

TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM & INSTRUCTION

TERM: Spring 2022

COURSE: EDFR 3120: Field Residency 2

DAY(S)/TIME: M-F/per District

INSTRUCTOR:

EMAIL:

LOCATION: Assigned Campus

CONTACT INFO:

OFFICE LOCATION:

Student Learning Objectives (SLOs) for Field Residency 2:

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest.
2. Observe various roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities during one semester.
3. Observe the principles and methods from college classes in an authentic classroom setting.
4. Observe best instructional practices in working with students with special needs.
5. Gain experience working with students from different cultural and socioeconomic backgrounds.
6. Observe and practice classroom management strategies.
7. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
8. Gain knowledge of classroom and school practices and policies.
9. Gain knowledge and experience of parent involvement activities and practices.
10. Gain practical experience with the lesson cycle.
11. Gain knowledge and practical experience with differentiation, accommodations, and modifications.

Pedagogy and Professional Responsibilities (PPR) Competencies Emphasized in Field Residency 2:

2.5s	Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.7s	Organize and manage groups to ensure that students work together cooperatively and productively;
2.8s	Schedule activities and manage class time in ways that maximize student learning;
2.9s	Manage transitions to maximize instructional time;
2.10s	Implement routines and procedures for the effective management of materials, supplies, and technology;
2.12s	Monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
2.13s	Use volunteers and paraprofessionals to enhance and enrich instruction and evaluate their effectiveness.
3.11s	Use flexible grouping to promote productive student interactions and enhance learning;
3.19s	Adjust instruction based on ongoing assessment of student understanding; and

3.20s	Use alternative instructional approaches to ensure that all students learn and succeed.
4.2s	Apply procedures for conducting effective parent-teacher conferences;
4.3s	Communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns;
4.4s	Engage families in their children's education and in various aspects of the instructional program.
4.6s	Engage in collaborative decision making and problem solving with other educators to support students' learning and well-being
4.9s	Collaborate professionally with other members of the school community to achieve school and district educational goals;

Required Materials:

1. Course Syllabus
2. CAFE Handbook – the handbook contains detailed instructions and requirements associated with the CAFE.

FIELD RESIDENCY 2 ACTIVITIES/TASKS

The required assignments for all students enrolled in Field Residency 2 (FR2) are listed below. Although various activities/tasks may be weighted differently in the calculation of the overall score for FR2, failure to complete any of these activities by the stated due date may result in receiving no credit (NC) for FR2. Students must have full support from both the Field Supervisor and Cooperating Teacher as noted on the End of Semesters Attributes Review (page 41) to be recommended for continuation toward certification. Students who do not receive full support will not receive credit for FR2. Students who do not earn credit for FR2 WILL be required to repeat FR2 the following semester. Although all activities are completed and/or submitted in Blackboard, students may be required to turn in paper copies of selected assignments at the last class meeting or at a different date determined by their Field Supervisor.

Students must:

1. Attend all monthly classes - Attendance will be taken and no partial credit will be given
2. Complete a minimum of 30 hours of active observation with assigned cooperating teacher
3. Complete and upload a signed time sheet in Blackboard by the checkout day
4. Complete a Context for Learning/Background Study Reflection
5. Complete and upload Certify Teacher Diagnostic Exam
6. Complete all Certify Teacher Assignments
7. Submit One (1) Mid-term Disposition completed by the cooperating teacher
8. Upload Observation Documents to Blackboard
 - a. Mini-Lesson delivered in-person during class to include mini-lesson plan, Pre-Observation conference and Post-presentation reflection.
 - b. In-person field supervisor observation of 45-minute lesson presentation to include Pre-Observation conference, Observation and Post Observation conference)
 - c. Submit a formal lesson plan in Blackboard a minimum of two (2) school days before the scheduled observation
9. Take the Certify Teacher Practice exam for required content area
10. Take and pass the TExES content exam through Pearson to qualify for clinical teaching
11. Upload one (1) End of Semester Disposition Form with recommendation for certification (completed by the Cooperating Teacher and uploaded to Blackboard by the student) by checkout day
12. Review one (1) End of Semester Disposition Form with recommendation for certification (submitted by the University Field Supervisor in Blackboard by checkout day)

NOTE: All Field Residency students must have the full support and recommendation of both the Cooperating Teacher and the university Field Supervisor to successfully complete field residency. Students who do not receive recommendation from both may receive a "NC" for No Credit and be required to reenroll in field residency the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator Preparation Program.

Final Grading Sheet for Field Residency 2

Student Name: _____ TEA #: _____ K/J#: _____

Date: _____ Field Supervisor: _____

****Note: Students must accumulate enough points to “earn a grade of C or better” to get credit for Field Residency 2. Students must complete all assignments/activities to get credit for the course. Students who fail to submit the required TEA documents will not receive credit. Students who do not get credit for Field Residency 2 may be allowed to repeat the course one time the next semester that it is offered.**

**** NOTE: LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY SUPERVISOR.**

****Once the Pearson TExES content exam is passed, you are exempt from the remaining TExES Tracks Assignments**

Points: ____/360: 252-360 = Credit (CR) 251 or less = No Credit (NC)

Assignment/Activity	Points Earned/ Points Possible	Due Date
Attendance at Class # 1	____/10	January 14th
Attendance at Class # 2 Timesheet check	____/10	February 11th
Attendance at Class #3 Timesheet check	____/10	March 18 th
Attendance at Class/Class # 4 Timesheet check	____/10	April 8 th
Context for Learning Exercise and Reflection	____/20	February 4 th
Certify Teacher Diagnostic/Practice Test *Upload Certified Teacher Diagnostic	____/10	January 30 th (Can use Diagnostic from Field 1)
Certify Teacher Study Tracker #1 *Upload Study Tracker Document	____/15	Feb 25 th
Certify Teacher Practice Test *Upload Certified Teacher Practice Exam	____/15	Feb 27 th
Certify Teacher Study Tracker #2 *Upload Study Tracker Document	____/15	March 25 th
Certify Teacher Practice Test *Upload Certified Teacher Practice Exam	____/15	March 27 th
Certify Teacher Study Tracker #3 *Upload Study Tracker Document	____/15	April 24 th
Certify Teacher Practice Test *Upload Certified Teacher Practice Exam	____/15	April 28 th
TExES Content Exam Passed (Pearson exam)	____/20	No Later Than May 5 th
Mid Term Disposition Form (Completed by Cooperating Teacher)	____/20	March 4 th
Mini-Lesson Mini-Lesson Plan In-Class Presentation Post-presentation Reflection	____/20 ____/20 ____/20	Mini-Lesson plan due by March 15 th In-class presentations on March 18 th Post-presentation reflection due March 20 th
Field Supervisor Observation Lesson Plan Pre-conference Questions Lesson Observation Post Conference Questions	____/20 ____/10 ____/10 ____/10	March 21 st – April 29 th As scheduled by Supervisor

Complete Timesheet (30 clock hours minimum)	_____/30	May 5 FINAL TIMESHEET
End of Semester Attributes form CT End of Semester Attributes form FS	_____/10 _____/10	Cooperating Teacher Due in Blackboard May 1 st Field Supervisor Due May 5 th

FIELD RESIDENCY 2 CLASS DATES

The monthly field residency classes are **MANDATORY** and must be attended. Failure to attend field residency classes will result in receiving no credit for EDFR 3120.

Date and Time	Field 2 Classes	Minimum Number of Hours
Friday, January 14th Noon - 1:50 p.m.	Class 1	Submit form for scheduled observance day and time
Friday, February 11th Noon - 1:50 p.m.	Class 2	Timesheet check (Total of 3-15 hours completed)
Friday, March 18th Noon - 1:50 p.m.	Class 3	Timesheet check (16-24 hours completed)
Friday, April 8th Noon - 1:50 p.m.	Class 4	Timesheet check (25-30 hours completed)
Friday, May 6th	Checkout Day	As scheduled by Supervisor

Class 1: Field Assignments, Handbook Review

- Verify Field Assignments
- Handbook Review: Policies and Procedures; Initial Assignments; Testing
- Discuss Certify Teacher Certification Plan

Class 2: Lesson Planning and Effective Questioning

- Reflect and Discuss Certify Teacher plan
- Introduce Lesson Planning, Effective Questioning (HOTS), and Lesson Plan Vocabulary
- Review of Mini-Lesson Assignment Lesson Plan Template for Observations with Exemplar Lesson
- Review Academic Vocabulary and Research

Class 3: Mini-Lesson Presentation and Differentiation, Accommodations and Modifications

- Reflect and Discuss Lesson Planning and Design
- Present Four Types of Differentiation and Introduce Accommodations and Modifications
- Discuss Certify Teacher Progress

Class 4: Clinical Teaching Requirements and Social Emotional Learning

- Looking Ahead: Clinical Teaching Requirements
- Discuss Certify Teacher Progress
- Review Accommodations and Modifications
- Discuss Social Emotional Learning

Checkout: Review Final Grade Sheet and FS End of Semester Attributes Form

REFLECTIVE WRITING RUBRIC

Reflection should be thought of as a vital component of your learning and teaching practice, and as such you will be asked to complete several written reflections regarding your observations, experiences, and assignments in this course. The below rubric will be used to evaluate your reflective writings.

Skills	5	4	3	2	1
Depth of Reflection	Addresses all of the prompts in the reflection thoroughly and comprehensively. This reflection would be an exemplar for others.	Addresses the reflection in a thoughtful and detailed manner without great depth, but covers the prompts.	Addresses the reflection in a partially detailed manner, without great depth, covering most of the prompts.	Addresses the prompts in a vague manner, and needs revision.	Addresses the reflection in an unacceptable written form and does not address the prompts.
Use of Text Evidence (timestamps And data)	Uses specific and convincing multiple examples from resources to support insights and data.	Uses relevant examples from resources to support insights.	Uses relevant examples to support insights with limited resources.	Uses incomplete and vague examples partially supporting insights.	Uses few examples that are unsupported and irrelevant.
Language Use	The language used is precise, clearly detailed, fluent, engaging AND Writes with purpose and conveys meaning.	The language used is fluent AND writes with purpose and meaning.	Basic language used and does not flow smoothly but addresses the purpose.	Language used is vague and struggles to find purpose and meaning.	Language used is unsuitable and has little or no sentence Structure.
Conventions (Grammar)	The reflection piece masters conventions with no errors or edits with the use of sophisticated language.	The reflection demonstrates accurate use of conventions with no errors.	The reflection demonstrates adequate use of conventions with few errors.	The reflection demonstrates limited use of convention with many errors.	The reflection has many errors and disrupts the readers' ability to understand.

This rubric is used for the following assignments:

- Context for Learning Exercise
- Mini-Lesson Presentation
- Formal Observation

Certify Teacher TExES Exam Preparation Assignments

Before qualifying for Clinical Teaching all candidates must first successfully pass their TExES Content Exam (See CAFÉ Handbook). This course provides ongoing assignments that will help you organize a study/practice test cycle as you are preparing for the TExES content exam. This document outlines the expectations for each of these assignments and their due dates.

You will utilize Certify Teacher for the Diagnostic Exam, Study Preparation, and Practice Exams. First you should complete an initial Diagnostic Exam. Certify Teacher will generate a Study Plan based on your Diagnostic Exam scores. Once you successfully complete at least half of your Study Plan you can then take another Certify Teacher Practice Exam. The results of the practice exam will generate a new Study Plan based on your score and this cycle will continue until you pass the Certify Teacher Practice Exam with an 80 or better on all sections.

As soon as you pass the Certify Teacher practice exam with an 80 or better on all sections, you request request to have the Pearson TExES exam opened. Once your request has been granted, you must register for the TExES exam within 30 days with Pearson. (See CAFÉ handbook for details)

Candidates who do not pass the Pearson TEXES exam will need to follow the procedures outlined in the CAFÉ Handbook, which include additional mandatory testing and study requirements will be required before additional opportunities to take the Pearson TExES Exam are allowed.

The schedule below outlines the Certify Teacher assignments as well as due dates for each. You must follow this plan until you pass the TExES content exam at which time you are exempt from the remaining Certify Teacher assignments. Note: Passing the Pearson TExES Content Exam is a point-generating component of this course (See FR2 Gradesheet).

Due Date	Action	Points
Jan 30	Upload the Diagnostic Exam scores from Certify Teacher in Blackboard	10
Feb 25	Upload Study Document showing completion of the Study Plan Tracker (at least half of the assignments) based on the Diagnostic Exam Score	15
Feb 27	Take & Upload Practice exam scores from Certify Teacher practice exam (if not passed must retake the Certify Teacher practice exam)	15
March 25	Upload Study Document showing completion of the Study Plan Tracker (at least half of the assignments) based on the Certify Teacher Exam Score	15
March 27	Take & Upload Certify Teacher Practice exam scores OR Pearson TExES scores (if not passed must retake the Certify Teacher practice exam)	15
April 24	Upload Study Document showing completion of the Study Plan Tracker (at least half of the assignments) based on the Certify Teacher Exam Score	15
April 28	Take & Upload Certify Teacher Practice exam scores OR Pearson TExES scores (if not passed must retake the Certify Teacher practice exam)	15
May 5	Upload Pearson TExES scores if haven't already done so	20

You are encouraged not to only limit your TExES studying to Certify Teacher. There are numerous other resources available for purchase or free of charge.

Course Policies:

- **Assignment Policy:** All assignments must be submitted on time, be legible, and grammatically correct to receive full credit. **No late work will be accepted.** Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation.
- **Class Participation:** Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required assignments. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.
- **Class Attendance Policy:** This class occurs very quickly and only meets 4 times for a total of 8 hours; therefore, attendance is very important! A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. In addition, successful performance in this class requires that you attend class and be punctual. Your attendance affects the dialogue about the topics and successful discussion requires your attendance. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content.

Key Points to Remember:

- Class attendance will be checked. It is the responsibility of the student to assure that his / her presence has been noted. If you come in after attendance has been taken it is your responsibility to check to see if your presence has been noted.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodations of their disability. If you have a disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent. All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, will have the option to receive a text message, email, and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Writing Center in JagWire under the student services tab. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. In addition, you may notify the instructor if you are comfortable doing so.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, about special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person, Room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under A&M System policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the classroom, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All

decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about an incident of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions of students' freedoms and responsibilities to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System, including the A&M-San Antonio Student Code of Conduct.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, genetic information, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and staff, and the administration.
2. A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their University email for any updates or official University notifications.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.