

TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUCATOR CAFE

TERM: Spring 2022

EDFR 3110: FIELD RESIDENCY 1

INSTRUCTOR:

EMAIL:

OFFICE LOCATION:

CONTACT INFO: OFFICE:

CELL:

OFFICE HOURS:

This lab course is designed to equip pre-service teacher candidates with classroom observation experiences in the field. This lab is taken in conjunction with designated field residency courses in which students are provided specific assignments to complete during the classroom observation. The course must be successfully completed prior to teaching.

Student Learning Objectives (SLOs) for Field Residency 1:

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 1:

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;

<https://tea.texas.gov/sites/default/files/PPPr%20EC-12%20Standards.pdf>

Required Materials:

1. Course Syllabus
2. Handbook – the handbook contains detailed instructions and requirements specific to the Educator Cafe Program.

FIELD RESIDENCY 1 CLASS DATES

The monthly field residency classes are **MANDATORY** and must be attended **FACE TO FACE**. Classroom TBA. Failure to attend field residency SEMINARS will result in receiving no credit for EDFR 3110.

Class Dates	Field 1 SEMINARS	Minimum Number of Field Hours
Friday, Jan. 14 th 12:00-1:00 p.m.	Orientation	Mandatory (Virtual)
Friday, Jan. 21 st 12:00 -1:50 p.m.	Class 1	Observations Start January 24 th
Friday, Feb. 18 th 12:00– 1:50 p.m.	Class 2	Timesheet check (Total of 9-12 hours completed)
Friday, March 25 th 12:00 – 1:50 p.m.	Class 3	Timesheet check (21-24 hours completed)
Friday, April 22 nd 12:00 -1:50 p.m.	Class 4	Timesheet check (24-30 hours completed)
May 6 th 12:00 – 1:50 p.m.	Checkout Day	Minimum of 30 hours completed

CLASS TOPICS

Class 1: Field Assignments, Handbook Review, Classroom Management

- Introduce Certify Teacher Diagnostics exam/ /Certify Teacher Tracker/Framework Reflection
- Introduce Classroom Management Observation Reflection/Introduce Context for Learning Reflection (Student Assets)

Class 2: Review Lesson Cycle and Lesson Plans

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

Class 3: Mini Lesson Presentation

- Review of Classroom Management, Differentiation, and Accommodations and Modifications
- Mini-Lesson Presentation
- Discuss Certify Teacher Progress

Class 4: Putting It All Together

- Program Reminders and review of Previous Learning

Checkout: Review Final Grade Sheet and EOS Disposition Forms

FIELD RESIDENCY 1 ACTIVITIES/TASKS

The required assignments for all students enrolled in Field Residency 1 (FR1) are listed below. Although various activities/tasks may be weighted differently in the calculation of the overall score for FR1, failure to complete any of these activities by the stated due date may result in receiving no credit (NC) for FR1. Students must have full support from both the Field Supervisor and Cooperating Teacher as noted on the End of Semesters Disposition Review to be recommended for continuation toward certification. Students who do not receive full support will not receive credit for FR1. Students who do not earn credit for FR1 WILL be required to repeat FR1 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. Must attend the orientation and 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 AND document all hours on the provided Timesheet.
3. Complete a Certified Teacher Diagnostic Exam, Certify Teacher Study Tracker, and Practice Exams.
4. Complete Assignments: Framework Reflection, Classroom Management Observation Reflection, Context for Learning Reflection, Midterm Disposition, Mini- Lesson, 1 Field Supervisor Face to Face Observation, and EOS Disposition forms Cooperating Teacher & Field Supervisor

ALL ASSIGNMENTS WILL BE IN BLACKBOARD UNDER MODULES 1-4.

***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.*

Course Policies:

- **Assignment Policy:** All assignments must be submitted on time 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.
- During your observation hours you will be required to observe key areas related to your required assignments. It is also recommended after your first two observations to begin interacting with the students such as teaching small groups. This interaction time will be an asset when you teach your required lesson with your Field Supervisor present.

Final Grading Sheet for Field Residency 1

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 1. 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 1 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 Certify Teacher Study Tracks Assignments**

Final Points: _____ /425: 297 - 425 = Credit (CR) 296 or less = No Credit (NC)

Assignment/Activity	Points Earned/Possible	Due Date Week of:
Clinical Teaching Acknowledgement	_____/CR	January 21 Turn in at Seminar 1 MODULE 1
Testing Acknowledgement	_____/CR	January 21 Turn in at Seminar 1 MODULE 1
Two-Way Release	_____/CR	February 4 –Bb MODULE 1
Schedule of Observations	_____/CR	February 4 -Bb MODULE 1
FR 1 Orientation	_____/10	January 14 MODULE 1
Attendance at Class/Class # 1	_____/10	January 21 MODULE 1
Upload Certified Teacher Diagnostic Test	_____/10	January 31 -Bb MODULE 1
Upload Certify Teacher Study Tracker # 1 based on the Diagnostic Exam Score	_____/15	February 4–Bb MODULE 1
Framework Reflection	_____/20	February 7–Bb MODULE 1
Classroom Management Observation Reflection	_____/20	February 11 –Bb MODULE 2
Context for Learning Reflection	_____/20	February 17 -Bb MODULE 2
Attendance at Class/Class # 2 / Timesheet check	_____/10	February 18 Bring Timesheet to Seminar
Upload Certify Teacher Practice Exam # 1 Plan for Re-Take or Move to Take Pearson Exam	_____/15	February 28 -Bb MODULE 2
Upload Certify Teacher Study Tracker # 2 based on the Certify Teacher Exam Score or TExES exam study plan	_____/15	March 4 -Bb MODULE 2
Mid Term Disposition Form (Completed by Cooperating Teacher)	_____/20	March 4 – Bb or after 15 observation hours MODULE 2
Mini-Lesson Lesson Plan In Class Presentation Post-Presentation Reflection	_____/20 _____/20 _____/20	Complete between February 28 Through March 24 Teach Lesson During Seminar # 3 Submit to Bb upon Completion MODULE 2
Attendance at Class/Class # 3 / Timesheet check	_____/10	March 25 Bring Timesheet to Seminar
Field Supervisor Observation (In-Class) Lesson Plan	_____/20	Complete between March 28

Pre-conference Questions Lesson Observation Post Conference Questions	____/10 ____/10 ____/10	through April 29 As scheduled by your Field Supervisor Submit to Bb after Formal Evaluation is Complete MODULE 3
Upload Certify Teacher Practice Exam # 2 Plan for Re-Take or Move to Take Pearson Exam	____/15	March 28 –Bb MODULE 2
Upload Certify Teacher Study Tracker # 3 based on the Certify Teacher Exam Score or TExES exam study plan	____/15	April 1-Bb MODULE 3
Attendance at Class/Class # 4 / Timesheet check	____/10	April 22 Bring Timesheet to Seminar
Upload Certify Teacher Practice Exam # 3 Plan for Re-Take or Move to Take Pearson Exam	____/15	April 25 –Bb MODULE 4
Upload Certify Teacher Study Tracker # 4 based on the Certify Teacher Exam Score or TExES exam study plan	____/15	April 29 –Bb MODULE 4
TExES Content Exam Passed (Pearson exam) <i>Final Submission for Passing Scores for CT Fall of 2022 is July 8</i>	____/20	May 5-Bb MODULE 4
Completed Timesheet (30 clock hours minimum)	____/30	May 5 – Bb MODULE 4
EOS Disposition Form Cooperating Teacher EOS Disposition Form Field Supervisor	____/10 ____/10	Field Supervisor’s Bb Due May 5 MODULE 4

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.