

Junior Methods Handbook



Junior Methods Handbook

Table of Contents

Section I	General Information
Section II	Professional Expectations
Section III	Forms

Section I

GENERAL INFORMATION

General Information for Junior Methods Semester

Guidelines and Procedures

Rationale for Junior Methods Semester

- This semester is an opportunity for public school educators, university professionals, and pre-service teachers to work collaboratively to strengthen both the profession of teaching and the opportunities for university students to engage in exceptional learning experiences.
- The emphasis of *Junior Methods* is for pre-service teachers and their instructors to discover how they can assist each other in enhancing student learning. This is accomplished through on-campus methods classes and weekly field experiences in public schools.

Purpose for Handbook

The purpose of the handbook is to inform Junior Methods students of their expected roles while in school settings.

Overview

- ! Through partnership schools, teachers, administrators, pre-service teachers, and methods instructors work together to build a learning community.
- ! These school partnerships exist between Bryan ISD and College Station ISD and Texas A&M University.
- ! During the Junior Methods semester, students will have the opportunity to experience the following:
 - Hands-on experiences in classrooms prior to clinical teaching
 - Implementation of ideas related to planning, instructing and assessing
 - Evolution of a philosophy of education
 - Evolution of a definition of classroom management
 - Peer interaction and reflection on observations and experiences
 - Experiences with applications of educational technology
 - Supervised teaching responsibilities when applicable
 - Interaction with all members of the educational community

GPA Requirement

- This course must be completed with a grade of “C” or higher prior to the senior methods semester. The successful completion of one’s field placement is required to receive a passing grade in this course. Therefore, success in his/her field placement is necessary to receive a passing grade in TEFB 371. In addition to the assignments given for TEFB 371, you must complete two learning modules. These modules must be completed by the dates outlined in the course’s syllabus so that a grade can be earned in this class. The modules must be satisfactorily completed in order to receive credit in TEFB 371. Junior II students should be aware that no additional courses may be completed during the Senior Methods semester, except the 4 Senior Methods courses. Also, please be aware that all course work must be completed prior to clinical teaching.
- All assignments must be complete to receive a passing grade in this course.

Guidelines and Procedures

Field Placement Paperwork

All paperwork must be completed by the designated due date in the syllabus. All paperwork must contain an original signature in pen (not typed).

Attendance

- ! Junior Methods students are expected to be in attendance at their assigned schools every day unless the campus calendar indicates otherwise.
- ! Junior Methods students should arrive on time and remain at their assigned campus until the end of the teacher contract day. If your teacher dismisses you from his/her class you may ask to visit another class or perhaps go to the library to review materials.
- ! Each school sets the arrival and departure time for teachers. Junior Methods students should adhere to these times. It is expected that you will spend a whole contract day at the schools and not leave the campus early.

Absenteeism policy: Students are expected to be in attendance at least 80% of the class meetings and 80% of the field experiences. 20% absenteeism will result in recommendation of withdrawal or Q drop of the course(s). Class discussion and participation are vital as students learn to apply research and theory in a classroom setting. The goal is for students to move forward to a successful clinical teaching experience and ultimately a teaching career.

Absences

Classroom Unexcused Absence Policy

- ! During the Junior methods semester, attendance is expected and counts. Each unexcused absence will drop your final grade by a letter grade. Only university approved absences are considered excused. Absences related to weather are only excused if the university closes and/or in the case of field, the district closes. Students living at a distance or traveling during the semester are strongly encouraged to monitor the weather conditions and make appropriate arrangements to be in class or field.

Field Absences

- ! Because it is expected the Junior Methods students will begin to assume the professional stance of a teacher during this semester, it is expected the absences both in class and in the field-based setting will be minimal. It is, therefore, the responsibility of the Junior Methods student to inform the mentor teacher and the Methods Instructor of any absence. Contact should be made as far in advance as possible. Notification should include:
 - o Phoning the school office leaving a message for the mentor teacher
 - o Contacting the mentor teacher through e-mail
 - o Contacting the Methods Instructor / Observer through e-mail
 - o Contacting the Placement Office through myCEHD. An Absence Report must be filled out to report the absence and an Absence Make-up Report must be filled out once the absence is made up. Both reports are found under "Forms" on the Junior Methods tab of "Early Childhood (EC)-6, Middle Grades (4-8), & Secondary (8-12)" under "Academic Services."
- Absences must be made up within two weeks of the absence. Failure to do so will result in a letter grade reduction.

- If the absence occurs within the last two weeks of field experience, it should be made up by the end of the final week of field experience.
- Only TAMU instructors may approve field absences. Any absence not approved in advance by your TAMU field supervisor will be considered unexcused.

Tardiness

- Teachers are expected to be punctual. Arriving late reflects poorly on you as a pre-service teacher, your professionalism, and the Junior Methods program.
- In case of an emergency, contact your mentor and Methods Instructor immediately.

Leaving Campus

- Junior Methods students may not leave the public school campus during the day.
- If you must leave due to an emergency, notify your mentor and your Methods Instructor.
- You may be asked to make up the time missed from your field experience.

Social Networks

Social media policy: When students in the College of Education and Human Development at Texas A&M University choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at Texas A&M University.

- Because it is assumed the Junior Method students will begin to adopt the position of a classroom teacher during this semester, students are advised to maintain a professional stance on social networks. It is suggested that JM students refrain from “friending” teachers, students, and students’ parents.

Professional Attire

- Junior Methods students should, at all times, represent the teaching profession by dressing appropriately.
- Check the dress code at your assigned school. Blue jeans, jogging suits, shorts or other extremely casual dress is inappropriate, regardless of dress code, unless on special days.
- No tattoos or body piercing, other than earrings, should be displayed at any time.

Name Tags

- To help ensure the safety of all, Junior Methods students are required to wear nametags while at a field campus. This nametag will identify you as a TAMU pre-service teacher to students, other faculty members, staff, and parents.
- Each nametag will include a designated title (i.e., Mrs., Mr., Miss, Ms.), the student’s last name, and Texas A&M University. Nametags may be purchased at *Awards and More*

Calendar

- For your field experience, follow the calendar for your assigned school. If the university has a holiday but the school does not, you are expected to be at your assigned campus.

- If the assigned school does have a holiday, but TAMU does not, follow the calendar of your assigned campus for your field experience only. TAMU classes will meet as usual.

Parking

- Every school has a designated parking area for faculty and staff. Do not park in this area unless directed to do.
- Schools may indicate a specific area for Junior Methods students to park.
- Do not park in areas designated for visitors.

Section II

PROFESSIONAL EXPECTATIONS

Professional Expectations

Your Role in the Classroom

- You are expected to assume an active role in the classroom as instructed by your mentor teacher and this handbook.
- During the junior methods semester, all Junior Method students will be required to successfully complete the field experience. Unsuccessful completion will prevent moving forward to Clinical teaching experience.

Teaching

- It is strongly recommended that you teach as often as you are permitted.
- You might teach using the Junior Methods lesson plan format, or you might use your mentor's lesson plan.

Commitment Contract

- By the second week of the semester, every Junior Methods student will sign one copy of the Commitment Contract, which will be kept by the Junior Methods instructor.
- Failure to complete the Commitment Contract could result in any or all of the following actions:
Actions include, but are not limited to, the following (singularly or in combination):
 - Being placed on a growth plan
 - Reduction in the final course grade
 - Transfer to another mentor
 - Grade of incomplete in the course
 - Grade of F in the junior method courses
- The Field Placement Program will make the final decision after conferring with the Methods Instructor and/or the mentor. A copy of this contract can be found on eCampus.

Removal from the Field Classroom

- If inappropriate or unprofessional behavior by a Junior Methods student prompts the mentor to request removal of the student from the field classroom, that student will be dropped from the Junior Methods program and will receive a grade of incomplete in the Junior Methods courses.
- The student will repeat the courses and the field experience.

Growth Plan:

- If a student's performance does not meet program expectations, his or her TAMU instructor will place the student on a Growth Plan contract. The contract will specify areas where improvement is needed and will establish guidelines and expectations for completion. The student must successfully complete the Growth Plan in order to receive a grade in Junior Methods.
- If a student is placed on a Growth Plan after the mid-point of field experience, the Growth Plan may carry over to senior methods.

Non-Instructional Duties:

- Your mentor is expected to assume many non-instructional duties. You will be asked to assist with these. Examples might be before or after school duty, playground supervision, cafeteria supervision, etc.
- You should not be expected to supervise without the presence of a teacher or school assistant.
- It is generally permissible to walk students from one class or location to another, but you must be familiar with the school regulations and guidelines.
- Guidelines may differ from school to school, so be sure to read the teacher handbook at your assigned school and ask questions.
- Notify your Methods Instructor if you are left alone with the students for more than a few minutes.

Committee, Parent or Program Meetings

- Junior Methods students are expected to attend a variety of meetings in the school setting. These might include PTO, grade level, department, faculty, staff development, and parent conferences.
- During the days you are on campus, you should attend any function that your mentor teacher is expected to attend.

Confidentiality

- Pre-service teachers have the same ethical obligations as licensed teachers related to information about a school, the staff/faculty, and the students.
- Discussions outside the school setting about students, teachers, or staff are unethical and may be illegal.
- All written records should be held in the strictest of confidence. Student records may never be removed from the school.

Modules

- During the junior methods semester, all Junior Method students will be required to successfully complete the ethics module through eCampus. Unsuccessful completion will lead to students receiving grades of "Incomplete" for all senior method courses, which will prevent moving forward to clinical teaching. Please see section on **Code of Ethics** for information on completing the ethics module.

Evaluation

- Success in the methods block is based on in-class assignments, field experience, and methods block requirements.
- The mentor teacher will complete a written mid-term evaluation and also an end-of- semester evaluation.
- For junior method classes, your grade is derived from the successful completion of course requirements.
- Success in the field-experience is based upon Pass/Fail.

Appeals Process

If a student wishes to appeal a decision regarding a methods policy, he or she should follow the steps outlined below:

1. Fill out the concerned acknowledgement form and contact your instructor or field placement supervisor who made the decision.
2. After meeting with the instructor or field placement supervisor you may appeal the decision to the methods coordinator.

3. Following the methods coordinator, the next person in the appeals process is the Associate Department Head for Undergraduate Programs.
4. If no resolution has been reached you may appeal to the Department Head for the Department of Teaching Learning and Culture.

Field Observations and Certification

Texas A&M University provides copies of teaching observations by university supervisors to mentor/cooperating teachers.

Texas Administrative Code Title 19 Rule §228.35(f) requires that copies of clinical teaching observations by university supervisors be provided to the campus administrator.

Texas A&M University accesses and uses certification examination scores and relevant data accessible through the Texas Education Agency.

Texas A&M Code of Honor

“Aggies do not lie, cheat, or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics, which Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies promoting understanding and loyalty to truth, and confidence in each other.

To review the Student Rules access <http://student-rules.tamu.edu/>.

Educators’ Code of Ethics

All students are expected to adhere to the required ethical standards as established by the state of Texas. To review the standards access

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

All students in the degree plans leading to teacher certification must complete the on-line Ethics module prior to participating in field-based experiences. In addition to the Aggie Honor Code, it is the expectation that all students working on degree plans leading to teacher certification through the CEHD will abide by the Code of Ethics and Standard Practices for Texas Educators as put forth by the Texas Administrative Code. Any violation of these Codes may result in dismissal from the CEHD.

Section III

FORMS

Write this lesson plan as if you were planning for a substitute teacher in your classroom. Provide all of the pertinent information someone would need to teach this lesson to your students. Do not assume that this substitute teacher knows anything about your class.

Your instructor may ask you to develop a script that a substitute teacher could use to teach this lesson. If so, include in the script exactly what he/she must say and do.

DIRECT TEACHING MODEL

Lesson Plan Components

I. Lesson Preparation

What does the student need to learn?

- **Objective:**
 - State what you want **students to accomplish** at the conclusion of the lesson.
 - An objective should be written as one sentence using action verbs. Indicate what can be observed or measured by the teacher when the lesson is finished. How will the teacher know the students have learned the skill or content?
 - Use, where possible, the language (verb) of the TEKS, so long as it is observable.
 - Be sure to align your objective to the TEKS and your assessment.
 - An objective should include it's A, B, C, and D's...audience, behavior, condition, and degree.
 - Below are verb samples for levels of thinking and objective creation.

Level of thinking from Bloom's Taxonomy	Active verbs
Knowledge	Define, identify, label, list, memorize, spell, name
Comprehension	Describe, explain, paraphrase, summarize, rewrite
Application	Apply, demonstrate, draw, show, solve, illustrate
Analysis	Analyze, classify, compare, contrast, debate, categorize
Synthesis	Construct, create, formulate, revise, write, plan, predict
Evaluation	Choose, conclude, evaluate, defend, rank, support, rate

- **Objective Example:** The students will be able to demonstrate knowledge of rhyming words by writing their own four-line rhyme in their journals and reading it to their classmates.
- **Objective example:** The students will be able to create and solve 5 written examples using two-digit addition correctly on a given worksheet.

- **TEKS Skills:**

- Choose and list the skill(s) and concept(s) to be taught in this lesson.
- Be sure you TEKS are aligned with your objectives and assessment.
- Reference only the TEKS that you are assessing.
- Limit the TEKS to those emphasized in your lesson and correlate to your objective and assessment.
- Example:

§113.5. Social Studies, Grade 3.

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.

The student is expected to:

(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities;

- **Rationale**

- Why do students need this information?
- Why are you teaching this lesson?
- What is the purpose of this lesson?
- How does this lesson link to real-life scenarios?
- Do not restate the objective here.

As the teacher, what do I need in order to teach the lesson?

- **Materials:**

- List all materials, and the quantity of those materials, that will be needed for the lesson – those for the teacher as well as the students. These may be books, art supplies, manipulatives, concrete objects, charts, music, worksheets, videos, Internet sites, etc.
- Do not forget audio/visual equipment when needed.
- Do not feel the need to put an actual number. Just stating “A class set of...” is acceptable.

- **Resources:**

- Include a bibliography of documented resources for instructional ideas and content for future use.
- Include book title(s), text, websites, or other sources used to put together this lesson. Include website addresses for anything you used from the web.
- Next to each resource, please include its use. For example, if you list a book, please include what the book is being used for. If you list a website, please include its purpose, use, or what you are using from the website.

- **Getting ready for the lesson (Preparation Information):**

Provide information necessary for the sub teacher to know how to carry out the activity.

- In this section, you will discuss how the class will work over the course of the lesson cycle. You will have at least 5 bullets:
 - Before the lesson – Describe what needs to be completed, set up, organized, etc. before the actual lesson begins.
 - Room Arrangement – Describe how the room will be arranged for the lesson. Will the classroom be set up in rows, or in groups of 3-4, tables, etc. during the lesson? Discuss how groups will be formed and managed and/or how learning centers will be developed or used during the lesson.
 - Lesson Cycle Flow – Briefly go through the lesson plan part-by-part, explaining how the lesson cycle will flow and where students will be for each section of the lesson as it is being taught
 - Materials – Indicate where to find certain materials for the activity will be located. Explain how materials/manipulatives will be distributed during the lesson.
 - Content – Provide a brief overview of the lesson’s content information.
 - Learning Environment – Explain how the learning environment will be created for the students feel safe and secure, etc.

- **Prior Knowledge (Prerequisite Skills):**

- Provide necessary background information the students will need for the instructor to carry out the activity.
- This section has 2 parts to include:
 - What prior learning should have occurred before this lesson?
 - What skills must the students already have to successfully complete this lesson?
- Some research indicates that as much as 70% of learning is dependent upon students having the appropriate prerequisite skills.

- For example, if students were being asked to organize material in a content-area text or to construct an art project relating to a book, they might need to understand how to write outlines, how to use other graphic organizers, or (with an art project) how to use a particular art medium.

II. Teaching the Lesson

How will I teach the content and skills of this lesson? What is the sequential process for teaching the lesson?

- **Sequence of Instructional Events:**

- **Motivation or Focus or Anticipatory Set:**

- How will you capture their attention with enthusiasm for this subject matter? SCRIPT what you intend to say to engagingly open the lesson and grab the students attention!
- This is a “hook” to **FOCUS** students’ attention on what is to be learned.
- What will you do or what materials will you use to engage the students’ attention and create within them **a desire to learn** new concepts?
- This should be creative and also connect to the overall lesson objective, which can then be stated **AFTER** the students have been hooked or engaged.
- It must relate the previous experiences of the students, to the objectives of the lesson, and put students into a receptive frame of mind.
- You might use a song, a puppet, a finger play or chant, a personal story, pictures, brainstorming, real objects, thought provoking questions, riddles, poems, books, games, role play, or experiments to excite students for the learning process.
- The purpose is to catch the students' attention, build excitement for the lesson to come, and/or provide background information. The focus is not a restatement of the lesson's objective.
- End this section with your advanced organizer, **TRANSITIONING** into the actual teaching of the lesson’s content – “Today, we are going to...:

- **Teaching Procedures/Presentation of Concepts and Skills**

- This is a step-by-step plan on how you will teach the objective. This is where you teach the students what you want them to know through demonstration, explanation, and interaction.
- A variety of instructional strategies are reviewed and some are selected based upon student learning needs as well as the variety of strategies that will most effectively deliver the content and skills.

- Tell students why it is important to learn this, how it will help them in the future (as stated above in your rationale).
- Relate the lesson to background knowledge and students' life experiences.
- Model examples and demonstrate to the students what they are to do.
- Use questions throughout to check for understanding. Write these questions into the plan.
- Involve students throughout the lesson and **alter teaching techniques every 5-10 minutes** (depending on the age of the students). Remember, you should be **CHUNKING AND CHEWING**...giving the students time to get **ACTIVELY** involved in the learning of your content being taught!!!
- Write it as a stand-alone lesson; one anyone could read and implement.

This teaching procedure section should include the following components:

- Input: The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.
- Modeling: Once the material has been presented, the teacher uses modeling to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)
- Checking for Understanding: Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins.
- TRANSITION!

➤ **Guided Practice**

- Guided practice is an opportunity for each student to demonstrate his/her grasp of new learning by working through an activity or exercise **under the teacher's direct supervision**. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.
- Students should be taught something and allowed to practice it **BEFORE** assessment.
- Give students some immediate practice of the skill or concept taught. This may be in the form of questions, responses on a dry-erase board, paired student interaction, a worksheet, a game, etc.
- Students often work cooperatively in guided practice activities in order to learn from each other as well as the teacher. A quick observational

assessment of student level of success gives the teacher feedback to determine if re-teaching is needed for all or just a few students.

- If using a group activity, it is important for the teacher to pull the groups back together and model/recap/go over what the groups should have done to correctly demonstrate the skills just taught.
- This stage is used for the teacher to gauge whether the students have “got it or not” before sending the class on to independent practice. If the teacher does not feel the students “got it” yet, then they are able to back up and do more teaching. If the teacher feels the students “got it”, then they are able to continue on to independent practice.
- TRANSITION!

➤ **Independent Practice**

- An activity for individual students to engage in and will provide the teacher feedback on whether or not the students have individually grasped the concept and are ready for a formal assessment and/or reinforcement activities.
- Independently, each student will demonstrate his/her level of competence. This may be a daily grade activity.
- In independent practice, the teacher releases the students to work on their own. Once pupils have mastered the content or skill, it is time to provide for reinforcement practice (independent practice). It is provided on a repeating schedule so that the learning is not forgotten.
- Independent practice may be homework or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for de-contextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.
- TRANSITION!

➤ **Closure**

Closure refers to those actions or statements by a teacher that are designed to bring the lesson to an appropriate conclusion. It is used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure.

- Review and summarize the main points of the lesson by referring back to the objective.
- Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

- Keep the closure student-centered by asking questions that will give you feedback on student mastery of the lesson objective (Ex.: What did you learn today, why did you learn it, how will it help you?) List within the lesson plan the specific questions to ask.
- Relate the lesson to future learning.
- SCRIPT what you intend to say to actually close the lesson.

➤ **Specific Guiding Questions**

Questions in this section will be asked to students to encourage them in thinking during the lesson. You may want to include your questions within the pre-teaching, teaching, and closure sections. Identify the levels of questions. You may, if you choose, color code the questions according to Bloom's levels. Be sure that you have a variety of Bloom's levels being represented in your questions. A copy of Bloom's levels of questions with corresponding action verbs will be handed out in class.

Questioning strategies include asking questions that go beyond mere recall to probe for the higher levels of understanding to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

- Throughout the lesson, you should include questions to guide your instruction.
- You MUST include at least one question from EACH level of Bloom's Taxonomy and COLOR-CODE them in the text as well as list them in this section.
 - Knowledge – Red
 - Comprehension – Orange
 - Application – Yellow
 - Analysis – Green
 - Synthesis – Blue
 - Evaluation – Purple

➤ **Modifications**

Modifications should be included throughout your lesson. It is helpful to highlight the modifications within your procedure. In this section, you should add suggestions for what you will do to re-teach the lesson or additionally modify within the lesson for students who are having difficulty understanding concepts or skills taught in the lesson. Be sure to include behavior and

academic modifications for a variety of levels of learners (including G/T). Modifications do not mean that G/T students are given more work and those who may be struggling are given less. The question here is to provide the "appropriate level of challenge" for each student's level.

III. Lesson Follow-Up

How will I assess the students to determine their level of success in mastering the skills and content?

- **Assessment**
 - Go back to the objectives and design an assessment tool to determine whether or not the students have mastered the skills and content being taught.
 - Remember that assessment should match your instructional objective. This does not have to be a formal assessment!!!
 - Assessment may be made through teacher observation, paper pencil activities, projects, presentations, discussions, group interactions, games, etc.

How will I provide opportunities for the students to use the skills and knowledge gained?

- **Extension or Reinforcement Activity:**
 - The extension is made up of activities that occur after the initial lesson for the purpose of reinforcing and extending the learning that occurred during the actual teaching of the lesson.
 - Activities may include center activities, cooperative group work, homework, games, art experiences, projects, research, guest speaker, fieldtrip, etc.

Department of Teaching, Learning and Culture
Texas A&M University
Junior II Field Placement Commitment Contract

Student's Printed Name _____
Last First

I understand that field experience is a major part of my teacher preparation program and requires the following commitments on my part to uphold the TLAC motto, "Always expect more of Aggie teachers."

1. **I commit** to shedding my identity as a student the first day in the field and beginning an identity as a teacher. I will think like a teacher, not a student, by exhibiting the behaviors of a professional educator. These behaviors include, but are not limited to, appropriate dress, appropriate language, completing assigned tasks on time and with professional quality, maintaining a positive attitude, demonstrating to others a true desire to be in the classroom and to becoming a teacher, soliciting constructive criticism and accepting it gracefully, and always being prepared.

2. **I commit** to devoting at least eight hours of field experience in the classroom on my assigned day, giving 100% of my focus, energy, and enthusiasm. I will be in the classroom, prepared and ready for the day's activities.

3. **I commit to** establishing an excellent attendance record and to following attendance procedures as set forth in the Junior II Student Handbook.

4. **I commit** to supporting my field placement teacher, to earning my field placement teacher's respect, and to assisting my field placement teacher in efforts to provide the best education to the learners. I will acknowledge and respect my field placement teacher's authority in the classroom and recognize the fact that I am a guest in my field placement teacher's classroom.

5. **I commit** to self-learning and self-improvement. I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, demonstrate flexibility, learn to recognize my own strengths and weaknesses, and seek guidance and advice from my field placement teacher. I understand that becoming a teacher is a developmental process with focus on changing and refining.

6. **I commit** to the belief that all children can learn. I will be an initiator in the classroom, look for ways to help children learn, and become aware of how teachers think and make decisions. I will welcome the opportunity to work with children of various diversities as well as children with handicapping conditions.

7. **I commit** to reading the Junior II Student Handbook, to following the guidelines set forth in it, and to accepting the consequences if I fail to follow these guidelines.

8. **I commit** to accepting the consequences if I fail to fulfill all items in this contract.

Printed Name

Signature

Date

Course and Section

**TEACHING, LEARNING & CULTURE
STUDENT EXPECTATIONS AND COMPETENCIES
(GROWTH / PROBATION PLAN)**

Student: _____

Instructor/Course: _____

Rating scale: 3= Meets Expectations 2= Needs Improvement 1= Unacceptable NA=Not Applicable
(Circle applicable rating)

Expectations and Competencies	Rating			
1. Is dependable/reliable/punctual/abides by school operation schedule	3	2	1	NA
2. Takes initiative in performing tasks	3	2	1	NA
3. Adapts in a flexible manner	3	2	1	NA
4. Demonstrates organizational skills	3	2	1	NA
5. Is receptive to suggestions	3	2	1	NA
6. Uses reflective thinking to analyze instruction	3	2	1	NA
7. Recognizes need for improvement and implements change	3	2	1	NA
8. Maintains professional dress and behavior	3	2	1	NA
9. Works cooperatively with teachers, staff and supervisor	3	2	1	NA
10. Engages in professional development activities/seminars/ campus meetings	3	2	1	NA
11. Is discreet with confidential information	3	2	1	NA
12. Respects learning and cultural diversities	3	2	1	NA
13. Exemplifies attributes for morals, ethics and values of teaching	3	2	1	NA
14. Exhibits dispositions conducive to professionalism (including technology)	3	2	1	NA
15. Other:	3	2	1	NA

Instructor/Supervisor Comments and Suggested Intervention Strategies

Student Signature/Date	
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Student signature acknowledges and understands expectations.

TLAC Representative Signature	
--------------------------------------	--

TLAC Representative Position	
-------------------------------------	--

Date of conference	
---------------------------	--

Date to return reflection/form	
---------------------------------------	--

Date to reconvene	
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Student: Reflecting on your conference, explain your plan of action to address areas needing improvement. (May use back for additional comments)

Revised 5/16

Accommodations Available for Texas Certification Exams

I understand that I have been advised to register for the accommodations for which I am entitled prior to attempting my Texas Educator Certification Exams. I understand that it is my responsibility to register for these accommodations. I have been advised that:

Students are required to complete the forms found at <http://cms.texas-ets.org/alternativetesting/#nonstandard>. The Texas A&M University, Office of Disability Services <http://disability.tamu.edu/> is a great resource and many times can complete the complicated forms with ease. The Office of Disability Services very familiar with the process and students should make us of this resource to advocate on their behalf.

I acknowledge receipt of this information.

Student Name

Student Signature

Date

Instructor Name

Instructor Signature

Date