

Texas A&M University-San Antonio
College of Education & Human Development
Office of Clinical Experiences

EDFR 3110: Field-Based Experience I

A. MAJOR COURSE REQUIREMENTS

Assignments	Standards
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 Mid-Term Disposition	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 I
- 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 & Interview Skills 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)
- Cooperating Teacher Expectations Handout (Blackboard)
- 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.