>012</td>
<td>Assessment of Developing Literacy</td>
</tr>
</tbody>
</table>
Pedagogy and Professional Roles (PPR)

**Domain I:** Designing Instruction and Assessment to Promote Student Learning
- Competency 001 Human Development
- Competency 002 Student Diversity
- Competency 003 Designs Effective and Coherent Instruction
- Competency 004 Understands Learning Processes

**Domain II:** Creating a Positive, Productive Classroom Environment
- Competency 005 Classroom Climate
- Competency 006 Learning Environment

**Domain III:** Implementing Effective, Responsive Instruction and Assessment
- Competency 007 Effective Communications
- Competency 008 Engages Students in the Learning Process
- Competency 009 Technology
- Competency 010 Monitors Student Performance

**Domain IV:** Fulfilling Professional Roles and Responsibilities
- Competency 011 Family Involvement
- Competency 012 Enhances Professional Knowledge and Skills
- Competency 013 Legal and Ethical Requirements

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:** See separate document detailing class assignments and due dates. (See Tentative Timeline)

Review and Application of Guided Reading and Literacy Applications (Review content from RDG 320 and apply knowledge of Guided Reading.)

Social Studies Workshop Plan *This assignment must be submitted in LiveText* (RDG Content Assessment-Social Studies).

Small Group Instruction Lesson Plan *This assignment must be submitted in LiveText* (RDG Content Assessment-ELA).

Literacy Project Paper (RDG Candidate Work Sample) *This assignment must be submitted in LiveText* (RDG Candidate Work Sample)

**IV. Evaluation and Assessments (Grading):** The College of Education Teacher Candidate Work Sample Scoring Guide, which is included in the course packet, will be used to evaluate components of the literacy project. These include, but are not limited to the following:

**Lecture Class Professionalism**
Candidates are expected to be professional at all times. While points will not be earned for behaving professionally, behaving unprofessionally will adversely affect the candidate's grade. Each teacher candidate is expected to:
- attend all class meetings in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
• complete ALL ASSIGNMENTS on or before the due date;
• submit ALL WORK in order to complete this course;
• participate intelligently in all class discussions;
• communicate professionally in verbal and written communication (including electronic communication);
• turn off cell phones, beepers, and pagers;
• must complete the end-of-course online evaluation;
• dress professionally and be professional in demeanor, attitude, and maintain confidentiality at all times; and become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/policies/academic_integrity.asp

Field Experience Professionalism

Professional Expectations: Each candidate is expected to be familiar and fully comply with professionalism as it deals with the public school campus and the greater community.

Appearance: Teacher candidates must be professionally dressed each time they are on the elementary campus (regular attendance, after school faculty meetings, PTA/PTO meetings, etc.). Their attire must comply with the local school district’s dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair, and nails should be carefully considered EACH day. Tattoos must be covered.

Assigned Responsibilities: Teacher candidates must follow the lead of the mentor teacher and 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, either on their campus or on other sites. Teacher candidates are expected to demonstrate proficiency in planning and implementing a variety of lessons.

Attendance: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR SITE and UNIVERSITY CLASSROOM ATTENDANCE IS MANDATORY. All absences must be made up hour-for-hour, within one week of absence. Absences beyond two result in double make-up time.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors. Candidates in Field Experience I are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus.

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 ones' self in a professional manner, refraining from party activities on week nights 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. Teacher candidates are expected to communicate
professionally in verbal and written communication (including electronic communication) when communicating with the school district.

**Punctuality:** Teacher candidates are expected to arrive between ten and fifteen minutes before the time required for each individual campus. For some campuses this is 8:00 AM and for others it is 8:15 AM. **To be "on time" is to be late.** Teacher candidates are expected to remain on the elementary school campus site the full 2 hour requirement. Teacher candidates should not leave the campus during the school day. Candidates are expected to sign in upon arrival and sign out upon departure.

A combination of any three behaviors that display a lack of professionalism will result in the candidate being referred to the Program Review Panel, which may result in dismissal from ECH 350 Field Experience I. Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, and ongoing submission of incorrect assignments.

<table>
<thead>
<tr>
<th>PASS</th>
<th>70 – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIL</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

**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. 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 TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.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.

**V. Tentative Course Outline/Calendar:**

There is a tentative course calendar included in the course packet. Please refer to individual site instructors for changes per individual site to the course outline and calendar. Please remember
that while the Field Experience 1I follows a uniform course calendar, special circumstances arise on individual campuses which require occasional adjustment.

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

Required:
LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, 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.

LiveText—LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

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.

If you are purchasing LiveText for the first time, you need to complete the My Cultural Awareness Profile (MCAP) found within the LiveText account. Students should complete the MCAP within the first month of long terms and within the first week of short terms.

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

There are no other additional texts required for these labs. Textbooks, packets, and other materials from current and previous reading and early childhood courses will be used for references. Reading assignments will vary according to campus need; some reading assignments may be online.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. The course evaluation 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.

Instructions: Go to MySFA click: My Courses(top) click: Online Surveys (left)

VIII. Student Ethics and Other Policy Information:
Compliance with the Americans with Disabilities Act of 1990 -- “No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004 - 2005)

Students with Disabilities — 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. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Honesty — 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 policy on penalties for cheating and plagiarism.

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

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

PLAGIARISM/CHEATING: Plagiarism is unprofessional and will be considered cheating, resulting in a zero on the assignment. All assignments must be written in your own words. Quotes and pictures from web sites or other sources must be properly cited. Any form of copying from any source, including another student, will be considered cheating and will result in
receiving a zero for the assignment and possibly an F in the course and/or dismissal from the program.

What is plagiarism? http://www.lib.usm.edu/legacy/plag/whatisplag.php

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 they receive a WH, or the grade automatically becomes and 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 the last day of the first week of class. 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 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.

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:

**Admission to Teacher Education** requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 must have and maintain a GPA of 2.75.

**Assignment Policy:** All students are expected to complete assignments by the due date. **No credit will be given to late assignments.** ALL assignments must be completed for a grade in this course. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

**Make-up Work Policy:** The decision whether to accept make-up work is at the discretion of the instructor. No make-up work will be accepted Finals Week.