

Course number, Course CRN, COURSE TITLE
EDUC 4484-120 Field Experience

Fall 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets both in person at A&M Central Texas and at students' individual public school placement campuses.

Class meets face to face on selected Tuesday/Thursdays 9:00a.m.-11:00 a.m. Warrior Hall room 314. The course follows the A&M Central Texas Academic Calendar.

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

The first class meeting is on August 24th and the last class meeting is on December 9.

In-person meeting dates and campus placement dates are listed on the Course Calendar.

Supplemental materials will also be made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jamie M. Blassingame

Office: Warrior Hall 318N

Phone: (254) 519-5430

Email: jamie.blassingame@tamuct.edu

Office Hours

Class day Tuesday/Thursdays 11:00-12:00; other times by appointment

Student-instructor interaction

Part of my job responsibilities is visiting school campuses and observing in classroom. Due to this my preferred method of communication is email [jamie.blassingame@tamuct.edu]. My email is checked daily and I will respond within 24-48 hours. If there is a time critical need, phone (254) 519-5430, calls will be forwarded to me.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield,

university officials can quickly pass on safety-related information, regardless of your location.

Fall 2021 Return to Campus Plan. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description

Course Description: Supervised field-based experiences in public school classrooms. Major emphasis is placed on the identification and exploration of instructional strategies, the learning environment, and professional practices designed to prepare for clinical teaching. This course should be taken in the third block of the teacher education program.

Prerequisite: Admission to teacher education program.

Course Objective or Goal

Students will engage in a continuous cycle of learn/apply/reflect/refine related to instructional planning, instructional delivery, creating a learner/learning centered classroom environment, professional growth and dispositions, and developing cultural efficacy in the classroom.

Student Learning Outcomes

The learner will

SLO 1: communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.

SLO 2: adhere to the Code of Ethics for Texas Educators, including policies and procedures at the specific placement school/campus/district.

SLO 3: reflect on instructional planning and delivery in the context of the learning environment.

SLO 4: develop an action plan for professional development.

Required Reading and Textbook(s)

Yardsticks: Child and Adolescent Development Age 4-14, Chip Wood ISBN 978-1-892989-89-5

The New Art and Science of Teaching, Robert J. Marzano ISBN 9781943874965

Textbooks are available in the Hanik Bookstore

Pre-Practicum and Clinical Teaching Manual (provided electronically from course instructor)
Texas Essential Knowledge and Skills [TEKS] that corresponds to your public school campus placement. The TEKS can be accessed at

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

COURSE REQUIREMENTS

This course is a combination of class work and field work. Assignments may be modified and timelines adjusted at the discretion of the course instructor in order to maximize the course/field

experience.

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Assignments are graded on a scale of 1-5. Reference the Grading Rubric for detailed explanations of expectations, points and point conversion to percent for grading purposes.

1. **Campus Placement Schedule SLO 1**
 - a. Due August 26
 - b. Form: Schedule Template
 - c. Schedule of hours you will be on your placement campus
2. **First Days of School SLO 1, 2, 4**
 - a. Due Sept. 14
 - b. Written paper and artifacts. Assignment outline provided
 - c. Assesses your understanding and experience related to preparation and campus processes necessary to successfully launch the school year
3. **Professional Opportunities SLO 1,2,4**
 - a. Due Oct. 12 (checkpoint) Dec. 2 (complete)
 - b. Template provided (WORD format), save/submit as pdf.
 - c. A record of experiences as part of a campus team that takes place outside of the classroom routines
4. **Weekly Reflection Journal SLO 1,2,3,4**
 - a. Due Sept. 17, Oct. 8, Nov. 5 and Dec. 6
 - b. Outline, instructions and prompts provided
 - c. Note: The Reflection Journal assesses the students' understanding of the C-TESS rubrics, required placement campus focuses, text readings and synthesis of the learning/doing/reflecting/refining cycle of teaching
5. **Teacher Toolbox E-Portfolio SLO 2,3,4**
 - a. Due Dec. 2
 - b. Assignment outline and instructions provided
 - c. An electronic collection of idea, tips, tricks and other cool stuff that you will use as a classroom teacher
6. **Action Plan for Professional Development SLO 1,2,3,4**
 - a. Due Oct. 14 (checkpoint) and Dec. 6 (complete)
 - b. Template provided
 - c. Assesses your experiences and growth as you take on the role of classroom teacher. Reflects your understanding of reinforcements/refinements, goals setting and action steps for continued professional growth
7. **Classroom Management Plan 1,4**
 - a. Due Nov. 30
 - b. Template provided
 - c. You will explore your own philosophy of managing a classroom, collect artifacts/ideas, and create a document that will be useful to you as you begin full time teaching
8. **2+2 Targeted Observations SLO 1,3,4**
 - a. Due Nov. 18
 - b. Observation checklist/form provided

- c. As part of your professional growth plan, you will observe your mentor twice, and two other teachers at your placement campus. The observations will be tied to your growth goals
9. **Plan for Learning Lesson Plan SLO 3**
 - a. Due 3 days prior to summative observation/Dec. 7
 - b. Template provided
 - c. This document will be used as a learning tool and it is the lesson plan template you will use when planning your summative observation and evaluation
 10. **Post Conference Reflection SLO 3,4**
 - a. Due 48 hours after the formal observation/Dec. 7
 - b. Template provided
 - c. You will reflect on the outcome of your formally observed lesson, post conference and observer input and identify reinforcements/refinements based on that feedback
 11. **Mini-Quizzes (5) SLO 1,2,3,4**
 - a. Dates TBD in advance
 - b. Assesses course topics/Confidentiality/FERPA/Copyright & Acceptable Use and other topics assessed on the PPR test
 12. **Formal Observation with Written Feedback SLO 2,3,4**
 - a. Scheduled between Nov. 10-Dec. 2
 - b. Your summative lesson presentation will be formally observed and evaluated using the C-TESS or T-CAR document
 - c. You will receive written feedback via the observation document
- **Mock lessons and Teaching Video Clip analyses will be done in the round table “Reflect, React, Reboot” sessions at the beginning of each at-university class beginning Sept. 2 SLO 1,2,3,4**

Grading Criteria Rubric and Conversion

Basic Grading Rubric for Written Work and Course Assignments

5=100	4.5=95	4=90	3.5=85	3=80	2.5=75	2=70	1=60	0=50
Exceeds expectations, work is exemplary in its content, supporting evidence and elaboration that is novel/thought-		Meets all expectations, work is adequate and contains succinct elaboration. Evidence is factual. All		Meets most expectations, elaboration is minimal or excessive /off topic. Evidence is factual.		Meets basic expectations but elaboration was insufficient and/or supporting evidence was insufficient	Incomplete. The topic or assignment was minimally addressed, but supporting evidence was missing or inaccurate. Some components of the	Incomplete. The requirements of the assignment were not addressed or significant

provoking or contains elements that exceed the requirements of the assignment.		requirements of the assignment are addressed.				/off topic/inaccurate. Assignment had missing requirements.	assignment were not addressed/missing.	components of the assignment were missing.
NO mechanical or convention of language errors.		Minor mechanical and/or convention of language errors 0-1		Some mechanical and/or convention of language errors 2-3		Some mechanical and/or convention of language errors 4-5	Significant mechanical and/or Conventions of language errors 6-8	Significant mechanical and/or conventions of language errors 8+

Basic Rubric for Class Participation

5=100	4.5=95	4=90	3.5=85	3=80	2.5=75	2=70	1=60	0=50
Excellent preparation, additional research, elaboration supported reflection and/or added new information. Exemplary group dynamics		Well prepared, participation evident throughout, thoughtful elaboration. Conventions of group etiquette evident, courteous and respectful		Adequate preparation, some participation, answers more than yes/no but lacked sufficient elaboration. Met the conventions of group etiquette		Preparation minimally evident, minimal participation, minimal elaboration. Some violations of group etiquette (monopolizing, speaking out of turn, discourteous)	Preparation not evident, yes/no answers, no elaboration. Violation of group dynamics (inappropriate comments, rude, disrespectful)	Was not prepared, did not participate. Any group dynamic that violates the rights of others, is offensive or socially inappropriate.

Posting of Grades

Grades will be posted in the Canvas Grade Book. Assignments will be graded and posted within 5 days being received by the course instructor.

Grading Policies

Unless approved by the course instructor, late assignments will have 1 point [on a 5 point scale] deducted for each day the assignment is past due. Assignments more than 3 days past due will not be accepted.

COURSE OUTLINE AND CALENDAR**Complete Course Calendar**

Tasks and Topics may be adjusted at the discretion of the course instructor in order to maximize the course experience and align with field work.

Week	Tuesday	Wednesday	Thursday	Assignments
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<p>Wee k 1 Aug. 23- 27</p>	<p>August 24 *Orientation: Campus Etiquette & Expectation *Read/sign the Code of Conduct for Texas Educators *Review the syllabus *Discuss the campus schedule *Discuss the Basic Grading Rubric *Discuss the First Days of School Assignment *Lecture: FERPA and Confidentiality SLO 1, 2</p>	<p>August 25 Placement Campuses Observe the First Days of School Meet with both placement mentors and decide on Tue./Thurs. schedule (template provided) Schedule is due to course instructor Thursday, August 26</p>	<p>August 26 9:00 Testing and Certification Requirements (K.Kuklies) *The role of the teachers outside of the classroom *Building Relationships and Making Connections in the Classroom [Marzano Ch.9] HLP Building respectful relationships with students in ways that advance justice and disrupt racism. * Becoming a Reflective Practitioner and the Weekly Reflection Journal SLO 1,2,3,4</p>	<p>Yardsticks. Read the section that corresponds to your placement grade level. SLO 2,3 The Art & Science of Teaching. Chapter 9: Building Relationships SLO 1,2,4 Written Assignment: The First Days of School (outline/expecta tions provided) <i>Due Sept. 14</i> SLO 1,2 Campus Schedule due <i>Thursday, August 26</i> SLO 1 Begin planning for Professional Opportunities Checkpoint Oct. 12 Due Dec. 2 SLO 1, 2, 4 Begin Weekly Reflections Journal Four Submissions: <i>Sept. 17, Oct. 8, Nov. 5, Dec. 6</i> SLO 1,2,3,4</p>
<p>Wee k 2</p>	<p>August 31 *Discussion: CTESS</p>	<p>September 1 Make Up</p>	<p>September 2 *Round Table</p>	<p>Action Plan for Professional</p>

<p>Aug. 30-Sept .3</p>	<p>Rubrics and the C-TESS Protocol Focus: C-TESS Domain 4 Professional Development & Disposition Reinforcements, Refinements and the Action Plan for Professional Development *A culturally responsive classroom Focus: C-TESS Domain 5 Cultural Efficacy; HLP Building respectful relationships with students in ways that advance justice and disrupt racism.</p> <p>SLO 1,2,3,4</p>	<p>Wednesday Not a scheduled placement day</p>	<p>Reflect, React, Reboot Focus: C-TESS 3 *Presentation: Copyright & Acceptable Use *Discuss Teacher Toolbox e-portfolio *Lecture: The Direct Coaching Model *Mock Lesson</p> <p>Setting the stage for the next field placement round [Sept. 7,8,9; 14, 15, 16] SLO 1, 2, 3, 4</p>	<p>Development <i>Due Oct. 14 & Dec. 6</i> SLO 4</p> <p>Teacher Toolbox e-portfolio <i>Due Dec. Dec. 2</i> SLO 2,3</p> <p>Selected Readings from <u>The Art & Science of Teaching</u>, Robert Marzano SLO 3</p>
<p>Week 3 Sept .6-10</p>	<p>September 7 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p>September 8 Placement Observe</p> <p>Focus: Schoolwide processes and building relationships SLO 1,2</p>	<p>September 9 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p><i>Continue to observe school wide interactions and how building relationships with students supports academic success. Focus on lesson development/lesson cycle, Begin working one-on one, assisting, tutoring students in the classroom. SLO 1,2</i></p>
<p>Week</p>	<p>September 14</p>	<p>September 15</p>	<p>September 16</p>	<p><i>Identify effective</i></p>

<p>k 4 Sept . 13- 17</p>	<p><i>Course Instructor conducting Field Observations (reinforcements/refine ments communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p>Placement Observe and begin working with individual students as appropriate</p> <p>Focus: Schoolwide processes and building relationships</p> <p>Focus: Learning Targets; how are the written and communicated to students SLO 1,2</p>	<p><i>Course Instructor conducting Field Observations (reinforcements/refine ments communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p><i>instructional strategies, learning targets and the correlation between the targets and the student activities</i></p> <p>Weekly Reflection Journal First submission due Sept. 17 SLO 4</p> <p>First Days of School Paper Due Sept. 14 SLO 1,2,3</p>
<p>Wee k 5 Sept . 20- 24</p>	<p>September 21 Round Table Reflect, React, Reboot Focus: C-TESS 1&2</p> <p>Lecture and Video Analysis-High Leverage Practice: Eliciting Student Responses/interpreting student thinking/leading a group discussion</p> <p>Progress check on the Action Plan & Weekly Reflection Journal</p> <p>Discuss 2+2 Targeted Observations</p> <p>Mock Lesson Practice</p>	<p>September 22 Placement Observe, work one-to-one, tutor or assist with instruction as directed by your mentor</p> <p>Focus: Identifying questioning techniques, how are students call on to respond, how are student responses used to enhance and deepen the learning</p>	<p>September 23 Round Table Reflect, React, Reboot</p> <p>Engagement Strategies, HLP Eliciting Student Responses/interpreting student thinking/leading a group discussion Focus: C-TESS 1&2 Introduce the Plan For Learning Lesson Plan</p> <p>Yardsticks: How does student age/development affect student responses?</p> <p>Continue work on Action Plan</p>	<p>2+2 Targeted Observations (mentor & other teachers) Focus: the HLP <i>Due November 18</i></p> <p>Small Group Teaching & Mini Lesson: Leading a Group Discussion <i>Due October 12 &14</i> SLO 3,4</p> <p>Selected Readings from <u>The Art & Science of Teaching</u>, Robert Marzano</p>

	Mini Lesson Topics selected/leading a group discussion SLO 3,4		SLO 3,4	And <u>Yardsticks</u> , Chip Wood SLO 3,4
Week 6 Sept. 27- Oct. 1	September 28 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3 Development of the Action Plan (ongoing) SLO 4	September 29 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3	September 30 <i>Focus on lesson cycle and engagement strategies, HLP Eliciting Student Responses; questioning and interpreting student thinking. Observe and reflect using the CTESS rubric. Small Group (independent) and/or co-teach with mentor</i> SLO 1,2,3,4	Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder *Reflection Journal *2+2 Observations SLO 1,2,3,4
Week 7 Oct. 4-8	October 5 <i>Course Instructor conducting Field Observations</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3,4	October 6 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3	October 7 <i>Course Instructor conducting Field Observations</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3,4	Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder *2+2 Observations Weekly Reflection Journal Second Submission Oct. 8 SLO 1,2,3,4
Week 8 Oct. 11-15	October 12 Round Table Reflect, React, Reboot Debrief + Deepen: Engagement Strategies; Novelty and Pneumonic Devices (Marzano)	October 13 Make Up Wednesday Not a scheduled placement day	October 14 Midpoint Review & Reflect; Goal Setting: Placement 2 Mini-Lesson Presentations and Peer Discussion SLO 2,3,4	Read Ahead: Chapter 8 <u>The Art & Science of Teaching</u> , Robert Marzano Professional Opportunities Checkpoint Oct.

	<p>Mini-Lesson Presentations and Peer Discussion SLO 2,3,4</p>			<p>12 Action Plan for Professional Development Checkpoint Oct. 14</p>
<p>Week 9 Oct. 18-22</p>	<p>October 19 Round Table Reflect, React, Reboot</p> <p>Lesson Planning: C-TESS 1&2</p> <p>Using the Plan for Learning; Formative Assessment, Differentiation, Monitor & Adjust</p> <p>Mock Lesson Practice SLO 3,4</p>	<p>October 20 Second Placement Begins Observation Focus: routine and relationship</p>	<p>October 21 Round Table Reflect, React, Reboot</p> <p>Lesson Planning: C-TESS 1 & 2</p> <p>Lecture: How Effective Classroom Management Affects the HLPs</p> <p>Planning for the Formal Observation & Assessment</p> <p>Mock Lesson Practice SLO 3,4</p>	<p>Classroom Management Plan (due November 30)</p> <p>Begin planning the formal lesson Plan for Learning lesson plan</p> <p>Selected Readings <i>Topic- The Classroom Environment and Classroom Management as part of the Learning Plan</i></p>
<p>Week 10 Oct. 25-29</p>	<p>October 26 <i>Course Instructor conducting Field Observations (reinforcements/refine ments communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4</p>	<p>October 27 Placement Focus: Lesson Development, HLPs, Student Engagement & Procedural Directions</p>	<p>October 28 <i>Course Instructor conducting Field Observations (reinforcements/refine ments communicated and written feedback)</i> SLO 1,2,3,4</p>	<p><i>Focus on the lesson cycle, use of HLPs; use of CTESS rubric for observations. Continue to tutor, one-on-one and small group instruction) co-teach or teach part of a whole group lesson as appropriate</i> SLO 1,2,3,4</p>
<p>Week 11</p>	<p>November 2 <i>Course Instructor</i></p>	<p>November 3 Placement</p>	<p>November 4 <i>Course Instructor</i></p>	<p>Weekly Reflection</p>

Nov. 1-5	<i>conducting Field Observations (reinforcements/refinements communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4	Focus: Lesson Development, HLPs, Student Engagement, Procedural Directions, Learning Environment SLO 1,2,3,4	<i>conducting Field Observations (reinforcements/refinements communicated and written feedback)</i>	Journal Third Submission Due Nov. 5
Week 12 Nov. 8-12	November 9 Round Table Reflect, React, Reboot Putting it Together: Building Relationships+Positive Classroom Climate+Effective Planning+Engaging Delivery+Ongoing Assessment=Student Success Formal Observation, Lesson & Assessment Plan The P>O>P Cycle SLO 2,3	November 10 Placement Continue small group/Co-Teach; collaborate with mentor regarding your formal lesson Placement Focus: The Learning Environment/Classroom Management Planning for your formal lesson evaluation Formal Lesson Observation SLO 1,2,3,4	November 11 VETERANS DAY HOLIDAY	Formal Observation Scheduled; Plan for Learning Lesson Plan created & refined SLO 1,2,3,4 Plan for Learning Lesson Plan for Formal Observation due 3 days prior to observation Post Conference Reflection due 2 days post observation
Week 13 Nov. 15-19	November 16 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	November 17 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	November 18 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	<i>Focus on classroom management and how using it effectively supports HLP Engagement & Student Responses; Formal Lesson Observations will take place Nov. 16, 17, 18; 30, Dec.1,2</i>

				SLO 1,2,3,4 2+2 Targeted Observations Complete November 18
Week 14 Nov. 22-26	Thanksgiving/Fall Break			
Week 15 Nov. 29- Dec. 3	November 30 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	December 1 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	December 2 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	Classroom Management Plan Due Nov. 30 Professional Opportunities & Teacher Toolbox E-Portfolio Due Dec. 2
Week 16 Dec. 6-10	December 7 Reflections on Formal Lesson Observations Summative Debrief	December 8 Make Up Wednesday	December 9 FINAL	Weekly Reflection Journal Final Submission Dec. 6 Action Plan for Professional Development Due Dec. 6
	16 hours	60 hours	16 hours	92 TOTAL HOURS IN PLACEMENT

<p>Week 1 Aug. 23-27</p>	<p>August 24 *Orientation: Campus Etiquette & Expectation *Read/sign the Code of Conduct for Texas Educators *Review the syllabus *Discuss the campus schedule *Discuss the Basic Grading Rubric *Discuss the First Days of School Assignment *Lecture: FERPA and Confidentiality SLO 1, 2</p>	<p>August 25 Placement Campuses Observe the First Days of School Meet with both placement mentors and decide on Tue./Thurs. schedule (template provided) Schedule is due to course instructor Thursday, August 26</p>	<p>August 26 9:00 Testing and Certification Requirements (K.Kuklies) *The role of the teachers outside of the classroom *Building Relationships and Making Connections in the Classroom [Marzano Ch.9] HLP Building respectful relationships with students in ways that advance justice and disrupt racism. * Becoming a Reflective Practitioner and the Weekly Reflection Journal SLO 1,2,3,4</p>	<p>Yardsticks. Read the section that corresponds to your placement grade level. SLO 2,3 The Art & Science of Teaching. Chapter 9: Building Relationships SLO 1,2,4 Written Assignment: The First Days of School (outline/expectations provided) <i>Due Sept. 14</i> SLO 1,2 Campus Schedule due Thursday, August 26 SLO 1 Begin planning for Professional Opportunities <i>Checkpoint Oct. 12</i> <i>Due Dec. 2</i> SLO 1, 2, 4 Begin Weekly Reflections Journal Four Submissions: <i>Sept. 17, Oct. 8, Nov. 5, Dec. 6</i> SLO 1,2,3,4</p>
<p>Week 2 Aug. 30-Sept.3</p>	<p>August 31 *Discussion: CTESS Rubrics and the C-TESS Protocol Focus: C-TESS Domain 4 Professional Development & Disposition Reinforcements, Refinements and the Action Plan for Professional Development</p>	<p>September 1 Make Up Wednesday Not a scheduled placement day</p>	<p>September 2 *Round Table Reflect, React, Reboot Focus: C-TESS 3 *Presentation: Copyright & Acceptable Use *Discuss Teacher Toolbox e-portfolio</p>	<p>Action Plan for Professional Development <i>Due Oct. 14 & Dec. 6</i> SLO 4 Teacher Toolbox e-portfolio <i>Due Dec. Dec. 2</i> SLO 2,3 Selected Readings from</p>

	<p>*A culturally responsive classroom Focus: C-TESS Domain 5 Cultural Efficacy; HLP Building respectful relationships with students in ways that advance justice and disrupt racism.</p> <p>SLO 1,2,3,4</p>		<p>*Lecture: The Direct Coaching Model *Mock Lesson</p> <p>Setting the stage for the next field placement round [Sept. 7,8,9; 14, 15, 16] SLO 1, 2, 3, 4</p>	<p><u>The Art & Science of Teaching</u>, Robert Marzano</p> <p>SLO 3</p>
<p>Week 3 Sept. 6-10</p>	<p>September 7 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p>September 8 Placement Observe</p> <p>Focus: Schoolwide processes and building relationships</p> <p>SLO 1,2</p>	<p>September 9 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p><i>Continue to observe school wide interactions and how building relationships with students supports academic success. Focus on lesson development/lesson cycle, Begin working one-on one, assisting, tutoring students in the classroom. SLO 1,2</i></p>
<p>Week 4 Sept. 13-17</p>	<p>September 14 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p>September 15 Placement Observe and begin working with individual students as appropriate</p> <p>Focus: Schoolwide processes and building relationships</p> <p>Focus: Learning Targets; how are the written and communicated to students SLO 1,2</p>	<p>September 16 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p><i>Identify effective instructional strategies, learning targets and the correlation between the targets and the student activities</i></p> <p>Weekly Reflection Journal First submission due Sept. 17 SLO 4</p> <p>First Days of School Paper Due Sept. 14 SLO 1,2,3</p>
<p>Week 5 Sept. 20-24</p>	<p>September 21 Round Table Reflect, React, Reboot Focus: C-TESS 1&2</p>	<p>September 22 Placement Observe, work one-to-one, tutor or assist with</p>	<p>September 23 Round Table Reflect, React, Reboot</p>	<p>2+2 Targeted Observations (mentor & other teachers) Focus: the HLP</p>

	<p>Lecture and Video Analysis-High Leverage Practice: Eliciting Student Responses/interpreting student thinking/leading a group discussion</p> <p>Progress check on the Action Plan & Weekly Reflection Journal</p> <p>Discuss 2+2 Targeted Observations</p> <p>Mock Lesson Practice Mini Lesson Topics selected/leading a group discussion SLO 3,4</p>	<p>instruction as directed by your mentor</p> <p>Focus: Identifying questioning techniques, how are students called on to respond, how are student responses used to enhance and deepen the learning</p>	<p>Engagement Strategies, HLP Eliciting Student Responses/interpreting student thinking/leading a group discussion Focus: C-TESS 1&2 Introduce the Plan For Learning Lesson Plan</p> <p>Yardsticks: How does student age/development affect student responses?</p> <p>Continue work on Action Plan SLO 3,4</p>	<p><i>Due November 18</i></p> <p>Small Group Teaching & Mini Lesson: Leading a Group Discussion <i>Due October 12 &14</i> SLO 3,4</p> <p>Selected Readings from <u>The Art & Science of Teaching</u>, Robert Marzano And <u>Yardsticks</u>, Chip Wood SLO 3,4</p>
<p>Week 6 Sept. 27-Oct.1</p>	<p>September 28 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3 Development of the Action Plan (ongoing) SLO 4</p>	<p>September 29 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3</p>	<p>September 30 <i>Focus on lesson cycle and engagement strategies, HLP Eliciting Student Responses; questioning and interpreting student thinking. Observe and reflect using the CTESS rubric. Small Group (independent) and/or co-teach with mentor</i> SLO 1,2,3,4</p>	<p>Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder *Reflection Journal *2+2 Observations SLO 1,2,3,4</p>
<p>Week 7 Oct. 4-8</p>	<p>October 5 <i>Course Instructor conducting Field Observations</i></p>	<p>October 6 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3</p>	<p>October 7 <i>Course Instructor conducting Field Observations</i> Focus: Leading a Group</p>	<p>Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder</p>

	Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3,4		Discussion/Eliciting Student Responses SLO 1,2,3,4	*2+2 Observations Weekly Reflection Journal Second Submission Oct. 8 SLO 1,2,3,4
Week 8 Oct. 11-15	October 12 Round Table Reflect, React, Reboot Debrief + Deepen: Engagement Strategies; Novelty and Pneumonic Devices (Marzano) Mini-Lesson Presentations and Peer Discussion SLO 2,3,4	October 13 Make Up Wednesday Not a scheduled placement day	October 14 Midpoint Review & Reflect; Goal Setting: Placement 2 Mini-Lesson Presentations and Peer Discussion SLO 2,3,4	Read Ahead: Chapter 8 <u>The Art & Science of Teaching</u> , Robert Marzano Professional Opportunities Checkpoint Oct. 12 Action Plan for Professional Development Checkpoint Oct. 14
Week 9 Oct. 18-22	October 19 Round Table Reflect, React, Reboot Lesson Planning: C-TESS 1&2 Using the Plan for Learning; Formative Assessment, Differentiation, Monitor & Adjust Mock Lesson Practice SLO 3,4	October 20 Second Placement Begins Observation Focus: routine and relationship	October 21 Round Table Reflect, React, Reboot Lesson Planning: C-TESS 1 & 2 Lecture: How Effective Classroom Management Affects the HLPs Planning for the Formal Observation & Assessment Mock Lesson Practice SLO 3,4	Classroom Management Plan (due November 30) Begin planning the formal lesson Plan for Learning lesson plan Selected Readings <i>Topic-The Classroom Environment and Classroom Management as part of the Learning Plan</i>
Week 10 Oct. 25-29	October 26 <i>Course Instructor conducting Field Observations (reinforcements/refinem</i>	October 27 Placement Focus: Lesson Development, HLPs, Student Engagement & Procedural Directions	October 28 <i>Course Instructor conducting Field Observations (reinforcements/ref</i>	<i>Focus on the lesson cycle, use of HLPs; use of CTESS rubric for observations. Continue to tutor, one-on-one and small group</i>

	<i>ents communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4		<i>communicated and written feedback)</i> SLO 1,2,3,4	<i>instruction) co-teach or teach part of a whole group lesson as appropriate</i> SLO 1,2,3,4
Week 11 Nov. 1-5	November 2 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4	November 3 Placement Focus: Lesson Development, HLPs, Student Engagement, Procedural Directions, Learning Environment SLO 1,2,3,4	November 4 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i>	Weekly Reflection Journal Third Submission Due Nov. 5
Week 12 Nov. 8-12	November 9 Round Table Reflect, React, Reboot Putting it Together: Building Relationships+Positive Classroom Climate+Effective Planning+Engaging Delivery+Ongoing Assessment=Student Success Formal Observation, Lesson & Assessment Plan The P>O>P Cycle SLO 2,3	November 10 Placement Continue small group/Co-Teach; collaborate with mentor regarding your formal lesson Placement Focus: The Learning Environment/Classroom Management Planning for your formal lesson evaluation Formal Lesson Observation SLO 1,2,3,4	November 11 VETERANS DAY HOLIDAY	Formal Observation Scheduled; Plan for Learning Lesson Plan created & refined SLO 1,2,3,4 Plan for Learning Lesson Plan for Formal Observation due 3 days prior to observation Post Conference Reflection due 2 days post observation
Week 13 Nov. 15-19	November 16 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	November 17 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	November 18 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	<i>Focus on classroom management and how using it effectively supports HLP Engagement & Student Responses; Formal Lesson Observations will take place Nov. 16, 17, 18; 30, Dec.1,2</i> SLO 1,2,3,4

				2+2 Targeted Observations Complete November 18
Week 14 Nov. 22-26	Thanksgiving/Fall Break			
Week 15 Nov. 29-Dec. 3	November 30 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	December 1 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	December 2 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	Classroom Management Plan Due Nov. 30 Professional Opportunities & Teacher Toolbox E-Portfolio Due Dec. 2
Week 16 Dec. 6-10	December 7 Reflections on Formal Lesson Observations Summative Debrief	December 8 Make Up Wednesday	December 9 FINAL	Weekly Reflection Journal Final Submission Dec. 6 Action Plan for Professional Development Due Dec. 6
	16 hours	60 hours	16 hours	92 TOTAL HOURS IN PLACEMENT

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Students will need access to a laptop computer, a device that has the capability to video record (cell phone, tablet, etc.) and a means to save documents such as a flash drive, external hard drive, cloud storage, etc.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives

for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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