I. Course Description:
An opportunity to apply theory to practice. Hands-on interaction in mathematics and science instruction. Particular emphasis is placed on pedagogy, philosophy, and professional development.

Prerequisites: Admission to Teacher Education and enrollment in Field Experience II semester.

II. Intended Learning Outcomes/Goals/Objectives:
The field experience in this course provide a hands-on—minds-on learning opportunity for teacher candidates at SFASU. Practicum II field experience supports the mission of the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as we prepare them to become competent, successful, caring and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations and through this field experience, as well as the other field placements in the program, teacher candidates work in a variety of teaching venues. Through field placements, teacher candidates also have opportunities to collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas. The NAEYC standards require that teacher candidates have opportunities to work with student and parents and in this field placement candidates learn to communicate effectively with parents. Through this course, teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. This course is one of three field placements for teacher candidates and through these field placements, the teacher candidates at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

Please follow this link to visit the SFASU College of Education Conceptual Framework:
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 1).

- SLO 2.1 Candidates will demonstrate their knowledge of course content including math, science, and other areas as placement warrants.
  - SLO 2.1.1 Assessment – Two Science Lesson Plans Assignment (implementing unpacking TEKS, lesson and language objective taught in ECH 331 and RDG 320)
SLO 2.1.2 Assessment – Two Math Lesson Plans implementing SmartBoard (when available) (implementing unpacking TEKS, lesson and language objective taught in ECH 331 and RDG 320) (ISTE ST II)
- SLO 2.1.3 Assessment – Field Experience II Science or Math Instructor Formative Evaluation (aligned with PDAS)
- SLO 2.1.4 Assessment – Mentor Science or Math Checklist
- SLO 2.1.5 Assessment – Field Experience II Instructor Walk-Through (check of Field Experience II students via documentation of 6 completed math lessons)
- SLO 2.1.6 Assessment - Benchmark II: Field Experience/Clinical Practice – Candidate Dispositions by Faculty

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 demonstrate their ability to engage, transition, communicate, give directions, question, pace, and motivate children
  - SLO 3.1.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation (aligned with Texas Teacher Appraisal System)
    (same assessment as SLO 2.1.3)
- SLO 3.3 Candidates will utilize technology as part of instruction.
  - SLO 3.3.1 Assessment – Field Experience II Science or Math Instructor Formative Evaluation (aligned with PDAS) (same assessment as SLO 2.1.3)
  - SLO 3.3.2 Assessment – Self-Assessment Texas STAR Inventory (http://www.texassttc.net/teacherchecklist.html) Discussion (ISTE ST V)
- SLO 3.5 Candidates will demonstrate the ability to plan and implement effective instruction in science.
  - SLO 3.5.1 Assessment – Instructional Artifact Sample

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; InTASC 6).

- SLO 4.1 Candidates will assess and show impact of science and math lessons.
  - SLO 4.1.1 Assessment – Science and Math Assessments for Lessons (In the lessons mention in SLO 2.1.1 & 2.1.2)
  - SLO 4.1.2 Assessment – Student Impact Reflection (includes data analysis using technology, impact on student performance, and self-reflection)

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 demonstrate professionalism as an educator.
  - SLO 5.1.1 Assessment - Field Experience II Science or Math Instructor Formative Evaluation (aligned with PDAS) (same assessment as SLO 2.1.3)
- SLO 5.2 Candidates will demonstrate ability to self-evaluate for the purpose of self-improvement.
  - SLO 5.2.1 Assessment - Student Impact Reflection (includes data analysis using technology, impact on student performance, and self-reflection)
    (a part of SLO 4.1.2)
- SLO 5.3 Candidates will demonstrate proficiency in written communications to parents.
  - SLO 5.3.1 Assessment – Parent Letter Assignment

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Science Field Experience Assignments:
Candidates will use inquiry based learning and field investigation approach to plan and implement 6 science inquiry lessons with a group of elementary school students. Successful completion of this assignment will be demonstrated via completed self-reflections and rubrics completed by the instructor.

Math Field Experience Assignments:
Candidates will observe and conduct 6 math conferring sessions, math strings lessons and math seminar sessions of a math workshop with a group of elementary school students. Successful completion of these assignments will be demonstrated via completed self-reflections and rubrics completed by the instructor.

LiveText Assignment:
Candidates will submit two lesson plans, one each in the content area of Science and Math, including supporting documentation of said lessons which were observed by the instructor during the practicum. Successful completion of this assignment will be demonstrated via rubrics completed by the instructor.

Technology
As part of this coursework, you are required to transmit teaching activities for observation and participate in course chats via webcam. Sometimes the instructor may deem it necessary to view recorded activities instead of using the webcam. Adhere to the following guidelines when selecting the equipment to submit a recording. **Digital recordings submitted on discs or jump drives are preferred.**

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. Violations will result in a Program Continuation Plan, which is placed in the teacher candidate’s permanent record folder. Teacher candidates receiving a Program Continuation Plan will have their practicum grade reduced by one letter.

**Appearance:** Teacher candidates must be dressed professionally each time they are on the campus to transmit or record lessons and activities. 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. Jeans, tennis shoes, and school t-shirts are not considered professional attire – even if allowed on Fridays.

**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 and growth as a learner. 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 online class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors. Candidates in Internship II 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, completing all assignments in the course, attending all stated meetings (chats), 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 one's self in a professional manner, refraining from party activities on week nights, 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 SFA instructors and the campus mentor teacher.

**Punctuality:** Teacher candidates are expected to arrive early and be set up and ready to transmit or record at the scheduled time. To be "on time" is to be late.

**Failure to comply with the above may result in a Program Continuation Plan.**

**FINAL EXAM-**There is no final exam for ELE 450.

**IV. Evaluation and Assessments (Grading):**

Field Experience II is equal to a 3-hour credit course. In that way, this course is like any other 3 credit course, but you **MUST PASS Field Experience II in order to advance to Student Teaching.** Incomplete submission of the LiveText assignment associated with this course by the date noted on the timeline will result in the reduction of final grade by one letter. Also, failure to return SFA equipment (computers, webcams, and mics) in working order by the date noted on the timeline will result in the reduction of final grade by one letter.

Prerequisite to Field Experience II is a grade of C or better in ECH 350, ECH 332, ELE 302, RDG 322 and the TExES PPR exam must be passed successfully.

Additionally,

**Prerequisite to Clinical Practice (Student Teaching) is a grade of C or better in ELE 450, ELE 301, ELE 303, RDG 415 and all required TExES exams must be passed successfully.**

**GRADING-**Grades are determined by a percentage of total possible points earned based on the scale below:

- A = 90 – 100% (153 - 170 pts.)
- B = 80 – 89% (136 - 152 pts.)
- C = 70 – 79% (119 – 135 pts.)
- F = 59% or below (0 - 118 pts.)

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>3</td>
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<tr>
<td>Professionalism Points</td>
<td>20</td>
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<tr>
<td>Discussions (13 at 2 points each)</td>
<td>26</td>
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<tr>
<td>Chat</td>
<td>6</td>
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<tr>
<td>Family Communications (3 at 2 points each)</td>
<td>6</td>
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<tr>
<td>Building a Community of Learners Lessons (3 lessons at 5 points each)</td>
<td>15</td>
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<tr>
<td>Science Lessons (4 lessons at 5 points each)</td>
<td>20</td>
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</tbody>
</table>
Math Lessons (4 lessons at 5 points each) | 20
Observation Lessons (5 at 10 points each) | 50
Field Experience II Self-Assessment | 2
Steps of Problem Solving Directional Guide/Task Card | 2
Submission of Observation Lessons to LiveText FEM | Required for course completion

TOTAL | 170

Writing and Speaking Conventions are important and are also important to this (Field Experience) grade. If you are experiencing difficulty with Standard English, writing conventions, and/or other areas of communication, you should seek assistance at the campus Academic Resource Center at 936-468-4108. Teachers are expected to be capable of modeling and teaching the conventions of the English Language.

Always keep copies of all assignments.
Complete assignments early to prevent concerns about forgetting or technology disruptions.

V. Tentative Course Outline/Calendar
This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it ready and available, and mark your personal calendar with due dates/deadlines. All Chats, Discussions, Dropbox Assignments, and Quizzes are due on Sundays by 11:59 PM, Central Standard Time.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Read the following modules: A: Before Class Begins – instructor bio, required texts, intro to course, and technology requirements B: Syllabus &amp; Timeline – specific program and course requirements/deadlines C: LiveText – assignment requirements specific to course D: Field Experience II Overview – overview of Field Experience II course components</td>
<td>Dropbox Assignments: • Professionalism Points Quizzes (located on last page of modules): • Syllabus &amp; Timeline • LiveText • Field Experience II Overview</td>
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<tr>
<td>January 19-24</td>
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<tr>
<td>Week 2</td>
<td>Module 1: Getting Started with Field Experience II – guidelines and resources for securing a school site and permission forms to complete Field Experience II assignments, self-assessment, initial observation, and initial family communication</td>
<td>Site Assignments: • Secure site for Field Experience II assignments and signed permission forms • Initial Campus Observation Discussions: • #1 – Initial Observations Dropbox Assignments: • Field Experience II Self-Assessment • Family Communication #1</td>
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<tr>
<td>January 25-31</td>
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</table>
| Week 3 | February 1-7 | **Module 2:** Weekly Discussions – guidelines and resources for completing weekly discussion requirements. | **Checklists** (located on last page of modules):  
- Getting Started with Field Experience II  
**Site Assignments:**  
- Continue/Complete classroom observations  
- Continue to secure campus/parent permission slips and upload to designated Discussion Board  
**Discussions:**  
- #2 – Reflective Practice  
**Checklists** (located on last page of modules):  
- Weekly Discussions |
|---|---|---|---|
| Week 4 | February 8-14 | **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons. | **Site Assignments:**  
- Continue/Complete classroom observations  
- Continue to secure campus/parent permission slips and upload to designated Discussion Board  
**Discussions:**  
- #3 – 5E Lesson Plan  
**Checklists** (located on last page of modules):  
- Lesson Planning |
| Week 5 | February 15-21 | **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.  
**Module 4:** Building a Community of Learners – guidelines, resources, and explanation for teaching Field Experience lessons 1-4 | **Site Assignments:**  
- Continue to secure campus/parent permission slips and upload to designated Discussion Board  
- Continue/Complete classroom observations  
**Discussions:**  
- #4 – English Language Learners  
**Dropbox Assignments:**  
- Plan Building a Community of Learners Lesson 1 – Submit to Professor for Feedback. Do not teach until you have instructor approval. |
| Week 6 | February 22-28 | **Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons. | **Site Assignments:**  
- Continue to secure campus/parent permission slips |
### Week 7  
**February 29 – March 6**

**Module 4:** Building a Community of Learners – guidelines, resources, and explanation for teaching Field Experience lessons 1-4  
and upload to designated Discussion Board

**Discussions:**  
- #5 – Teacher as Facilitator vs. Giver of Knowledge

**Dropbox Assignments:**  
- Continue to revise and edit Building a Community of Learners Lesson 1 based on feedback. Do not teach until you have instructor approval.

**Checklists** (located on last page of modules):  
- Building a Community of Learners

**Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.

**Module 4:** Building a Community of Learners – guidelines, resources, and explanation for teaching Field Experience lessons 1-4 

**Site Assignments:**  
- Teach, and assess Building a Community of Learners Lesson 1  
- Plan, teach, and assess Building a Community of Learners Lesson 2

**Discussions:**  
- #6 – Classroom Management

**Dropbox Assignments:**  
- Building a Community of Learners Lesson 1  
- Building a Community of Learners Lesson 2

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### Week 8  
**March 6-13**

**Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.

**Module 4:** Building a Community of Learners – guidelines, resources, and explanation for teaching Field Experience lessons 1-4 

**Site Assignments:**  
- Plan, teach, and assess Building a Community of Learners Lesson 3  
- Observation #1 - Plan, teach, and assess Building a Community of Learners Lesson 4  
- Permission slips must be uploaded to DB prior to Observation

**Chat:**  
- Math and Science Content, **Thursday, 7-8 PM**

**Discussions:**  
- #7 – Authentic Assessment
<table>
<thead>
<tr>
<th>Week 9</th>
<th>March 21-27</th>
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<tbody>
<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
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<tr>
<td><strong>Module 5</strong>: READ AND REVIEW Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 6</td>
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<tr>
<td><strong>Module 6</strong>: READ AND REVIEW Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6</td>
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<tr>
<th>Dropbox Assignments:</th>
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<tr>
<td>• Building a Community of Learners Lesson 3</td>
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<tr>
<td>• Observation #1 Building a Community of Learners Lesson 4</td>
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<th>Site Assignments:</th>
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<tr>
<td>• Plan, teach, and assess Math Content Lesson 1</td>
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<td>• Plan, teach, and assess Science Content Lesson 1</td>
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<tr>
<th>Discussions:</th>
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<tr>
<td>• #8 – School Violence</td>
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<td>• Steps of Problem Solving Directional Guide/Task Card</td>
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<td>• Math Content Lesson 1</td>
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<th>Checklists (located on last page of modules):</th>
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<tr>
<td>• Science Content Lessons</td>
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<td>• Math Content Lessons</td>
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<tr>
<th>Week 10</th>
<th>March 28 – April 3</th>
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<tr>
<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
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<td><strong>Module 5</strong>: Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 6</td>
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<td><strong>Module 6</strong>: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6</td>
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<tr>
<th>Site Assignments:</th>
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<tbody>
<tr>
<td>• Plan, teach, and assess Math Content Lesson 2</td>
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<td>• Plan, teach, and assess Science Content Lesson 2</td>
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<th>Discussions:</th>
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<tr>
<td>• #9 – Educating 21st Century Students</td>
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<td>• Science Content Lesson 2</td>
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<th>Week 11</th>
<th>April 4-10</th>
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<tbody>
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<td><strong>Module 3</strong>: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
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<tr>
<td><strong>Module 5</strong>: Science Content Lessons – guidelines, resources, and</td>
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<tr>
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<tbody>
<tr>
<td>• Observation #3 - Plan, teach, and assess Math Content Lesson 3</td>
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<tr>
<td>• Observation #4 - Plan, teach, and assess Science</td>
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<td>Week 12</td>
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<tr>
<td><strong>Module 3:</strong> Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
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<tr>
<td><strong>Module 8:</strong> State of Texas Assessment of Academic Readiness – review STAAR formats, performance labels, progress measures, and interpretation of scores</td>
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</tbody>
</table>

### Discussions:
- #11 – State of Texas Assessment of Academic Readiness (STAAR)

### Site Assignments:
- Plan, teach, and assess Math Content Lesson 4
- Plan, teach, and assess Science Content Lesson 4

### Dropbox Assignments:
- Math Content Lesson 4
- Science Content Lesson 4

### Checklists (located on last page of modules):
- STAAR

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<tr>
<th>Week 13</th>
<th>April 18-24</th>
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<tr>
<td><strong>Module 3:</strong> Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.</td>
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<tr>
<td><strong>Module 9:</strong> Professional Development and Appraisal System (PDAS) – review PDAS framework, scoring factor, documentation and teacher self-report form</td>
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### Discussions:
- #12 – Professional Development and Appraisal System (PDAS)

### Site Assignments:
- Plan, teach, and assess Math Content Lesson 5
- Plan, teach, and assess Science Content Lesson 5

### Dropbox Assignments:
- Math Content Lesson 5
- Science Content Lesson 5

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**Explanation for teaching Science lessons 1 - 6**

**Module 6:** Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6

**Module 7:** FERPA and the McKinney-Vento Act – review legislation related to privacy of student information and educational access for homeless students

**Module 7:** Content Lesson 3

**Discussions:**
- #10 – FERPA and the McKinney-Vento Act

**Dropbox Assignments:**
- Observation #3 - Math Content Lesson 3
- Observation #4 - Science Content Lesson 3
- Family Communication #2

**Checklists** (located on last page of modules):
- FERPA and the McKinney-Vento Act

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**Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.

**Module 5:** Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 6

**Module 6:** Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6

**Module 8:** State of Texas Assessment of Academic Readiness – review STAAR formats, performance labels, progress measures, and interpretation of scores

**Discussions:**
- #11 – State of Texas Assessment of Academic Readiness (STAAR)

**Site Assignments:**
- Plan, teach, and assess Math Content Lesson 4
- Plan, teach, and assess Science Content Lesson 4

**Dropbox Assignments:**
- Math Content Lesson 4
- Science Content Lesson 4

**Checklists** (located on last page of modules):
- STAAR

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**Module 3:** Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons.

**Module 5:** Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 6

**Module 6:** Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6

**Module 9:** Professional Development and Appraisal System (PDAS) – review PDAS framework, scoring factor, documentation and teacher self-report form

**Discussions:**
- #12 – Professional Development and Appraisal System (PDAS)

**Site Assignments:**
- Plan, teach, and assess Math Content Lesson 5
- Plan, teach, and assess Science Content Lesson 5

**Dropbox Assignments:**
- Math Content Lesson 5
- Science Content Lesson 5
**EC6 Field Experience II/ELE 450.511& 512**
Paula Griffin / Fall 2015

### Week 14
**April 25 – May 1**

| Module 3: Lesson Planning – guidelines, resources, and explanation for planning Field Experience lessons. |
| Module 5: Science Content Lessons – guidelines, resources, and explanation for teaching Science lessons 1 - 6 |
| Module 6: Math Content Lessons – guidelines, resources, and explanation for teaching Math lessons 1 - 6 |

**Checklists** (located on last page of modules):
- PDAS

**Site Assignments:**
- Observation #4 - Plan, teach, and assess Math Content Lesson 5
- Observation #5 - Plan, teach, and assess Science Content Lesson 5

**Discussions:**
- #13 – AHA Moments

**Dropbox Assignments:**
- Observation #4 - Math Content Lesson 5
- Observation #5 - Science Content Lesson 5
- Family Communication #3

**LiveText Assignments:**
- Observation Lesson #2 OR #4 (Science) Plan Documentation
- Observation Lesson #3 OR #5 (Math) Plan Documentation

### Week 15
**May 2-8**

Extra Week

Catch up on any outstanding assignments/observations.

### Week 16
**May 9-13**

**Finals Week**

**There is no final for ELE 450**
- SFA Webcams, Mics, and Computers must be returned before May 6.
- LiveText assignments must be uploaded by May 6, 2016, 11:59 PM

### VI. Readings and Texts:

**Required:**
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. Students who do not have an existing LiveText account 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.
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 $18.00.

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.

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; course and program improvement, planning, and accreditation; instruction evaluation purposes; and 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!

In the 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 Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. This is an online course and attendance will be monitored through chats, timely completion and submission of course assignments, in addition to regular access of the course by the student through D2L.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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 policy 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.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.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.

   For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

REQUIREMENT FOR ADVANCEMENT IN TEACHER EDUCATION

In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that teacher candidates maintain a GPA of 2.75 or better (the same as required for admission to Teacher Education).

Candidates failing to maintain at least a 2.75 GPA will be dropped from professional education courses.