

**Texas A&M University-San Antonio**  
**College of Education & Human Development**  
**Department of Curriculum & Instruction**

EDFR 3110 & 3120: Field-Based Experiences (FBE)

## **A. MAJOR COURSE REQUIREMENTS**

<b>Assignments</b>	<b>Standards</b>
Field-Based Observation Hours (minimum 50 hours, logged and approved)	TAC §228.41, §228.43
Observation Reflections (4 total)	TAC §228.43
240 Tutoring Plan to Pass & Practice Test(s)	TAC §228.41, §228.43
Self-Assessment Disposition Form	TAC §228.43
Final Disposition (Cooperating Teacher)	TAC §228.43
JAGS Educator Portal Tasks: Time Log, Exit Policy, Acknowledgement Forms, Certificates (Digital Literacy, Dyslexia, Youth Mental Health/First Aid)	TAC §228.41, §228.57

**Notes:** Teacher candidates must maintain professionalism, attend all required bi-weekly classes and events (e.g., ASPIRE District Event), and complete assignments by the posted deadlines.

## **B. LEARNING OBJECTIVES**

### **Teacher candidates will know and understand:**

- Roles and responsibilities of professional educators in instructional and non-instructional contexts.
- Principles and methods learned in college courses applied in real classrooms.
- Best practices for working with students with special needs and diverse cultural/socioeconomic backgrounds.
- Classroom management strategies and effective lesson cycle practices.
- Legal, ethical, and policy requirements for teachers in Texas.
- Importance of professional dispositions, reflection, and ongoing development.

### **Teacher candidates will be able to:**

- Assess personal/social suitability for teaching and evaluate grade-level interests.
- Observe and engage in classroom management, differentiation, accommodations, and modifications.
- Communicate and collaborate with cooperating teachers, university supervisors, and families.
- Apply lesson planning and instructional strategies in the field.
- Reflect critically on field-based experiences through written reflections and discussions.
- Complete required TExES preparation and demonstrate readiness for certification exams.

## **C. LECTURE OR DISCUSSION TOPICS**

- Orientation & Roles of Field-Based Experiences
- Pathway to Teacher Certification in Texas
- TExES Content Exam & 240 Tutoring Plan
- T-TESS Domains 1–4: Planning, Instruction, Learning Environment, Professional Practices
- Resume Writing for Educators

- Observation Reflections & Reflective Practice
- Professional Dispositions & Fitness to Teach
- Classroom Management & Differentiation
- Parent Involvement & School Policies
- District-Level Engagement: ASPIRE Event
- Digital Literacy, Dyslexia, and Youth Mental Health/First Aid

## D. REQUIRED & RECOMMENDED READINGS

### Required:

- Course Syllabus (Blackboard)
- Educator CAFE Handbook (JAGS Educator Portal)
- 240 Tutoring Program (online access)

### Recommended:

- Texas Education Agency. (2023). *Texas Educator Code of Ethics and Standards of Conduct*.
- Texas Education Agency. (2023). *T-TESS Rubric Guide for Teachers*.
- Additional online resources for TExES preparation (provided in Blackboard modules).

## A. MAJOR COURSE REQUIREMENTS:

Assignments	Standards
TExES Diagnostic Test and Study Plan	4.9k-4.12k; 4.13s-4.15s
Texas Educator Code of Ethics Assignments	4.13k-4.18k; 4.16s-4.18s
IDEA (IRIS) Assignments	4.1k-4.8k; 4.1s-4.11s
FERPA Activities	4.13k-4.18k; 4.16s-4.18s
Educator Dispositions and T-TESS Assignments	4.3k-4.8k; 4.13k-4.18k; 4.5s-4.11s; 4.16s-4.18s

## B. LEARNING OBJECTIVES:

### TExES PPR Standards

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- *Interacting and Communicating with Families*

**The beginning teacher knows and understands:**

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

**The beginning teacher is able to:**

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 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; and
- 4.4s engage families in their children's education and in various aspects of the instructional program.

- *Interacting with Other Educators and Contributing to the School and District*

**The beginning teacher knows and understands:**

- 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions;
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district;
- 4.8k the value of participating in school activities.

**The beginning teacher is able to:**

- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.9s collaborate professionally with other members of the school community to initiatives, universities);
- 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

- *Continuing Professional Development*

**The beginning teacher knows and understands:**

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments; 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

**The beginning teacher is able to:**

- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

- *Legal and Ethical Requirements and the Structure of Education in Texas*

**The beginning teacher knows and understands:**

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;  
4.16k procedures and requirements for maintaining accurate student records;  
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments;  
4.18k The structure of the education system in Texas, including relationships between campus, local, and state components.

**The beginning teacher is able to:**

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;  
4.17s serve as an advocate for students and the profession;  
4.18s maintain accurate records; and  
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

**C. LECTURE OR DISCUSSION TOPICS:**

- Pathway to Teacher Certification in Texas
- Texas Educator Code of Ethics
- FERPA/Communication Ethics
- PPR to T-TESS
- Professional Educator Dispositions
- Students' and Teachers' Rights

**D. REQUIRED & RECOMMENDED READINGS:**

**Recommended:**

- Levinson, M. & Fay, J., Eds. (2019). Democratic discord in schools: Cases and commentaries in educational ethics. Cambridge: Harvard Education Press.
- Schimmel, D., Stellman, L., Conlon, C., & Fischer, L. (2014). Teachers and the Law (9th ed). New York: Pearson.
- Walsh, J. (2018). The educator's guide to Texas school law (9th ed). Austin: The University of Texas Press.