

# Senior Methods Handbook



# Senior Methods Handbook

# Table of Contents

Section I	General Information
Section II	Professional Expectations
Section III	Forms

# **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 35-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

### **GPA Requirement**

The state requires a minimum GPA of 2.75 for admission to upper-level education programs and for teacher certification. Once admitted into upper-level coursework students must maintain a minimum GPA of 2.5 or higher (as specified by program). Check with your advisor for program specific requirements.

## **Differential Tuition**

Undergraduate students enrolled in the professional phase of teacher preparation programs incur a differential tuition charge of \$300 in each semester with upper-level coursework. This differential tuition helps support field experiences, supervision, scholarships and international/urban experiences in culturally diverse settings.

## **Clinical Teaching**

Clinical teaching is the capstone experience for all teacher preparation degree plans. As such, all courses on the students' degree plan have to be successfully completed prior to clinical teaching. In addition, students must meet all College of Education and Human Development requirements before entering clinical teaching. **Students are not allowed to take additional courses to complete program or university requirements during the clinical teaching semester or after completing clinical teaching.** There are no exceptions to this rule.

Personnel in the appropriate programs in the CEHD make clinical teaching arrangements. For clinical teaching experiences, generally, you will not be placed in a high school you attended, nor will you be placed with teachers you know or teachers whom your relatives or friends know or in a school where your relatives work. For the good of teacher candidates, departments in the CEHD make every effort to avoid even the appearance of favoritism so that the validity of your degrees and/or credentials will not be questioned.

# ***Guidelines and Procedures***

## **Field Placement Paperwork**

All paperwork must be completed and submitted to the field supervisor at least 72 hours prior to the first field day. All paperwork must contain an original signature (not typed)

## **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.
- ! Each school sets arrival and departure time for teachers. 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**

### **Classroom Unexcused Absence Policy**

- ! During the senior 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 Senior 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 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:
  - 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 e-mail using 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 Senior Methods tab of "Early Childhood (EC)-6, Middle Grades (4-8), & Secondary (8-12)" under "Academic Services." To file a report, access [Senior Methods Forms](#).
- Absences must be made up within two weeks of the absence. Failure to do 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.
- 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.

### **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.
- 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**

- Because it is assumed the Senior 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 SM students refrain from “friending” teachers, students, and students’ parents.
- 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.

### **Professional Attire**

- Senior 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.

### **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 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 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.
- During the senior methods semester, all Senior Method students will be required to successfully complete the field experience. Unsuccessful completion will prevent moving forward to student teaching.

## **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 one copy of the Commitment Contract included in this handbook, which will be kept by the Senior Methods Liaison.
- 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 senior 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 in the forms section of this handbook.

## **Removal from the Field Classroom**

- If inappropriate or unprofessional behavior by a Senior Methods student prompts 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, 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 Senior Methods.
- Being placed on a Growth Plan during Senior Methods will restrict clinical teaching placement to a local district within a 35-mile radius of the Texas A&M University College Station campus.

- 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 clinical 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.

### **Modules**

- During the senior methods semester, all Senior Method students will be required to successfully complete two modules: ethics and grammar. 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.

### **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 provided to your field

supervisor. A copy of the service project proposal 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**

- 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 senior 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.

## ***Grade Percentages***

	Methods Course
Service Project Grammar Module Ethics Module	Pass/Fail
<i>Classroom Performance</i> University Instructor Mentor Teacher	Pass/Fail
Methods Class Assignments	100%
Total	100%

## **Certification Statement**

Course content, state requirements and teaching certification areas are constantly under revision. It is the expectation that students with certification granting degree plans out of the CEHD will take the certification exams at the appropriate time during their coursework. Upon graduation, they should complete the certification process. To provide quality teachers to the students in the State of Texas, the College of Education and Human Development at Texas A&M has instituted the following:

**Option #1:** Certification (exams and issuance of the teaching certificate through TEA) will need to be completed within twelve months post-graduation.

**Option #2:** To be considered for this option, Texas A&M graduates must have initially taken and passed the certification exams. Those who meet these criteria and are requesting certification and are between twelve months and two years post-graduation will be referred to Accelerate On-line for Professional Development. Returning graduates are responsible for all expenses associated with the Professional Development program.

<http://accelerate.tamu.edu/>

## **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://tea.texas.gov/index2.aspx?id=2147501244&menu\\_id=771&menu\\_id2=794](http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794)

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**

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

## Learning Plan Format

**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.**

For the teaching procedures section, there are two models. You may choose the Direct Instructional Model or the 5-E Instructional Model. YOUR INSTRUCTOR MAY SPECIFY WHICH MODEL HE/SHE WANTS YOU TO USE FOR THIS LESSON. The Direct Instruction Model is included below and the 5-E Instruction Model follows. There are overlaps in some components; therefore, the descriptions are included within this model.

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 Instruction Model

#### **\*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. Use where possible the language of the TEKS. SEE WRITING GOALS AND OBJECTIVES FOR SPECIFIC INFORMATION ABOUT WRITING OBJECTIVES.

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

Write out each TEKS statement and provide numbers and letters where appropriate. 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.

#### **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.

#### **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, websites, or other sources used to put together this lesson. Include website addresses for anything you used from the web.

### **Getting Ready for the Lesson (Preparation Information)**

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

- Provide some content information here or indicate where to find certain materials for the activity.
- Describe how you will arrange the room for the instructional activity.
- Explain how groups will be formed and managed.
- Discuss, if appropriate, how a learning center will be used during the lesson.
- Explain, if necessary, how certain manipulatives should be distributed during the lesson.
- Provide any additional information the substitute teacher might need to prepare for this lesson.

### **Prior Background Knowledge (Prerequisite Skills)**

- What prior learning should have occurred before this lesson?
- What skills must the students already have to successfully accomplish this task?
- Some research indicates that as much of 70% of learning is dependent upon students having the appropriate prerequisite skills.

### **Teaching Procedures**

#### A. Focus (Anticipatory Set)

The focus or anticipatory set is sometimes called a "hook" to grab the student's attention. It must put students into a receptive frame of mind by relating student experiences to the lesson objectives. It is used:

- To focus student attention on the lesson;
- To create an organizing framework for the ideas, principles, or information that are to follow (c.f., the teaching strategy called "advance organizers"); and
- To extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

Therefore, 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.

#### 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. Again, remember that you are writing a script that could be read by a substitute teacher.

The explanation 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 retaught before practice begins.

### C. Practice (Guided and Independent)

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.

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. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: 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.

Provide independent and 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 to 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 students.

### D. Closure & Relevance for Future Learning

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. Closure is used to:

- Cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson;
- Help organize student learning;
- Help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.;
- Reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.

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.

At the end of the lesson, bring the lesson to a close with a short, sweet summary of what went on in the lesson and restate the objective. In other words, it is time to "wrap the lesson up and put it in a box."

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

In this section, include questions that guide the student thinking process, and encourage various levels of student 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 follows these lesson plan guidelines.

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.**

## **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). Your instructor may specify what modifications to include in a particular lesson. 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.

## **\*Assessment**

Explain how you plan to assess the learner's mastery of the lesson objective. Include any materials that are needed. Include with your lesson at least one of the following:

- Scoring rubric
- Observational checklist with criteria specifically stated
- Quizzes with answers given
- Worksheet (independent practice) with answers provided

In addition, other methods of assessment such as journal entries, graphic organizers, or records of observations and discussions may be used. If these methods are used, you must state **explicitly** how you are using these means to show evidence that the objective has been mastered. **YOUR INSTRUCTOR MAY REQUIRE THAT RUBRICS OR CHECKLISTS MUST BE USED.**

## **Reflective Evaluation of the Lesson**

Because you are not required to teach this lesson in your mentor's classroom, you are to reflect on the process you went through in developing this lesson plan. Include in the reflection information about what you have learned about lesson planning through this process.

## **5 E Instruction Model**

### **Instructional Objective (measurable)**

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

### **Rationale**

### **Materials**

### **Resources**

### **Getting Ready for the Lesson (Preparation Information)**

### **Prior Background Knowledge (Prerequisite Skills)**

### **Teaching Procedures**

#### **5-E Instructional Model (Inquiry Learning)**

Suggested teacher actions for the 5-E Model are found below.

#### **A. Engage**

- Creates interest
- Generates curiosity
- Raises Questions
- Elicits responses that uncover what students know or think about the concept or topic
- Provides instructions and modeling to students as needed

#### **B. Explore**

- Encourages students to work together without direct instruction from the teacher
- Observes and listens to students as they interact
- Asks probing questions to redirect students' investigations when necessary
- Provides time for students to puzzle through problems

#### **C. Explain**

- Encourages students to explain concepts and definitions in their own words
- Asks for justification and clarification from students
- Formally provides definitions, explanations, and new labels
- Uses student's experiences as the basis for explaining concepts

#### **D. Extend**

- Expects students to use formal labels, definitions, and explanations provided previously
- Encourages students to apply or extend the concepts and skills in new situations
- Reminds students of alternative explanations

### **E. Evaluate**

- Observes students as they apply new concepts
- Assesses students' knowledge and skills
- May allow students to assess their own learning and reflect on process

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

### **Modifications**

### **Assessment**

### **Reflective Evaluation of the Lesson**

## **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.

## MEASURABLE VERBS FOR USE IN WRITING BEHAVIORAL OBJECTIVES

Knowledge	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Define	Discuss	Compute	Distinguish	Diagnose	Evaluate
List	Describe	Demonstrate	Analyze	Propose	Compare
Recall	Explain	Illustrate	Differentiate	Design	Assess
Name	Identify	Operate	Compare	Manage	Justify
Recognize	Translate	Perform	Contrast	Hypothesize	Appraise
State	Restate	Interpret	Categorize	Summarize	Rate
Repeat	Express	Apply	Apprise	Compose	Revise
Record	Locate	Employ	Calculate	Plan	Score
Label	Report	Use	Test	Formulate	Select
Diagnose	Tell	Practice	Criticize	Arrange	Choose
	Transform	Schedule	Diagram	Assemble	Estimate
	Convert	Sketch	Inspect	Collect	Measure
	Distinguish	Prepare	Question	Construct	Argue
	Estimate	Modify	Relate	Create	Decide
		Predict	Solve	Organize	Criticize
		Extrapolate	Examine	Prepare	
		Manage	Classify	Modify	
			Deduce	Invent	
			Outline	Generate	



**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:** \_\_\_\_\_