

**Texas A&M University**  
**Department of Teaching, Learning and Culture**  
**Student Handbook for Junior II Program**

## Section I – General Information

### **Rationale for Field Experience**

To augment course instruction and gain authentic experience by working under the guidance of a professional educator in a real classroom setting; to assist the mentor in a variety of tasks, observe classroom management techniques and teaching strategies, and interact with students individually, in small groups, and in a whole-class setting.

### **Overview of Program**

Students will observe and assist the mentor as part of their first experience in an authentic classroom. They are expected to take an active role in the classroom, assisting in, but not limited to, these activities:

Tutor/assist individual students	Grade papers on a limited basis
Assist with whole class activities	Prepare instructional materials
Assist with TAKS preparation	on a limited basis
Teach one or more mini-lessons	Assist students in the library
Teach part of a lesson	Assist students in the computer lab
Teach a complete lesson	Assist with supervisory duties

Any task required of TAMU courses will not intrude on the mentor's class time. Rather, one of the goals of this program is to encourage mentor teachers to utilize the talents of Junior II students in a variety of ways which assist in the delivery of instruction and further their preparation as professional educators.

Because of liability issues, we ask that Junior II students not be left unsupervised when working with public school students. They may, however, work in close proximity to a classroom teacher. For example, they may move into the hall outside the classroom to tutor, or they may take a small group of students to the library where they work under the supervision of the librarian or another staff member.

We also ask that out-of-classroom tasks such as copying materials be kept to a minimum during class time so that students can focus on learning activities. Of course, during a teacher's planning period, students may copy materials, prepare materials, complete a bulletin board, etc.

Junior II students should not be placed with a mentor who has a student teacher. Whenever possible, they will not be placed with a mentor who has a TWL student on the same day.

## **Guidelines and Procedures**

### **Attendance**

- This field experience is a professional commitment. Students should make a dedicated effort to be at the field campus on the assigned day.
- Students are expected to be in the designated classroom by 8:00 a.m. and remain at that campus until released by the teacher (3 hours required). Hours are normally 8:00-11:00.
- Students are strongly encouraged to be at their designated campus by the time teachers are expected to arrive.
- If a student is absent, s/he should do the following:
  1. Contact the school/mentor as early as possible (preferably before class begins) to insure that the mentor is aware of the absence and can plan accordingly.
  2. As early as possible on the morning of the absence, complete the Field Experience Absence Report posted on the TLAC website.  
[http://tlac.tamu.edu/articles/field\\_experience\\_absence\\_report](http://tlac.tamu.edu/articles/field_experience_absence_report)
- If a student fails to follow items 1 and 2 as described above, the final grade in the course will be lowered by 10% for each of the first and the second occurrences.
- If a student is absent from field experience a third time and fails to follow items 1 and 2 as described above, the student will confer with Ms. Davis. The student could receive a grade of F in EDCI 454 or MEFB 351.
- Time missed because of any absence must be made up at the mentor's convenience and within two weeks of the absence.
- If a student fails to make up missed time within the two-week deadline, the final grade in the course will be lowered by 10% for each incidence. If the absence occurs within the final two weeks of field experience, time missed must be made up before the last day of class for EDCI 454 or MEFB 351.
- An absence occurring during the week immediately before or the week immediately after a holiday (Thanksgiving, spring break, etc) will be made up at the ratio of two days for each day absent.

If the absence falls within University guidelines for an excused absence and the student submits appropriate documentation to the Field Placement Program Coordinator before the make-up deadline, the regular absence policy will apply.

The student should contact the Placement Program Coordinator as soon as possible for information concerning the type of documentation that will be accepted.

## **Punctuality**

- If a student is late for field experience, he will contact the school/mentor as soon as possible to insure that the mentor is aware of the late arrival and can plan accordingly. In addition, the student will complete the Field Experience Absence Form on the TLAC website, explaining that this report concerns a late arrival rather than an absence. This form will be completed and sent no later than 5:00 pm on the day of the late arrival.
- On the second incidence of arriving late for field experience, the student's grade in the course will be lowered by 5%. A 5% deduction will be made for each additional incidence of arriving late to field experience.
- If a student arrives late for field experience a third time, he will also be placed on a growth plan.
- Leaving early is categorized the same as arriving late. The procedure/penalty for leaving early will be the same as that for arriving late.

## **Appeals Process**

- If the student feels that the absence or tardy is due to extenuating circumstances, he should contact the Field Experience Coordinator within one week of the absence to request a conference. The student should bring supporting documentation. Both the student and the instructor will be notified in writing of the Field Experience Coordinator's decision.

*Nothing in this policy supersedes university policy.*

## **Professional Attire**

- At all times in the field, students represent the teaching profession; therefore, they should dress in a professional manner as outlined below:
  - ✓ Do not wear jeans. (They may be worn for special events or special days as noted by the school.)
  - ✓ Cover visible tattoos.
  - ✓ Remove body piercing other than earrings.
  - ✓ Wear comfortable but professional footwear – no flip flops or athletic shoes.
  - ✓ Before leaving home, female students should perform a “modesty check” of necklines and midriffs. No skin should be showing in the mid-section, and no cleavage should be visible. Check both areas while standing, sitting, bending, and squatting.
  - ✓ Male students shall wear shirts with collars.
  - ✓ If you are not absolutely certain that the attire is appropriate, do not wear it.

## **Name Tags**

- To ensure the safety of every school, and to differentiate TAMU students from volunteers and other guests, Junior II students are required to wear a TAMU name tag.
- Each name tag will include a designated title (i.e. Mrs., Mr., Miss, Ms.) and the student's last name. Authorized name tags should be purchased at *Awards and More* on Rosemary Drive (across from Luby's cafeteria).
- On the first day in a field school, students should take their driver's license. Some schools require that this license be scanned. This is a one time only requirement.

## **Calendar**

- Students should be aware of and know the difference between a holiday and a staff development day.
- For field experience, the Junior II student should follow the calendar of the field school.
- For TAMU classes, the Junior II student should follow the TAMU calendar.
- If a staff development day is scheduled on a field day, students are expected to be at the assigned campus. Depending upon mentor preference, students may attend staff development activities or assist with other tasks.
- During the administration of TAKS tests or other types of standardized testing, students are expected to be at the assigned campus unless specifically instructed otherwise by the mentor or principal. If given a choice, the student should opt to be at the campus.

## **Parking**

- Specific parking information for some campuses is available from the TAMU instructor. Otherwise, students should follow these guidelines:
  - ✓ Do not park in areas designated for faculty, staff, or handicapped.
  - ✓ Do not park in areas designated for visitors.
  - ✓ On the first day, ask about parking. You may be asked to park on the street or in a remote area.

## **Cell Phones**

- Cell phones and other electronic devices should be silenced during field experience time.
- Students should not be engaged in phone conversations or text messaging while on the field campus, not even during conference period, planning time, or lunch. Use the school phone number as an emergency contact number.

## **Field Experience Time Block**

- Until Junior II students are placed in field classrooms, the time block for field experience may be utilized by the TAMU instructor for course activities.
- Students should plan work schedules and activities around this time block.

## **Section II – Professional Expectations**

### **Commitment Contract**

- By the second week of the semester, every Junior II student will sign the Commitment Contract included in this handbook.
- Failure to fulfill this Commitment Contract raises doubts as to the student's readiness to be a teacher and will result in disciplinary action with possible academic penalties.
- 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 Coordinator after conferring with the TAMU instructor and the mentor.

## **Growth Plan**

- If a student's performance does not meet program expectations, the student will be placed on a Growth Plan contract by the TAMU instructor or 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 EDCI 454 or MEFB 351.
- If a student is placed on a Growth Plan after the mid-point of field experience, field experience may be extended. In addition, the Growth Plan may carry over to Senior Methods field experience.

## **Removal from the Field Classroom**

If inappropriate behavior, dress, language, or other actions by a Junior II student prompt the mentor to request removal of the student from the field classroom, that student will be dropped from the Junior II program and will receive a grade of incomplete in EDCI 454 or MEFB 351. The student must repeat the course and the field experience.

## **Role in the Classroom**

- TAMU students are guests in the mentor's classroom and on the assigned campus.
- When at the field campus, students are expected to reflect professionalism in their dress, attitude, speech, and actions.
- They are expected to treat mentors, students, parents, other faculty, staff, and peers with respect.
- As deemed appropriate by the mentor, students are expected to take an active role in the classroom. **They should not sleep, read, work on TAMU course assignments, or otherwise engage in activities not directly related to field experience.**
- The course overview at the beginning of this handbook provides additional information.

## **Non-Instructional Duties**

- When the mentor is assigned non-instructional duties, the Junior II student is expected to assist. Non-instructional duties include, but are not limited to, monitoring students in the area where buses load and unload, monitoring hallways, monitoring playground activities, or supervising students at a school activity.

## **Substitute Teaching**

- Junior II students approved by a district to serve as substitute teachers can not serve as a substitute teacher on the assigned day for field experience. In addition, students will not re-schedule the field day in order to substitute.

## **Confidentiality**

- As a preservice teacher, Junior II students have the same ethical obligations as a licensed teacher concerning information about a campus, staff/faculty, and students.
- TAMU students should not engage in discussions inside or outside the school setting about mentors, students, other teachers, administrators, or staff. Such discussions are unethical and may be illegal.
- Junior II students are expected to keep records of students in the field classroom in the strictest confidence.

### Section III -- Course Grade Percentages

#### Evaluation

- The grade for EDCI 454 or MEFB 351 is based on both course requirements and field requirements.
- Course requirements comprise 90% of the grade.
- Field requirements comprise 10% of the grade.
- In reviewing the mentor evaluations, the TAMU instructor will look for and documents growth between the mid-point evaluation and the final evaluation.
- Grade percentages for field requirements are outlined below:

Field Requirements	Percentage
Name tag	1
Mentor information form	1
Mid-point mentor evaluation	2
Mid-point attendance record	1.5
Final mentor evaluation	3
Final attendance record	1.5
Total	10

Section IV– Forms

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 from 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 three 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, no later than 8:00 am. If my mentor has a planning period/conference period within my three-hour field block, I will use that time as a learning experience by engaging in conversation with my mentor, assisting with assigned tasks, 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 Junior II Student 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.

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**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 mentor. I understand that becoming a teacher is a developmental process with focus on changing and refining.

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**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.

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**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.

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

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Printed Name

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Signature

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Date

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Course and Section

**Texas A&M University  
Department of Teaching, Learning and Culture**

**Junior II Program Mentor Information**

Student's  
Name \_\_\_\_\_ Course/Section \_\_\_\_\_

Mentor's  
Name \_\_\_\_\_

School District \_\_\_\_\_

Campus \_\_\_\_\_

Grade level/Subject \_\_\_\_\_

Email \_\_\_\_\_ Phone # \_\_\_\_\_

Conference/Planning time \_\_\_\_\_

Your student should have provided a packet of information on the first day of field experience. Please indicate if you received this packet.

\_\_\_\_\_yes                      \_\_\_\_\_no

Mentor's signature \_\_\_\_\_

**Texas A&M University**  
**Department of Teaching, Learning and Culture**

**Mid-Point Evaluation of Junior II Student**

Student Name \_\_\_\_\_ School \_\_\_\_\_  
 Mentor Name \_\_\_\_\_ Date \_\_\_\_\_

**For each behavior, please mark the appropriate evaluation column or write NA if not applicable.**

Attribute	Behavior	2 pts.	1 pt.	0 pts.
		Exceeds Expectations	Meets Expectations	Needs Improvement
Attendance & Punctuality	1. arrives on time – 8:00 or earlier			
	2. stays until 11:00			
	3. notifies me prior to any absence			
	4. makes up missed days			
Professionalism	1. dresses appropriately			
	2. demonstrates preparedness			
	3. demonstrates positive attitude			
	4. willingly accepts tasks			
	5. completes tasks as instructed			
	6. seeks advice, feedback			
	7. accepts constructive criticism			
	8. maintains positive attitude			
	9. demonstrates respect for mentor, students, parents, others			
Active Participation	1. demonstrates initiative			
	2. demonstrates enthusiasm in working with students			
	3. demonstrates enthusiasm for learning new ideas/ skills			
	4. participates in classroom activities			

Remarks \_\_\_\_\_

Mentor Signature \_\_\_\_\_

**Texas A&M University  
Department of Teaching, Learning and Culture**

**Final Evaluation of Junior II Student**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Mentor Name \_\_\_\_\_ Date \_\_\_\_\_

**For each behavior, please mark the appropriate evaluation column or write NA if not applicable.**

Attribute	Behavior	3 pts		
		Exceeds Expectations	Meets Expectations	Needs Improvement
Attendance & Punctuality	arrives on time – 8:00 or earlier			
	2. stays until 11:00			
	3. notifies me prior to any absence			
	4. makes up missed days			
Professionalism	1. dresses appropriately			
	2. demonstrates preparedness			
	3. demonstrates positive attitude			
	4. willingly accepts tasks			
	5. completes tasks as instructed			
	6. seeks advice, feedback			
	7. accepts constructive criticism			
	8. maintains positive attitude			
	9. demonstrates respect for mentor, students, parents, others			
Active Participation	1. demonstrates initiative			
	2. demonstrates enthusiasm in working with students			
	3. demonstrates enthusiasm for learning new ideas/ skills			
	4. participates in classroom activities			

Remarks \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Texas A&M University  
Department of Teaching, Culture and Learning

**Junior II Student Attendance Record**

**Mid Point**

**Final**

Student \_\_\_\_\_ School \_\_\_\_\_

Mentor \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

TAMU instructor \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Date	Time In	Time Out	# of hours	Mentor Signature

**Absences**

Date	Reason	Date Made Up	Mentor Signature

**Tardies/ Early Dismissals**

Date	T/ED	Reason	Date Made Up	Mentor Signature

Mentor comments \_\_\_\_\_

\_\_\_\_\_

This form shall remain in the field classroom during field experience.

The Junior II student shall give this form to his TAMU instructor at the specified time.

AttendanceVerification - 2007

## Section V – Campus Information

For district/campus information, including district calendars, go to the Region VI Education Service Center webpage at <http://www.esc6.net/info/districts/>.

### Directions to Area Schools/ Private Schools

#### **Aggieland Country School** - 1500 Quail Run, CS

Head south on Wellborn Road. Turn right onto 2818/Harvey Mitchell Parkway. Immediately after crossing the railroad tracks, turn left onto Dowling Road. About 100 yards down Dowling (just past the water storage tanks) turn right onto Quail Run. Aggieland Country School is one block down on the left. Go to the building facing the side street, not the one facing Quail Run.

#### **Allen Academy** –3201 Boonville Road, Bryan

Head west on University Drive. Cross over Hwy 6 and continue until University Drive dead ends into Boonville Road (also FM 158). Turn left and go about 2- 3 miles. Allen will be on the right just past the entrance to Miramont.

#### **Brazos Christian School** –3000 West Villa Maria, Bryan

From the campus, head west on University. Turn right onto 2818. Continue on 2818 to Villa Maria (traffic signal). Turn left onto Villa Maria. Continue on Villa Maria past Mary Branch Elementary. When you see the entrance to Traditions on the left, look for the school just ahead on the right. The office of Principal Rob Armstrong is in the building at the far left.

#### **Caldwell Elementary and Caldwell Intermediate** –675 CR 300

From campus, take University (FM 60) west towards the airport. Exit Texas 47. Go down 47 and take a left on Hwy 21 and follow it until you get into the edge of Caldwell. Take a left on Road 300; this is a blinking light intersection. The schools are on the left side.

*Lauren Edmonds, Class of 2009*

#### **Caldwell Middle School (Junior High)**

From campus, head west on University Drive. Exit Hwy 47. Continue on Hwy 47 to Hwy 21 west. Continue on Hwy 21 west to Caldwell. Continue through the major intersection of Hwy 21 and Hwy 36. Pass Harvey Street and Johnson Street. Turn left onto North Gray. School is a few blocks down on the left. *Katy Propes*

#### **Cornerstone Christian Academy** – Hwy 6 and Raintree Drive, CS

Starting at WalMart in College Station, head east on Harvey Mitchell Parkway. Cross over Earl Rudder Freeway (Hwy 6), turn left, and get onto the feeder road. The school

is at the A&M Church of Christ on the right just before you get to Southwest Parkway/Raintree Drive. There are several churches along this road, so watch for the one with a tall, glass spire.

**Hearne Junior High**—401 Wheelock

From campus, head west on University Drive to 2818. Turn right (north) onto 2818 and continue until it joins Hwy 6. (If you live east of the campus and closer to Hwy 6, just get on it and head north. ) Continue through Hearne to the intersection of Hwy 7 and Hwy 79 to Austin. Turn left onto Hwy 79. Go through the second traffic light and turn into the high school parking lot. The junior high school is behind the high school

**Hearne Elementary**

From campus, head west on University Dr. to FM 2818. Turn right (north) onto FM 2818 and continue until it joins Hwy 6. (If you live east of the campus closer to Hwy 6, just head north.) Continue through Hearne to the intersection of Hwy 6 and Hwy 79 to Austin. Turn left on Hwy 79. At the next traffic light, turn left on Hackberry. The school is at 1210 Hackberry.

**Mumford Schools**—FM 50

From campus, head west on University Drive. Exit Hwy 47. Continue on Hwy 47 until it merges with Hwy 21. Take Hwy 21 west. Continue on Hwy 21 until you come to the intersection of Hwy 21 and FM 50. Turn right on FM 50. This winds for about 8-10 miles through farmland. The school is on the right. You have to watch for it because there is no town—just the school.

**Navasota High Point Elementary** – 1193 Hwy 105 East

From campus, head east on University to Hwy 6 (Earl Rudder Freeway). Turn right onto Hwy 6 south. When you get to Navasota, take Exit 105 east to Conroe. (Do not take Exit 105 west to Brenham.) Continue on Hwy 105. The school is not too far on the left. The drive is about 30 minutes. Phone (936) 825-1130

*Stephanie McCasland '07*

**Alternate route because of construction** – Head south on Wellborn Road. It becomes FM 2154. Do not turn off this road until it dead ends into Hwy 6 just outside Navasota. Turn right onto Hwy 6 and continue to Exit 105 east. Continue as above.

**Navasota Webb** – 1605 Neal

Head south on Hwy 6 and stay on Hwy 6 toward Houston until you come to Exit 3090. Exit and stay on the feeder road. Continue through the stop sign (Martha's Bloomers will be on the left across the highway.) Turn right onto Neal Street. Webb Elementary is on the right.

*Carmen Williams*

**North Zulch Elementary** – 11387 Fourth Street

From campus, head east on University to Hwy 6 (Earl Rudder Freeway). Go over Hwy 6 and turn left. Merge onto Hwy 6 heading north. Exit at Hwy 21 east to Madisonville. Continue on Hwy 21 east to North Zulch. Go under the overpass and turn immediately to the left on Loop 160 which is also named Trinity. At the end of Trinity, take a right onto Fifth Street. Go two blocks down Fifth Street; the school is on the left.

*Renza Stewart, Prilncipal*

**St. Joseph Elementary** – 901 East Wm. J. Bryan Parkway, Bryan

Head north on Texas Avenue and continue until you get to the Brazos County

Courthouse (at the corner of Texas and William J. Bryan Parkway). Turn right onto William J. Bryan Parkway. Turn right on Travis and left on Pierce, the school is at the Corner of Travis and Pierce.

**St. Joseph Upper School** – 600 South Coulter, Bryan

Head north on Texas Avenue and continue until you get to the traffic light at Texas and Coulter. Turn right onto Coulter. The school is a few blocks up on the left, a former church building with a tall, white spire.

**St. Thomas Early Learning Center** – 906 George Bush Drive

Going east or west on George Bush Drive, turn away from the camps onto Dexter. Turn left at the first possible opportunity. This narrow street will dead end into the parking lot of the church and school. Ask anyone for Mrs. Calvin.

**Snook Elementary and Snook Middle** –FM 2155

Head west on University Drive and continue past the airport. The road becomes Highway 60. After crossing the Brazos River, you will see fields and TAMU buildings. After you pass a gas station/convenience store on your right, you have about 3 miles to go. When you get into Snook, you will see houses and mobile homes on the left and right. Citizens State Bank will be on the left at the intersection of Hwy 60 and FM2155. Turn left on 2155 (the only way you can turn.) Continue on 2155 to the Post Office, and park in the lot next to the Post Office. This is the high school student parking lot, but this is where you should park. When you face the high school, look to the left corner of the building to locate a set of doors. If the doors are locked, knock to get someone's attention to let you in. Ask for the elementary office or the middle school office. This sounds complicated, but it really isn't. Call if you get lost (979) 272-8307.

*Dr. Lenora Owre, Principal*

