Fall 2025

EARLY FIELD HANDBOOK

TEACHING, LEARNING & CULTURE

Field Experiences
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TEXAS A&M UNIVERSITY
Education &
Human Development

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The Early Field Handbook serves as a supplement to Clinical 2 and Clinical 3 courses.
Subject to changes pending any TEA, CEHD and/or TLAC updates.
Adopted by the TLAC Undergraduate Committee – August 2022 (updated July 2025).

GUIDELINES AND PROCEDURES

RATIONALE FOR EARLY FIELD EXPERIENCE

- TLAC pre-service teachers (PSTs) are enrolled in a Texas educator preparation program that leads to teacher certification. Graduates of the program must successfully complete the degree plan and all Texas Education Agency (TEA) requirements for certification.
- Early field experience is an opportunity for public school educators, university professionals, and PSTs to work collaboratively to strengthen both the profession of teaching and the opportunities for university students to engage in exceptional learning experiences.
- The emphasis is for pre-service teachers and their instructors to discover how they can assist each other to enhance student learning. This is accomplished through on-campus methods classes and weekly field experiences in public schools.

OVERVIEW

Early field experiences foster opportunities for teachers, administrators, pre-service teachers, university supervisors, and TAMU methods instructors to cultivate authentic communities of practice. School partnerships exist between Bryan ISD, College Station ISD, other districts within a 35-mile radius, and Texas A&M University. During the field experience, PSTs have the opportunity to experience:

- Hands-on exposure in classrooms prior to clinical teaching
- Implementation of ideas related to planning, instructing, and assessing
- Evolution of a philosophy of education
- Evolution of a stance on classroom management
- Reflection based on observations, experiences, and contributions
- Application of educational technology
- Supervised teaching responsibilities when applicable
- Interaction with all members of the educational community

GPA and COURSE REQUIREMENT

These courses must be completed with a grade of "C" or higher. Successful completion of the field placement is required to receive a passing grade in the course. In addition to the assignments given for each course, no additional courses may be completed during the Clinical 3 semester, except the 4 block courses. aggieTEACH candidates may take additional courses during Clinical 3.

CLINICAL TEACHING

Clinical teaching is the capstone experience for all teacher preparation degree pathways. As such, all courses on the student's degree plan have to be successfully completed prior to clinical teaching. In addition, PSTs must meet all College of Education and Human Development requirements before entering clinical teaching, including passing all coursework and required primary content exams (and STR, if applicable) by the established deadline for each semester.

FIELD PLACEMENT PAPERWORK REQUIREMENTS

All paperwork must be completed and submitted at least 72 hours in the Aggie Educator Portal (AEP) prior to the first field day. Placements will not be provided until all requirements have been met. C2 students must complete the Ethics Module. C3 students must have attempted their primary content certification exam. See other course specific requirements (pages 8-10).

PROOF OF PROFESSIONAL LIABILITY INSURANCE

Before receiving field placement assignments, PSTs must provide proof of professional liability insurance to the instructor/university supervisor. Professional insurance is available at no charge or at a nominal charge through several professional teachers' organizations, including the Texas State Teachers Association, Texas Classroom Teachers Association, and Association for Professional Educators.

NAME TAGS

- PSTs are required to wear nametags while at a field campus. The branded nametag identifies the PST to students, other faculty members, staff, and parents. Directions for purchase from the approved vendor will be provided.
- TAMU nametags must include one of the following:
    - a designated title (i.e., Mrs., Mr., Miss, Ms.) with the PST's last name
    - or the PST's first and last name

CALENDAR

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

PARKING

- As a guest at the assigned school, check with the mentor teacher for parking information. Do not park in areas designated for visitors or in reserved spaces.

SUBSTITUTE TEACHING

- PSTs may not substitute teach on scheduled field placement days.
- Field placement days may not be rescheduled or changed to allow PSTs to substitute teach.

ACCOMMODATIONS FOR PRE-SERVICE TEACHERS IN EDUCATION CLASSES

PSTs with attendance accommodations, physical mobility, or communication considerations who are enrolled in courses related to a teacher certification program should share a copy of their accommodations letter with the Field Experiences Team (field-placements@tamu.edu) and their academic advisor so that potential accommodation needs can be discussed before placement and/or for courses.

DISABILITY RESOURCES

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

PROFESSIONAL EXPECTATIONS

ROLE IN THE CLASSROOM

- PSTs are expected to assume an active role in the classroom as instructed by the mentor teacher and expectations outlined in the Early Field Handbook.
- To move forward in the program, PSTs will be required to complete each field experience successfully. Unsuccessful completion will prevent matriculation to the next field experience.
- PSTs are strongly encouraged to teach as often as permitted.

COMMITMENT CONTRACT

- The Commitment Contract serves as an assurance that the PST is aware of and will uphold expectations. In order to receive field placement information, PSTs must submit the Commitment Contract in the AEP.
- Failure to complete and/or uphold the Commitment Contract could result in any or all of the following actions, including, but not limited to:
    - Being placed on a growth plan
    - Reduction in final course grade
    - Transfer to another mentor
    - Grade of incomplete in the course
    - Grade of F in the course
    - Dismissal from the EPP

PROFESSIONAL ATTIRE

- PSTs should, at all times, represent the teaching profession by dressing appropriately.
- Adhere to the dress code at the assigned school. Blue jeans, jogging suits, shorts, or other extremely casual dress is inappropriate, regardless of dress code, unless on special days.

GROWTH PLAN

- Aggie PSTs are held to high dispositional and pedagogical expectations. If a PST does not meet program expectations, the instructor/university supervisor will initiate a Growth Plan in the AEP to address specific areas of improvement required. The plan establishes guidelines for growth to which the PST must respond in writing.
- Being placed on a Growth Plan during Clinical 3 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 during the field experience, the Growth Plan may carry over to the following semester.

REMOVAL FROM THE FIELD CLASSROOM

- PSTs who exhibit inappropriate or unprofessional behavior, which prompts the mentor or an administrator to request removal from the field setting, fail the field component and, therefore, either withdraw or fail the associated courses.
- PSTs who are removed from the field placement will repeat the course(s) and the field experience.

ATTENDANCE

Attendance is expected and counts. Aggie PSTs are expected to attend their assigned schools every day unless the district calendar indicates otherwise. All absences must be officially reported through the AEP and made up.

Three unexcused or excessive excused absences will result in an unsatisfactory grade. Only university-approved absences are considered excused. For more details, visit http://student-rules.tamu.edu/rule07. PSTs will submit weekly attendance in the AEP. Every three tardies will be documented as one unexcused absence. "Early is on time. On-time is late, and late is unacceptable." PSTs are expected to be in attendance at least 80% of class meetings and 80% of field experiences regardless of excuse. Faculty will recommend Q drop of the course(s) when a student reaches 20% absenteeism, which includes excused absences. 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.

PST expectations:

- Arrive on time and remain at the assigned campus until the end of the teacher workday or assigned aggieTEACH block. Adhere to established school start and end times, especially regarding arriving prior to the start of the school day. Arriving late reflects poorly on PST professionalism and Texas A&M University.
- aggieTEACH candidates enrolled in TEFB 322/324/406/407 must complete the assigned 4-hour block of field each week.
- Do not leave the school building during the instructional day.
- Remain on campus and engaged with instructional support, observation, or monitoring if adjustments (such as testing or conferences) in the instructional day necessitate classroom schedule modifications.
- Communicate with the mentor teacher and university supervisor immediately in any case of emergency, tardiness, or absence.
- Submit time log daily in the AEP.
- The mentor teacher will approve attendance each week.
- Do not change field days to accommodate a school or personal schedule change.

ABSENCES

Classroom Unexcused Absence Policy

Each unexcused absence will drop the final grade by a letter grade in each course. Only university-approved absences are considered excused. Absences related to weather are only excused if the university closes and/or, in the case of a field day, 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 the field.

Field Absences

Because it is expected that PSTs will begin to assume the professional stance of a teacher, absences in class and in the field will be minimal. Therefore, the PST is responsible for informing the mentor teacher and the instructor/university supervisor of any absence. Contact should be made as far in advance as possible.

Notification should include:

- Call the school office and leave a message for the mentor teacher.
- Email the mentor teacher.
- Email the instructor/university supervisor and provide documentation.
- Record the absence in the AEP. An Absence Report must be filled out to note the absence.
- An Absence Make-up Report must be completed once the absence is made up.
- Absences must be made up within two weeks of the absence. Failure to do so will result in a letter grade reduction in each field-based course.
- If the absence occurs within the last two weeks of field experience, the make-up day must be completed by the end of the field experience.
- Only TAMU instructors may approve excused field absences. Any absence not approved in advance by the TAMU field supervisor will be considered unexcused.

Field experience is attached to all courses; therefore, AN UNEXCUSED ABSENCE IN THE FIELD WILL RESULT IN A LETTER GRADE REDUCTION FOR EACH FIELD-BASED COURSE.

NON-INSTRUCTIONAL DUTIES

- Teachers are expected to assume many non-instructional duties, such as before or after-school duty, cafeteria/playground supervision, etc. PSTs should anticipate assisting with these duties to ensure a more comprehensive grasp of the teacher's role.
- PSTs will not supervise without the presence of a teacher or other school district personnel and should immediately notify the instructor/university supervisor if left alone with students for more than a few minutes.
- Walking students from one class or location to another is generally permissible, but PSTs must be familiar with school regulations, policies, and guidelines.
- Guidelines may differ from school to school. PSTs are expected to read and be familiar with the teacher handbook at the assigned school. Make sure to ask questions as needed.

COMMITTEE, PARENT, OR PROGRAM MEETINGS

- PSTs are expected to attend a variety of meetings in the school setting. These might include PTO, grade level, department, faculty, staff development, or parent conferences.
- PSTs will attend any function on designated field days that the mentor teacher is expected to attend.

CONFIDENTIALITY

- PSTs 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.

EVALUATION

- Success in early field experience is based on in-class assignments, field experience, and other course requirements.
- The mentor teacher will complete a mid-term evaluation and an end-of-semester evaluation.
- The final grade is derived from the successful completion of course requirements.
- The field experience is Pass/Fail.

APPEALS PROCESS

PSTs wishing to appeal a decision regarding a field-based policy should follow the steps outlined below:

1. Fill out the Concerned Acknowledgement Form located at the back of each syllabus and in the Early Field Handbook and contact the instructor/university supervisor who made the decision.
2. After meeting with the instructor/university supervisor, the PST may appeal the decision to the Field Experiences Team Lead.
3. Following the Field Experiences Team Lead, the next person in the appeals process is the Associate Department Head for Undergraduate Studies.
4. If no resolution has been reached, the PST may appeal to the Department Head in the Department of Teaching Learning and Culture.
5. If no resolution has been reached, the PST may appeal to the CEHD Dean's Office.
6. If no resolution has been reached, the PST may appeal at the University level.
   https://student-rules.tamu.edu/rule57/
   https://us.tamu.edu/Students/Undergraduate-Ombuds

CLINICAL 2 (TEFB 371/322/324)

AEP Documentation

Clinical 2 Section Uploads:

- Proof of Insurance
- Proof of Background Check
- Absence Documentation (as needed)

Other Documents Section:

- Emergency Contact Form (submit)
- Risk Waiver (upload)
- FERPA Release (upload)
- Child Protection Training

Required Pass/Fail Tasks

- **Modules -** PSTs are required to complete multiple modules during Clinical 2. Verification of module completion and certificate upload to the AEP will be required to complete Clinical 2 successfully. The following modules are pass/fail components of the **Clinical 2 semester:**
  - Code of Ethics – prior to receiving field placement
  - Dyslexia
  - Mental Health
  - Youth Suicide
  - Substance Abuse
  - First Days of School
- **240 Tutoring (primary content and STR if required)**
- **Time Log**

- **Observations and Reflections -** Each PST will have two observations during Clinical 2. Following each field observation, the university supervisor will upload notes and reflection prompts to the AEP. Once posted, the PST will get an email link to complete the online observation reflection. PSTs must substantively reflect within 48 hours of receiving the email link and maintain a professional and reflective stance when crafting a response. Note that the assigned mentor teacher is able to view the response. Both substantive observation reflections must be posted in order for Clinical 2 instructors to post final grades.

CLINICAL 3 (RDNG 467/490)

C3 PSTs must attempt their primary certification content exam prior to receiving C3 placement.

AEP Documentation

Clinical 3 Section:

- Proof of Insurance
- Proof of Background Check
- Absence Documentation (as needed)

Other Documents

- Child Protection Training

AEP Review/Revise as needed:

- Emergency Contact Form

Required Pass/Fail Tasks

- **Service Project** - Clinical 3 courses are coded as service learning. The goal is to give back to the school and further enhance the PST's place in the educational community by recognizing specific school needs and developing and implementing strategies to meet them. The appended service project proposal will be used to outline the intended project to gain school site approval and must be submitted to the university supervisor. The chosen Service Project task and a reflective impact statement are pass/fail components that must be submitted to the university supervisor and noted as meeting expectations in order to pass the Clinical 3 semester.
- **Philosophy of Education Statement** - In preparation to take up the dynamic role of a teacher, PSTs are expected to coherently articulate their teaching and professional philosophy. This concise statement offers a snapshot of the PST's grasp of planning and instructional delivery, classroom environment and management positionality, and professional dispositions. The edited document must be submitted to the university supervisor for assessment in order to pass the Clinical 3 semester.
- **240 Tutoring (PPR)** **ESL Supplemental 240 Tutoring**
- **Time Log**
- **Resume**
- **Observations and Reflections** - Each PST will have four observations during Clinical 3. Two take place before the mid-term and two after the mid-term. Following each field observation, the university supervisor will upload notes and reflection prompts to the AEP. Once posted, the PST will get an email link to complete the online observation reflection. PSTs must substantively reflect within 48 hours of receiving the email link and maintain a professional and reflective stance when crafting a response. Note that the assigned mentor teacher is able to view the response. All four substantive observation reflections must be posted in order for Clinical 3 instructors to post final grades.

aggieTEACH CLINICAL 3 (TEFB 406/407)

AEP Documentation

Clinical 3 Section:

- Proof of Insurance
- Proof of Background Check
- Absence Documentation (as needed)

Other Documents

- Child Protection Training

AEP Review/Revise as needed:

- Emergency Contact Form

Required Pass/Fail Tasks

- **240 Tutoring (PPR)**
- **Time Log**
- **Resume**
- **Observations and Reflections** - Each PST will have two observations during Clinical 3. One takes place before the mid-term and one after the mid-term. Following each field observation, the university supervisor will upload notes and reflection prompts to the AEP. Once posted, the PST will get an email link to complete the online observation reflection. PSTs must substantively reflect within 48 hours of receiving the email link and maintain a professional and reflective stance when crafting a response. Note that the assigned mentor teacher is able to view the response. Both substantive observation reflections must be posted in order for Clinical 3 instructors to post final grades.

ACADEMIC INTEGRITY STATEMENT

For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse

"An Aggie does not lie, cheat, or steal or tolerate those who do."

For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It calls for honesty and integrity, characteristics that 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. For additional information, visit www.tamu.edu/aggiehonor.

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Department of Teaching, Learning, and Culture must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council may result in dismissal from the TLAC program.

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the Honor Code in any way may lead to dismissal from the program. The decision to be removed from the program is made by the Honor Council or department.

TAMU STUDENT RULES: HTTPS://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
Any violation of these Codes may result in dismissal from the EPP.

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. PSTs represent both TAMU and CEHD and as such are held to high behavioral, professional, and dispositional standards.

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TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
EARLY FIELD PLACEMENT COMMITMENT CONTRACT

I _____ (*student's printed name)* 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 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 become a teacher, soliciting constructive criticism, and accepting it gracefully, and always being prepared.

_____ 2. **I commit** to meeting the required 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. (aggieTEACH candidates attend the assigned 4-hour block each week.) 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 Early Field Handbook. Including submitting the time log in the AEP each week.

_____ 4. **I commit** to supporting my mentor, earning my mentor's respect, and 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 a focus on changing and refining.

_____ 6. **I commit** to taking initiative in the classroom, looking for ways to help children learn, seeking advice and guidance from my mentor, and learning how teachers make decisions on behalf of all children.

_____ 7. **I commit** to attempting my primary content exam prior to the beginning of the clinical 3 semester and passing my primary content exam (and STR if applicable) by the deadline established for the semester in which I am enrolled.

_____ 8. **I commit** to registering for any entitled accommodations in a timely manner prior to attempting my Texas Educator Certification Exams. I understand that it is my responsibility to register for these accommodations, and have been advised to complete the forms at: https://www.tx.nesinc.com/FindInfo.aspx?c=Alternative%20Testing%20Arrangements#findinf. The Texas A&M University Office of Disability Services http://disability.tamu.edu/ is a great resource, and many times can complete the complicated forms with ease. The Office of Disability Services is very familiar with the process and students should make use of this resource to advocate on their behalf.

_____ 9. **I commit** to reading the Early Field Handbook, following the guidelines set forth in it, and accepting the consequences if I fail to follow these guidelines and items in this contract.

Printed Name: _____ Course and Section: _____

Signature: _____ Date: _____

TLAC FIELD EXPERIENCE EMERGENCY CONTACT FORM

Aggie Pre Service Teacher Name: _____

Cell Phone: _____

Emergency Contact Name 1: _____

Emergency Contact Relationship: _____

Emergency Contact Phone: _____

Emergency Contact Name 2: _____

Emergency Contact Relationship: _____

Emergency Contact Phone: _____

Course Instructor/Supervisor Name: _____

Course Instructor/Supervisor Email or Phone: _____

Semester/Year: _____

Provide the completed form to:

- ☐ Mentor Teacher
- ☐ Campus Administrator/Front Office

FOR EMERGENCIES, please contact:

TLAC Field Experiences Office
979/845-8254
Clinical-teaching@tamu.edu

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
MENTOR TEACHER/BELL SCHEDULE

Name: _____ Mentor Teacher: _____

District/Campus: _____ Classroom #:_____

Indicate for each period the subject and time:

Field Day of Week	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**	**Period:** **Time:** **Subject:**

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING AND CULTURE
SUGGESTED PRE-SERVICE TEACHER ACTIVITIES

INSTRUCTIONAL ACTIVITIES

- Tutor individual students
- Monitor computer work
- Work with small groups
- Work with whole group
- Co-teach with mentor teacher
- Teach a portion of a lesson (independently)
- Teach an entire lesson planned/developed by mentor teacher or pre-service teacher
- Manage classroom when requested by mentor teacher

PREPARATION OF INSTRUCTIONAL MATERIALS

- Create a bulletin board
- Create original learning plans
- Prepare classroom materials/supplies, make copies, set up technology

ADMINISTRATIVE TASKS

- Retrieve books and materials from the campus library
- Supervise in the lunchroom/cafeteria
- Grade papers
- Gather materials from resources other than the mentor teacher
- Check the mentor teacher's mailbox
- Transport students to and from the classroom
- Arrive early or stay after school in order to prepare lesson
- Help supervise students at recess
- Meet formally with a mentor teacher

OBSERVATIONS, MEETINGS AND CONFERENCES

- Observe students in PE, music, art, computer, speech, resource, content mastery
- Observe mentor teacher
- Attend parent-teacher conference
- Attend faculty meeting
- Attend grade level meeting
- Attend departmental meeting
- Attend ARD/504 meeting
- Attend staff development training
- Attend a family night event

ANCILLARY ACTIVITIES

- Visit with students during lunch
- Assist with planning field trip
- Attend field trip
- Assist with class party
- Assist with extracurricular activity
- Assist another teacher or staff member
- Assist with reward activity

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
EARLY FIELD EVALUATION FORM BY MENTOR TEACHER

Aggie Pre-Service Teacher: _____

Mentor Teacher: _____

Mentor Teacher Email: _____ Date: _____

_____ Mid-Point Evaluation _____ Final Evaluation *(final week of class)*

Pre-service teachers should not receive a score of 4 on the mid-point evaluation to allow for growth. We appreciate any comments provided.

4- Accomplished 3- Proficient 2- Developing 1- Improvement needed NO=Not Observed

Domain I – INITIATIVE	**Rating**	**Comments**
1. Demonstrates self-initiative		
2. Creative and resourceful		
3. Assumes responsibility for classroom without prompting		
Domain II – COMMUNICATION		
4. Articulate		
5. Uses Standard English grammar		
6. Writes effectively		
Domain III – CRITICAL THINKING		
7. Uses analytical and evaluative thinking		
8. Asks questions requiring higher order thinking		
Domain IV – RESPECT FOR OTHERS		
9. Diplomatic		
10. Sensitive to other's needs and feelings		
Domain V – INTERACTIONS DURING FIELD EXPERIENCE		
11. Seeks extra opportunities to work		
12. Reacts favorably to constructive criticism		
Domain VI – PROFESSIONALISM		
13. Always dresses appropriately		
14. Responsible		
Domain VII – ATTENDANCE		
15. Punctual		
16. Follows teacher workday schedule		
17. Communicates any changes to attendance		
18. Makes up any absences in a timely manner		

Prompt:

After reviewing your mentor teacher evaluation, please describe at least one teaching goal you plan to address.

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
C2 EARLY FIELD EXPERIENCE OBSERVATION

Aggie Teacher: _____ Mentor Teacher: _____

Campus: _____ Grade/Subject: _____

Date: _____ Time In/Time Out: _____

Is the student teaching during this observation period? _____ Observation # _____

ES - Exceeds standards, MS - Meets standards, NI - Needs improvement, NO - Not observed

Section 1 – Classroom Organization					**Comments:**
1. Whole Class	ES	MS	NI	NO	
2. Small Group	ES	MS	NI	NO	
3. Learning Centers	ES	MS	NI	NO	
4. Independent Learning	ES	MS	NI	NO	
Section 2 – Instruction / Learning					
1. Direct Instruction	ES	MS	NI	NO	
2. Team Teaching	ES	MS	NI	NO	
3. Individual Tutoring	ES	MS	NI	NO	
4. Project Based	ES	MS	NI	NO	
5. Lab Learning	ES	MS	NI	NO	
6. Problem / Inquiry	ES	MS	NI	NO	
7. High Level Question Strategy	ES	MS	NI	NO	
8. Assist Teacher	ES	MS	NI	NO	
Section 3 – Learning Supports/Activities					
1. Independent Seatwork	ES	MS	NI	NO	
2. Hands On	ES	MS	NI	NO	
3. Cooperative Learning	ES	MS	NI	NO	
4. Student Discussion	ES	MS	NI	NO	
5. Technology	ES	MS	NI	NO	
Section 4 – Closure					
1. Testing	ES	MS	NI	NO	
2. Perform Assessment	ES	MS	NI	NO	
3. Self-Assessment	ES	MS	NI	NO	
4. Class Management	ES	MS	NI	NO	
5. Planning / Preparation	ES	MS	NI	NO	
6. Observation	ES	MS	NI	NO	

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
CLINICAL 3 EARLY FIELD EXPERIENCE OBSERVATION

Aggie Teacher: _____ Mentor Teacher: _____ Date: _____ Observation # _____

Campus: _____ Grade/Subject: _____ Time In/Time Out: _____

T-TESS Domain	Concept	Observable behaviors and practices	What does this strand evaluate?	4 - Accomplished	3 - Proficient	2 - Developing	1 - Improvement Needed	N/O
Instruction	Lesson delivery	Connects lesson to students' prior knowledge and life experiences	Evaluates the extent the lesson connects with knowledge and experiences	Connects lesson to students' prior knowledge, life experiences or interests, and future learning expectations	Connects lesson to students' prior knowledge and life experiences	Developing. Connects lesson to students' prior knowledge or experiences	Does not connect lesson to students' prior knowledge and experiences	Not observed
		Uses questioning strategies to encourage higher-order thinking and problem solving to promote thought and/or discussion	Evaluates the extent that all students are encouraged to engage in higher-order thinking and problem solving	Uses questioning strategies that encourage all students to engage in higher-order thinking and problem solving	Uses questioning strategies that encourage most students to engage in higher-order thinking	Uses questioning strategies that encourage some students to engage in higher order thinking	Uses questioning strategies that encourage few to no students to engage in higher-order thinking	Not observed
		Monitors (and adjusts as needed) instruction and activities to maintain student engagement	Evaluates the extent that all students are kept engaged by monitoring and adjusting instruction when needed	Monitors and adjusts as needed instruction and activities to maintain engagement of all students	Monitors and adjusts as needed instruction and activities to maintain engagement of most students	Monitors and adjusts as needed some instruction and activities to maintain engagement of some students	Monitors and adjusts as needed some instruction and activities to maintain engagement of few to no students	Not observed
	Content knowledge	Conveys accurate content knowledge	Evaluates the extent that the teacher conveys accurate content knowledge	Conveys a depth of content knowledge that allows for differentiated explanations	Conveys accurate content knowledge in multiple contexts	Conveys accurate content knowledge	Conveys inaccurate content knowledge that leads to student confusion	Not observed
		Recognizes student misunderstandings and responds appropriately	Evaluates the extent that the teacher is aware of, and appropriately responsive to, student misunderstandings	Recognizes student misunderstandings and proactively addresses obstacles to learning	Recognizes student misunderstandings and responds with teaching techniques to clarify concepts	Recognizes student misunderstandings and responds with limited teaching techniques to clarify concepts	Needed. Is sometimes unaware of or unresponsive to student misunderstandings	Not observed
	Communication	Provides clear (written and verbal) explanations while modeling the learning	Evaluates the extent of the time that verbal and/or written explanations are clear	Models learning by providing and using (written and verbal) explanations that are clear all the time	Models learning by providing and using (written and verbal) explanations that are clear most of the time	Models learning by providing and using (written and verbal) explanations that are clear some of the time	Models learning by providing and using (written and verbal) explanations that are not clear or fails to model learning at all	Not observed
		Encourages students to communicate effectively with the teacher and their peers	Evaluates the extent that all students are encouraged and provided opportunities to communicate effectively with the teacher and their peers	Encourages and provides opportunities for all students to communicate effectively with the teacher and their peers	Encourages and provides opportunities for most students to communicate effectively with the teacher and their peers	Encourages and provides opportunities for some students to communicate effectively with the teacher and their peers	Encourages and provides opportunities for few to no students to communicate effectively with the teacher and their peers	Not observed
	Differentiation	Monitors the quality of student participation and performance	Evaluates the teacher response to monitoring student participation and performance	Consistently offers differentiated feedback/opportunities to most students (OLD - Monitors the quality of student participation and performance all of the time)	Offers differentiated feedback/opportunities to most students (OLD - Monitors the quality of student participation and performance most of the time)	Offers differentiated feedback/opportunities to some students (OLD - Monitors the quality of student participation and performance some of the time)	Offers the same/similar feedback/opportunities to most students (OLD - Monitors the quality of student participation and performance little to none of the time)	Not observed
Learning Environment	Classroom routines and procedures	Reinforces established routines and procedures	Evaluates the extent that routines, transitions and procedures are implemented AND the extent that implemented routines, transitions and procedures are effective and efficient.	Implements effective AND efficient routines, transitions and procedures	Implements most routines, transitions, and procedures	Implements some routines, transitions, and procedures	Implements few to no routines, transitions, and procedures	Not observed
	Behavioral expectations	Maintains the established classroom behavior standards	Evaluates the extent of the lesson that meets established classroom behavior standards	Establishes and promotes a climate of courtesy and positive rapport that appropriately supports all learners	Establishes and/or maintains the established classroom behavior standards through most of lesson	Establishes and/or maintains the established classroom behavior standards through some of the lesson	Does not establish and/or maintain the established classroom behavior standards	Not observed
		Establishes a climate of courtesy and positive rapport (e.g., tone of voice, body language, facial expressions)	Evaluates the extent that all learners are appropriately supported with an established climate of courtesy and positive rapport	Establishes and promotes a climate of courtesy and positive rapport that appropriately supports all learners	Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports most learners	Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports some learners	Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports few to no learners	Not observed
		Reinforces positive student behaviors and intercepts misbehaviors (if needed)	Evaluates the extent of the time that the teacher reinforces positive student behaviors and addresses misbehaviors when needed	Reinforces positive student behaviors and anticipates and intercepts misbehaviors (if needed) all of the time	Reinforces positive student behaviors and intercepts and redirects misbehaviors (if needed) most of the time	Reinforces positive student behaviors and intercepts misbehaviors (if needed) some of the time	Reinforces positive student behaviors and intercepts misbehaviors (if needed) little to none of the time	Not observed

Overall Comments/Recommendations:

Student Reflection: *Reflecting on your day and the University Supervisor's observation report, please answer the following questions.*

1. What worked well today? How do you know? Use student outcomes as evidence to support your claim.
2. Develop a short-term goal based on at least one item from your University Supervisor's feedback. Explain your plan of action for achieving the goal (refinement).

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
STUDENT EXPECTATIONS AND COMPETENCIES
(GROWTH / PROBATION PLAN)

Student: _____

Instructor/Course: _____

Rating scale: 3 = Meets Expectations 2 = Needs Improvement 1 = Unacceptable NA=Not Applicable

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

Instructor/Supervisor Comments and Suggested Intervention Strategies	
Student Signature/Date	
Student signature acknowledges and understands expectations.	
TLAC Representative Signature	
TLAC Representative Position	
Date of conference	
Date to return reflection/form	
Date to reconvene	

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

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
Concern/Opportunity/Acknowledgment Form (COAF)

Name: _____ **UIN:** _____ **Date:** _____

Address: _____
Street City Zip

Telephone: (Home/Cell)_____ (Work) _____

Email: _____

Major: _____ **Course:** _____

Circle: Freshman Sophomore Junior Senior Graduate

Projected Graduation (Semester/Year)**:** _____

My concern or acknowledgement: _____

Explain Opportunity/Concern /Acknowledgement (Please be specific with your narrative.)

_____

_____

If this is a concern what are the possible solutions?

a. _____

b. _____

Professor/Advisor/Mentor/Administrator Recommendation:

_____
Advisor/Professor/Facilitator Date

Department Head Recommendation:

_____
Department Head/Designee Date

Action//Follow-up:

_____

_____

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
CLINICAL 3 SERVICE PROJECT PROPOSAL

Student Names: _____

_____

Date: _____ Campus: _____ Supervisor: _____

Campus Administrator Name/Signature: _____

Campus Administrator Email: _____

I understand this project must be done collaboratively. Successful completion of this project is a requirement for a passing grade in all Clinical 3 courses.

- What is the purpose of the project?

  _____

  _____

  _____

  _____

- How does the project impact the campus?

  _____

  _____

  _____

  _____

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

  _____

  _____

  _____

  _____

- Timeline for the project:

  _____

  _____

  _____

  _____

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
CLINICAL 3 SERVICE PROJECT INDIVIDUAL REFLECTION

Student Name: _____ Date: _____

Campus: _____ Supervisor: _____

- Evidence of project completion (What was your role?)

- Impact on the school (successes, collaboration)

(Attach an artifact)