



Texas A&M University
College of Education and
Human Development



Department of Teaching, Learning and Culture

Senior Methods

Handbook



2008-2009



Senior Methods Handbook

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Section I

GENERAL INFORMATION

General Information for Senior Methods Semester

Guidelines and Procedures

Rationale for Senior 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 *Senior 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 Senior 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, College Station ISD, other districts within a 50 mile radius, and Texas A&M University.
- During the Senior Methods semester, students will have the opportunity to experience the following:
 - Hands-on experiences in classrooms prior to student 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

Guidelines and Procedures

Attendance

- Senior Methods students are expected to be in attendance at their assigned schools every day unless the campus calendar indicates otherwise.
- Senior Methods students should arrive on time and remain at their assigned campus until the end of the teacher workday. 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.
- Arrival and departure time for teachers is set by each school. Senior Methods students should adhere to these times. It is expected that you will spend a whole day at the schools and not leave the campus early.

Absences

- Because it is expected the Senior Methods students will begin to assume the profession 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 Senior 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:
 - Phoning the school office leaving a message for the mentor teacher
 - Contacting the mentor teacher through e-mail
 - Contacting the Methods Instructor and Program Coordinator through e-mail using the following site.
http://tlac.tamu.edu/articles/twl_field_experience_absence_report
(This site is located in the Undergraduate tab, under absence report)
- Absences must be made up by the within two weeks of the absence. If absences are not made up by this time, you could receive a grade of incomplete in each methods course.
- 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.

Tardiness

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

Leaving Campus

- Senior Methods students may not leave the public school campus during the day. Leaving for a TAMU class, however, is permissible with mentor notification.
- 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.

Professional Attire

- Senior Methods students should, at all times, represent the teaching profession by dressing appropriately.
- Check the dress code at your assigned school. Jogging suits, beach wear, shorts or other extremely casual dress is inappropriate, regardless of dress code.
- Blue jeans should be worn only on designated jean days or for field trips. If you participate on a field trip with students, your clothing may need to be modified for that experience, depending upon the nature and location of the trip. Mentor teachers will advise you in this situation.
- No tattoos or body piercing, other than earrings, should be displayed at any time.

Proof of Liability Insurance

Before receiving field placement assignments, Senior Methods students must provide proof of liability insurance to the Senior Methods instructor. This insurance is available at no charge or at a nominal charge through several professional teachers' organizations: Texas State Teachers Association, Texas Classroom Teachers Association; Association for Professional Educators, for example.

Name Tags

- To help ensure the safety of all, Senior Methods students are required to wear name tags while at a field campus. This name tag will identify you as a TAMU pre-service teacher to students, other faculty members, staff, and parents.
- Each name tag will include a designated title (i.e., Mrs., Mr., Miss, Ms.), the student's last name, and Texas A&M University. Name tags may be purchased at *Awards and More* on Rosemary (across from Luby's cafeteria).

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 so.
- Schools may indicate a specific area for Senior Methods students to park.
- **Do not** park in areas designated for **visitors**.

Substitute Teaching

- Senior Methods students may not substitute teach on scheduled field placement days.
- Field placement days may not be rescheduled or changed in order to allow you to substitute teach.

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.

Teaching

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

Commitment Contract

- By the second week of the semester, every Senior Methods student will sign two copies of Commitment Contract included in this handbook. One copy will be kept by the Senior Methods liaison and the other copy will be given to the mentor teacher.
- 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 course
- The final decision will be made by the Field Placement Program after conferring with the Methods Instructor and/or the mentor. A copy of this contract can be found in the forms section of this handbook.

Removal from the Field Classroom

- If inappropriate behavior, dress, language, or other actions by a Senior Methods student prompt the mentor to request removal of the student from the field classroom, that student will be dropped from the Senior Methods program and will receive a grade of incomplete in the Senior Methods courses.
- The student will repeat the courses and the field experience.

Growth Plan:

- If a student's performance does not meet program expectations, the student will be placed on a Growth Plan contract by his TAMU instructor or by the Program Coordinator. 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 Senior Methods.
- Being placed on a Growth Plan may restrict student teaching placement to a school in Bryan ISD or College Station ISD.
- Being placed on a Growth Plan during Senior Methods disqualifies a student from student teaching in a foreign country.

- If a student is placed on a Growth Plan after the mid-point of field experience, the field experience may be extended. In addition, the Growth Plan may carry over to student teaching.

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

- Senior 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 which 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.

Service Project

- The purpose of the service project is to further enhance the senior methods student's place in the educational community by recognizing the needs of the community or the school and developing and implementing strategies to meet those needs. Evidence of the service project will be included in the e-folio. A copy of the service project proposal and current dates can be found at the end of this document. The Methods Instructor responsible for the field site will be responsible for monitoring performance on the service project. This project must be successfully completed during the semester.

Evaluation

- Grades in the methods block are 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 field based classes, seventy-five percent of your grade is derived from the successful completion of course requirements.
- The remaining 25 percent is based on field-experience.

Grade Percentages

	Methods Course
e-Folio Service Project Data Certification Module	Pass/Fail
<i>Classroom Performance</i> University Instructor Mentor Teacher	15% 10%
Methods Class Assignments	75%
Total	100%

Section III

e-Folio Guidelines

Professional e-Folio Guidelines

An e-Folio is a web based collection of authentic learner-specific artifacts that demonstrate growth and the development of skills toward becoming an effective teacher. Each item placed in the e-Folio is chosen based upon the demonstration of a competency that correlates with an Interstate New Teacher Assessment and Support Consortium (INTASC) Standard.

Purposes of the e-Folio:

- To provide evidence that pre-service teachers have met the competencies and requirements of the teacher education courses.
- To inform prospective employers that pre-service teachers have met the competencies that are appropriate for beginning teachers.

Selection of e-Folio Items:

Methods Instructors will require that you place specific materials and completed assignments in your e-Folio. These may be designated for correlation with INTASC standards, as well as for specific sections in your e-Folio.

e-Folio Outline:

The following outline gives the typical sections contained in a student's e-Folio, along with a brief description of the contents to be placed within each section. You may choose to organize your e-Folio outline in any order; some sections are personal options. Basic sections will be specified by Methods Instructors with required assignments that must be posted during the semester in which the course is taken.

Suggested Content of the e-Folio:

Home page:

- a. Personal introduction; photo (optional)
- b. Professional goal statements

Resume:

- a. Resume

Philosophy:

- a. Philosophy of education
- b. Philosophy of classroom management

Coursework:

- a. List of teacher preparation classes. Give number and title. You may want to group courses according to reading, math, science, social studies, education courses, etc.

Classroom Experiences:

- a. List field sites where you have gained experience for each of your education classes. Give the school, teacher, grade level, dates there and list of duties.

Artifacts or Projects from Teaching Experience:

For each artifact that is included in the e-Folio, provide a brief written rationale/justification as to why you decided to include the artifact.

1. Instructional Strategies (samples you have created)
 - a. Lesson Plans (include grade level)
 - b. Unit Plans (include grade level)
 - c. Center ideas and pictures/diagrams
 - d. Bulletin boards
 - e. Lesson modifications
 - f. Pictures of classroom instruction (Optional; Remember that you must have parental permission to place any photos that show children!)
 - g. Others
2. Assessment Strategies
 - a. Samples of informal student assessments
 - b. Samples of formal student assessments
3. Technology
 - a. Samples of lessons incorporating technology
 - b. PowerPoint presentations
 - c. Webquests or TrackStars you have created
 - d. List technology skills you have acquired
4. Community Involvement
 - a. Include volunteer work you have done while in college
 - b. Include projects completed in courses that have a community component
 - c. Summary and reflection of your methods service project

- d. List service organizations of which you are a member or officer such as Project Sunshine, Aggie Habitat for Humanity, Texas A&M Cancer Society, UMADD
5. Professionalism
 - a. List professional organizations of which you are a member or officer such as ACEI, TSTA, ATPE, Kappa Delta Phi, Phi Delta Kappa
 - b. List professional journals you subscribe to
 - c. List conferences and workshops you have attended

Photo gallery (optional)

- a. Make this a place for additional **professional** photos showing your work in classrooms. **Remember that you must have parental permission to place any photos that show children!**

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for Pre-service Teachers

(Abbreviated listing)

1. **Content Knowledge**: Understands the content areas and can create strategies that are meaningful
2. **Developmental Appropriateness**: Understands child development and can provide appropriate learning opportunities
3. **Differentiated Instruction**: Understands differentiated instruction for different learning styles and creates adapted opportunities for diverse learners
4. **Varied Instructional Strategies**: Understands and uses many instructional strategies to develop critical thinking, problem solving and performance skills
5. **Motivational Techniques and Learning Environment**: Uses motivational practices that create positive learning environments for social interaction, active learning and self motivation
6. **Effective Verbal, Nonverbal and Media Use**: Uses effective verbal, nonverbal and media communication to encourage inquiry, collaboration and supportive interaction
7. **Planning**: Plans instruction based upon knowledge of content, students, community, curricular goals, including TEKS.
8. **Formal and Informal Student Assessment**: Understands and uses formal and informal assessment strategies to evaluate intellectual, social and physical development of the students
9. **Professional Growth and Assessment**: Evaluates self in relation to choices and actions on students, parents and other professionals
10. **Relationship Development**: Fosters relationships with school colleagues, parents and agencies in the community to support learning and well-being of students

SAMPLE Artifacts Based on INTASC

1. Knowledge of Subject
 - a. Record of Courses (Print Degree Audit from myrecord.tamu.edu)
 - b. Practicum/Clinical experience (summary of each placement and experiences)
 - c. Research papers
 - d. Certificates of completion of workshops
 - e. Summaries of related articles
 - f. Bibliography of related texts

2. Learning and Human Development
 - a. Sample lesson plans created for a variety of age groups
 - b. Reflections on the difference between your 2nd grade clinical students and your 6th grade clinical students
 - c. Bibliography of children's books with suggestions for age-appropriateness
 - d. Term paper comparing and contrasting the theories of renowned child psychologists

3. Adapting Instruction
 - a. Group project completed in your mainstreaming class
 - b. Descriptions of curricular modifications you've tried and their outcomes
 - c. Reflection on the roles you played in an IEP meeting
 - d. Modification Plans from SPED seminar
 - e. Examples of how you make curriculum more challenging for students with gifted abilities
 - f. Narrative paper on your decision-making process when creating lesson plans to include students with English as a second language

4. Strategies
 - a. Video of you teaching a lesson
 - b. Self-evaluation identifying methods you've found successful and others that still need work
 - c. Narrative descriptions of the methods used by your cooperating teachers
 - d. Research project on the battles of controversy between experts in the field of classroom instruction
 - e. Rationale for changing cooperative learning groups before mid-semester

5. Motivation and Classroom Management
 - a. Letters home updating parents on coming projects and homework
 - b. Examples of certificates your created for achievements such as:
 - i. Improved behavior
 - ii. Excellent effort
 - iii. All homework in on time for the month
 - iv. Improved attendance
 - c. Copy of classroom assertive discipline plan, including:
 - i. Rules
 - ii. Consequences
 - iii. Student/teacher-generated reward system
 - iv. Charts
 - d. ABC analysis
 - e. Certificate of completion of special classroom management course, seminar or workshop
 - f. Summaries of articles on classroom management and/or motivation

6. Communication Skills
 - a. Letter to parents introducing yourself as student teacher
 - b. Copies of minutes from team meetings showing your participation
 - c. Copies of position or persuasive papers you've written
 - d. Copies of group projects you've completed, demonstrating your ability to work in a group
 - e. Certificates of your technological abilities, including:
 - i. Word processing
 - ii. Internet/Hyper link
 - iii. Data base
 - iv. Spread sheets
 - v. Digital cameras
 - vi. Scanners
 - f. Address of your website with hard copies of documents included there
 - g. Samples of your best handwriting in a hand-written essay (many districts require this in their employment applications)
 - h. A video of you presenting a lesson to a class
 - i. PowerPoint presentation of your philosophy of teaching
7. Planning
 - a. Copies of lesson plans from each subject and grade level you've worked with
 - b. Copies of curriculum map you've created
 - c. Copies of group presentations you've team-taught in your courses
 - d. A schedule of the entire school-day from your clinical experience
 - e. Examples of seating charts you've designed
 - f. Scope and sequence of a unit you wish to teach
8. Assessment
 - a. Copies of established informal assessment charts you've used, citing authors
 - b. Copies of informal assessments you've created, including your rationale
 - c. Copies of objective tests you've created
 - d. Examples of how you modify assessments for students with special learning needs
 - e. Skill inventories you've used or would like to use
 - f. Learning modality inventories you've learned how to use
 - g. Summaries of articles on multiple intelligences
 - h. Papers you've written on multicultural issues in assessment
9. Commitment
 - a. Your statement of beliefs/philosophy of education
 - b. Certificates of participation in community events
 - c. Articles about your volunteer work with non-profit groups
 - d. Your resume, focusing on the time you've spent working with children in and out of the school setting
10. Partnerships
 - a. Documentation of the service project

Section IV

Forms

Student:
Date:
Mentor Teacher:
Number of Students:
Grade Level:
Time Frame:

Learning Plan Format (Revised August 2008)

***Instructional Objective (measurable)**

State what students should be able to do after completing the lesson. Be sure to align your objective to the TEKS and your assessment.

***Texas Essential Knowledge and Skills (TEKS)**

Write out each TEKS statement and provide numbers and letters where appropriate. Be sure your TEKS are aligned with your objectives and assessment. Reference only the TEKS that you are assessing. Limit the TEKS to those emphasized in this lesson.

Rationale

Why are you teaching this lesson? What is the purpose of this lesson? How does this link to real-life scenarios?

Materials

Identify the quantity of various materials needed for the activity. Do not forget audio/visual equipment when needed.

Resources

Include book title(s), text, web sites, or other sources used to put together this lesson.

Getting Ready for the Lesson (Preparation Information)

Provide information necessary for the instructor to know how to carry out the activity. It may be necessary to provide some content information here or to indicate where to find certain materials for the activity. Describe how you will arrange the room for the instructional activity. You may need to explain how groups will be formed and managed; how a learning center will be used during the lesson; or how certain manipulatives should be distributed during the lesson.

Prior Student (Background Information)

What prior learning should have occurred before this lesson? What skills do the students need to already have?

***Teaching Procedure**

Within this section you should provide details for what is planned. Describe instructional strategies. Keep in mind to use cooperative learning, methods of inquiry or investigation when possible. You may feel the need to rearrange or add additional sections due to the lesson style you are using. This is appropriate and should be done.

a. Focus (Also called motivation, set-up or engagement)

Include something to capture student interest and motivate them for learning. This may be in the form of a question or doing a demonstration. Be creative but make sure it connects to the overall lesson objective(s). Make sure to address learner's prior knowledge.

b. Explanation

All directions and explanations of the lesson should appear in this section. Indicate how the activity should be done. Include details for what is planned, questions for understanding, and all activities that occur as a group during the beginning half of the lesson.

c. Practice (Guided and Independent)

Provide independent/group practice. If students are exploring and investigating an activity first, you may allow students to explain results, follow with questions, and then provide necessary content information or expected solutions based on student experiences and questions. Be sure and include questions from a variety of Bloom's levels that you will ask as you monitor students as well as modifications that will make the practice successful for all students.

d. Closure & Relevance for Future Learning

Bring the lesson to a close. Restate the instructional objective. You may want to or have your students summarize the activities, or you may ask students to respond to questions to check for student understanding of the basic concepts addressed by the lesson.

Specific Key Questions: Must Vary According to Bloom's Taxonomy

Questions in this section will be asked to students to engage them in thinking during the lesson. You may want to include your questions within the pre-teaching, teaching, and closure sections. Be sure that you have a variety of Bloom's levels being represented in your questions.

Going Further (Also called extensions or elaboration)

Suggest ways to **extend** the activity for learners. Indicate what learners could do to apply the concepts and process skills learned to new situations. This should be used as extended activities for students who are ready to move on. No new information is taught here—learners are applying what they have learned in the lesson to new context.

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 behavioral and academic modifications for a variety of levels of learners (including G/T). Your instructor may specify what modifications to include in a particular lesson.

***Assessment (Evaluation)**

Explain how you plan to assess the learner's mastery of objectives. Include any materials that are needed. Include the scoring rubric or observational checklist you would use for evaluation purposes when appropriate. Any quiz/test must have answers as well as a clean copy provided. Note: The assessment component does not have to be an additional activity. It may be something done/created during your lesson that can be evaluated for objective mastery (ex. Journal entry, graphic organizer, worksheet, observation and questioning).

Reflective Evaluation of Lesson

(Your Methods Instructor may advise you to eliminate this section if you are unable to teach your lesson). Reflect on your own teaching. What went well in the lesson and why do you think it went well? What can you do to improve the lesson for next time? If you do not teach the lesson before submission for grading, share how you would reflect on your lesson.

*There should be alignment between the starred areas.

Writing Goals and Objectives

Goals: Goals are non-measurable, general statements expressing an overall achievement the instructor desires the learner to attain.

Example: The learner will understand the function of plants. (Note: You can not measure “understanding”.) or The learner will appreciate The learner will know

Objectives: Objectives are **measurable** statements expressing precisely what the teacher requires the learner to perform.

ABC method of writing objectives:

A = Audience

Whom are you writing the objective for?

Example: The students..., The learner...

B = Behavior

This is the MEASURABLE action you want the learner to perform. It is an action verb often found in the TEKS.

Example: ... will describe the function of the roots of a plant

C = Condition

This is the “how” of the objective. How are the learners going to demonstrate the behavior?

Example: ... by writing in his/her journal Or ... by completing a worksheet ...

Together the objective would read:

The learner will describe the function of the roots of a plant by completing a worksheet.

Additional examples:

The student will describe characteristics of organisms (our classroom pets) when constructing a “Pet of the Year” poster.

The learner will recognize patterns on a calendar by posting circles for even numbers and squares for odd numbers on his/her own calendar.

Hints: Use the TEKS in wording your objectives. The objective must align with the TEKS and measure what the TEKS is asking the students to master. Your assessment **MUST** assess your objectives.

Texas A&M University
Department of Teaching, Learning and Culture
Senior Methods Evaluation Form

Pre-Service Teacher: _____ Instructor: _____

School: _____ Grade Level: _____ Date: _____

_____ Mid-Point Evaluation _____ Final Evaluation, final week of class

Pre-service teachers should not receive over a score of 5 on the mid-point evaluation to allow for growth. We appreciate any comments provided.

5- superior 4- above average 3- average 2- below average 1- poor 0- inadequate opportunity to observe

Initiative: Demonstrates self-initiative; creative and resourceful; assumes responsibility for classroom routines without prompting.

5 4 3 2 1 0

Comments _____

Communication: Articulate, uses Standard English grammar, writes effectively

5 4 3 2 1 0

Comments _____

Critical Thinking: Uses analytical and evaluative thinking; asks questions requiring higher order thinking

5 4 3 2 1 0

Comments _____

Respect for Others: Diplomatic, sensitive to other's needs and feelings

5 4 3 2 1 0

Comments _____

Interactions during Field Experience: Seeks extra opportunities to work; Reacts favorably to constructive criticism

5 4 3 2 1 0

Comments _____

Professionalism: Always dresses appropriately; perfect attendance; Responsible

5 4 3 2 1 0

Comments _____

Commitment to Excellence in Teaching: Eager to learn skills for effective teaching; goes beyond basic requirements

5 4 3 2 1 0

Comments _____

Total Points Earned: _____

Additional comments: _____

Mentor Signature: _____

Weekly Schedule

Name _____ Phone _____ Date _____ Week # _____

Mentor Teacher _____ School _____ School Phone _____

Mentor Signature _____

Indicate for each period the subject and time. Show any planning periods, assemblies, holidays, tests, etc.

	Time Sub.	Time Sub.	Time Sub.	Time Sub.	Time Sub.	Time Sub.	Time Sub.	Time Sub.
Day of Week	1	2	3	4	5	6	7	8
Monday								
Tuesday								
Wednesday								
Thursday								

Senior Methods 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 two full days of field experience in the classroom each week, giving 100% of my focus, energy, and enthusiasm. I will be in the classroom, prepared and ready for the day's activities, at the designated arrival time for teachers and will remain until the designated departure time as set forth in campus policy. I will utilize my mentor's planning period/conference period as a learning experience by engaging in conversation with my mentor, assisting in preparing materials for classroom use, assisting my mentor in other ways, or arranging with my mentor to observe another teacher.

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

4. **I commit** to supporting my mentor, to earning my mentor's respect, and to assisting my mentor in efforts to provide the best education to the learners. I will acknowledge and respect my mentor's authority in the classroom and recognize the fact that I am a guest in my mentor'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, and learn to recognize my own strengths and weaknesses. 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, seek advice and guidance from my mentor, and learn as much as I can about how teachers think and make decisions. I welcome the opportunity to learn to teach children of various diversities and handicapping conditions.

7. I commit to reading the Senior Methods 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

Copy to Mentor
Copy to TAMU Field Instructor

Service Project Proposal

The following will be included in your write-up:

Intern participants:

Campus:

Campus approval:

Signature

What is the purpose of the project?

How does this service project add value?

How does the project impact the campus?

What materials are required? (Any cost associated with the project?)

Timeline for the project:

I understand this project must be done collaboratively. Successful completion of this project is a requirement for a passing grade in all SMS courses.

Service Project Reflections

Reflection should include:

- Evidence of project completion
- Your role in this service project
- Impact on the school
- Collaborative process
- Suggested improvements to the project
- Successes of the project

Student:

Date:

Mentor Teacher:

Number of Students:

Grade Level:

Time Frame:

*Professional e-Folio**Development and Presentation Rubric (Pass/Fail)*

CATEGORY	Effective	Acceptable	Unsatisfactory /Redo
Artifacts connected to INTASC Standards	Appropriate artifacts are connected to each INTASC standard and written rationale shows depth of thought	Appropriate artifacts are connected to each INTASC standard and written rationale provided	Appropriate artifacts are not connected to each INTASC standard; rationale not included
e-folio Presentation Quality	Presenter shows a measure of assuredness; demonstrates knowledge of contents; presentation organized and sequenced appropriately; voice and pacing are good	Presentation organized; voice and pacing appropriate; knowledge of portfolio contents demonstrated; meets requirements	Little effort put forth in presentation
e-folio Preparation Quality	Professional appearance; well organized; depth of coverage evident; written components clear and indicate attention to detail	Portfolio contains work that is of acceptable quality; meets the requirements	The portfolio contains work that is below acceptable quality; requirements are not met
Personal Growth and Reflection	Discussion of areas of growth, self-reflection evident	Somewhat inaccurate consideration of areas of growth	No growth or self-reflection discussed