It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

~ Albert Einstein
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INTRODUCTION:
Welcome to the profession of teaching, a noble, challenging, rewarding and respectable career. This handbook is designed to assist pre-service teachers during field observations which are required for the education courses at Lone Star College and also covers frequently asked questions, choosing an observation site, making contact with the school, maintaining professionalism and completing important paperwork.

Note: It is the students’ responsibility to find and secure a location for observations. The student must choose from the provided list of schools/ISDs that have Educational Affiliation Agreements with LSC.

PURPOSE:
Field experiences are an important part of a student’s preparation in becoming a professional teacher. This gives pre-professional educators an opportunity to observe:
• Various teaching methods and strategies
• Classroom management
• Teacher and student interactions
• Pedagogical techniques
• Roles and responsibilities of teachers
• Classroom design
• Diversity among learners
• And many more

TIME:
These field-based courses require field assignments and experiences in schools – 16 hours per course. The cooperating/mentor teacher must sign the official log sheet (see appendix) to receive credit.

Observation times vary across campuses.

Always follow procedures according to specific campus/facility/ISD.

TYPICAL ACTIVITIES:
Each college has specific requirements for individual courses and programs. Detailed information regarding the college requirements will be provided by the course instructor.
• Observing
• Interviewing
• Maintaining log sheet
• Keeping detailed notes of visits for journal reflections

TARGET COURSES:
• EDUC 1301 (PK - 12)
• EDUC 2301 (PK - 12, special populations)
• TECA 1303 (Infancy - 12 years old)
• TECA 1311 (Infancy - 12 years old)
• TECA 1318 (Infancy - 12 years old)
Definition of Terms/Roles

PRE-PROFESSIONALS/PRE-SERVICE TEACHERS/TEACHER CANDIDATES:
LSC students enrolled in teacher education classes who seek an associate degree or desire to transfer to a teacher education program at a four-year college or university.

PRE-PROFESSIONALS’ ROLES AND RESPONSIBILITIES:
• Meet background check requirements
• Read course and field experience requirements thoroughly
• Make contact with ISD employee responsible for placements
• Be punctual
• Follow all school rules at the ISD/campus
• Dress professionally
• Inform cooperating/mentor teacher regarding absences from scheduled visits

BACKGROUND CHECKS:
• The school district/campus in which students complete their external field experiences will require a background check before they are allowed to enter the school building or classroom
• All students in an education course requiring field experience must comply with the school district’s background check policy
• A description of the procedures for the schools and districts with agreements will be provided by the course instructor
• Note: If students have doubts that they may not pass the background check, they must speak with the course instructor and/or the ISD/school campus coordinator in charge of student observations.

COLLEGE CONTACT:
• College Instructor/Professor responsible for evaluating documentation of field experience hours
• Provides letter for principal and/or teacher indicating enrolled in course
• Provides copy of log sheet
• College Instructor/Professor teaching courses identified as field based courses

COORDINATING/COOPERATING/MENTOR TEACHER:
A classroom teacher at the field experience site that should enable the pre-professional educator to meet the college course requirements and provide necessary documentation. The pre-professional educator must provide the Cooperating/Mentor Teacher with necessary paperwork regarding requirements in a timely manner.

FIELD EXPERIENCE ASSIGNMENTS:
Field assignments that pertain to the observations made at the students’ chosen school. Assignments/activities are defined in the respective course syllabus. Deadlines for submitted assignments and log sheets will be provided by the instructor.
FIELD EXPERIENCE LETTER:
An official letter provided by a Lone Star College education instructor to verify enrollment and to be used in seeking field experience location.

FIELD EXPERIENCE CONTACT:
The Field Experience contact is a school or ISD based employee responsible for all communication regarding observation in the schools. The student must go through the detailed procedures with each ISD/school campus or human resources department.

FIELD EXPERIENCE:
Designated education courses will provide students with opportunities to participate in a minimum of 16 hours field experience at sites with children and/or adolescents in a variety of settings and with diverse populations. Course content is aligned with the State Board for Education Certification Pedagogy and Professional Responsibilities standards.

State-required classroom experience in public school settings for the pre-professional educator involves observation, interviews, and maintaining field notes and log sheets. EDUC 1301 requires students to observe PK-12 classrooms. EDUC 2301 requires students to observe PK-12 classrooms with special populations. All TECA courses (with the exception of TECA 1354 Child and Adolescent Development) require 16 hours of FE from infancy to 12 years old. The pre-service teacher should consult with the instructor for specific details.

LOG SHEET:
• Required state audited document used by students to record hours/dates/times of field experience along with the signatures of the mentor teacher and college instructor for verification
• Required submission of log sheet to receive final course grade
• Required verification of all information as complete and accurate
• Note: Students should retain log sheet copies for their records

“Let us remember: One book, one pen, one child, and one teacher can change the world.”

~ Malala Yousafzai
Professionalism

Teach – Share knowledge and skills
Elevate – Raise students to a higher intellectual or moral level
Attitude – Demonstrate a positive disposition
Charisma – Show kindness, charm, and imagination
Harmony – Work in agreement with ideas, actions, and arrangements

Professionalism – Act in such a way that will elevate the reputation of the profession and recognize and apply theory and research in professional activities
Responsibility – Complete assigned tasks in a responsible manner
Organization – Monitor and control timed materials and due dates
Flexibility – Display ability to adapt to changes in events, conditions, activities, and tasks
Enthusiasm – Display energy and engagement
Stamina – Apply persistence and patience in activities and interactions
Support – Corporate with peers, site, teachers, and faculty
Initiative – Display independence in starting and completing activities and tasks
Observe – Watch, examine, and abide by class and school rules
Network – Develop connections by interacting positively with school personnel
Appearance – Dress appropriately and professionally
Learn – Discover new ways of engaging students
Interaction – Demonstrate a positive demeanor with peers, instructors, staff, and pupils
Synthesize – Blend theory into new personalized adaptations and applications
Maturity – Display wisdom and poise in all interactions
During field observations, pre-service teachers are representing both themselves and Lone Star College. Often, students make professional connections during their fieldwork that later lead to job placement.

For this reason, it is essential that physical appearance and conduct are professional at all times. Students should view observations as informal interviews.

CELL PHONE GUIDELINES
When visiting schools to complete fieldwork hours, cell phones should be turned off and kept out of sight. It is unprofessional to use a cell phone in any way while in a classroom observation.

DRESS CODE GUIDELINES
When completing fieldwork hours, pre-service teachers should maintain a neat appearance. Clothing must be modest, clean and in good condition. Dress in a way that is consistent with the attire of teachers and administrators in the school. Refer to the assigned school district’s dress code policy.

Unacceptable Clothing Include:
- Halter Tops
- Crop Tops
- Low-Cut tops
- Flip Flops
- Jeans
- Shorts
- Low-Rise Pants
- Excessively Loose Pants

Additional Distraction Include:
- Unnatural Hair Color
- Multiple Piercings
- Gauge Earrings
- Exposed Tattoos

STUDENT AND TEACHER CONFIDENTIALITY GUIDELINES
While completing fieldwork, pre-service teachers should take caution with sensitive information about students and teachers. Federal law requires that this information be handled carefully and that students are guaranteed basic privacy rights. Any references to a pupil made in class discussions, presentations or fieldwork reports should not include their first or last name or other identifying characteristics. Do not discuss a pupil’s disabilities, academic or behavior problems with fellow students, friends or family.

When writing journals for class assignments, constructive criticism is appropriate; however, be mindful of addressing issues in writing. It is best to keep anything negative about a situation as mental notes. If a situation arises where the appropriateness of sharing or providing information is uncertain, consult with the instructor.
Observation Tips

**Field Experience**

**Observation Tips**

**OBSERVE THE FOLLOWING ITEMS IN THE CLASSROOMS YOU VISIT:**

<table>
<thead>
<tr>
<th>Various instructional strategies</th>
<th>Multiple perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
<td>Cultural sensitivity</td>
</tr>
<tr>
<td>Use of time</td>
<td>Student engagement/success</td>
</tr>
<tr>
<td>Objectives/expectations</td>
<td>Motivation/praise</td>
</tr>
<tr>
<td>Active teaching (facilitation)</td>
<td>Critical-thinking/problem solving</td>
</tr>
<tr>
<td>Delivery of lesson</td>
<td>Questioning strategies/inquiry</td>
</tr>
<tr>
<td>Relevancy of lesson</td>
<td>Different learning styles addressed</td>
</tr>
<tr>
<td>Student participation</td>
<td>Assessments</td>
</tr>
<tr>
<td>Conducive learning environment</td>
<td>Pacing/sequencing</td>
</tr>
</tbody>
</table>

Keep a record of the date, grade, subject and examples of each observation.

**Example: Good Classroom Management**

- Furniture was arranged so students could move from place to place without disturbing other students. Science - 2nd grade
- Students who had behavior issues were seated close to the teacher. Math - 5th grade
- Teacher corrected inappropriate behavior. Math - 5th grade
- Motivation/Praise “Good Job! That is an excellent answer.” English - 4th grade

**POSSIBLE NOTES**

Make notes about each observation with the following questions in mind. Course assignments may include other questions in a reflection journal. Refer to your instructor’s guidance.

- What are the methods of instruction—lecture, collaborative work, writing workshop, etc.?
- How well does the teacher use class time (i.e. ratio of instructional methods, pacing, etc.)?
- How does the teacher accommodate special needs and the variety of student learning styles?
- How does the teacher manage transitions?
- How does the teacher integrate today’s discussion with prior and subsequent topics?
- Does the teacher demonstrate familiarity with course material?
- Does the teacher diversify content?
- Describe the professional conduct of the teacher (i.e. uses of authority, language, appearance, attitude towards students, attitude towards subject matter).
- Describe the teacher’s relationship with students in the class (i.e. stance, comments, tone, responses directed to individual students, attitude towards, collaborative work).
Placement Procedures

- Students in field-based courses are required to identify their own campus (i.e. LSC-CyFair/LSC-Tomball).
- Observations may be completed at any PK-12 school (public, private, or charter).
- If the school/ISD chosen to observe is not on the list of affiliated districts or schools, an Education Affiliation Agreement must be completed in order to visit the preferred campus/district. Students must fill out the appropriate information and submit to the LSC instructor for LSC administrative approval, before visiting the school. The process for LSC to approve the agreement may take 2 weeks to several months. Always have back up schools in case of this event. Download the Education Affiliation Agreement at LoneStar.edu/11792, under “Curriculum and Instruction.”
- Contact the district HR department for procedures and permission to observe in classrooms.
- If students have personal scheduling issues, they must be proactive in finding opportunities for completing field-based observations. This may include requesting personal vacation time from an employer.
- When going to a school, take a picture ID (driver’s license) for every visit.
- Never be alone with a student.
- For students taking Distance Learning (DL) or fully online courses, follow these procedures and policies: Students that live outside of the Lone Star College service area taking any LSC course that requires observations hours, must find schools in the local area that will sign LSC’s Education Affiliation Agreement (same link as above) in order to meet the 16-hour field experience requirement. Scan and send the signed document to the course instructor for approval to begin fieldwork hours. It may take 2 weeks to several months before attending any of the schools. LSC administrators must sign the document as well in order to begin observations at that location.
- Students must download, complete and turn in the Participant Release Form from the following website: LoneStar.edu/Departments/GeneralCounsel/OGC-S-2009-10_Participant_Release_and_Indemnification_Agreement.pdf. This form is an agreement that transportation is the students’ responsibility. Lone Star College is not responsible for any situations that may arise as traveling to and from the locations.

“

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

~ Martin Luther King, Jr.
IMPORTANT!

- Observations must be completed at schools that have an Education Affiliation Agreement with LSC.
- Students cannot attend their former high schools within the last 5 years of having graduated from the school, unless there is special permission from the LSC instructor.
- The day of the observation, the pre-service teacher MUST take: the letter from the college, the log sheet, (both documents in the Appendix) and their Texas Driver’s License. No person will be allowed in the school without proper ID.
- Treat observations as an internship or a job.
- Students should call ahead of time if there will be a delay or absence.
- Act and dress professionally at all times.
- Remember to honor student and teacher confidentiality and do not identify students or teachers by name in any group discussions, presentations, etc.
- If the cooperating teacher allows note-taking, please ask the instructors if electronic devices are allowed.
- Fill in log sheets completely, including each accountable hour and required signatures. Make backup copies of log sheets and notes for future use.
- It is vital to comply with all district/campus policies and procedures, regarding observations. All districts and school campuses have different policies that each student must follow.
Field Experience Handbook

Conducting field experience is a great way for teacher candidates to make a lasting positive impression among potential employers. To make the best first impression, Lone Star College pre-service teachers will demonstrate the highest level of professional ethics in communicating with campus and district partners. Whether communicating in writing (e.g., email), in person, or via phone, professionalism will be maintained at all times.

Written Communication

Email is one of the most widely used form of written communication in the world. However, when used carelessly, email etiquette expert, Lindsay Silberman (2010), warns email behavior can “sabotage your reputation both personally and professionally.” To help cultivate professional email etiquette, pre-service teachers will adhere to the following email guidelines when communicating with prospective school district personnel:

- **Greet email recipient.** Always begin an email with a professional and respectful greeting.
- **Briefly provide a background and the purpose for the email.** The student should introduce himself. State: name, school attending, and the purpose. Also, include a preference of when to begin observations. This way the recipient knows that the request is time sensitive. Do not assume that the recipient will know this information.
- **Do not forget the subject line.** The subject line is a very important email feature. Do not click send without including an appropriate subject line. For example, an appropriate subject line could be Teacher Observation Schedule.
- **Close with salutation and contact information.** Make sure to close the email in a professional manner followed by the student’s signature and contact information. Examples for closing the email include:

<table>
<thead>
<tr>
<th>Thank you,</th>
<th>Sincerely,</th>
<th>Regards,</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Your Name]</td>
<td>[Your Name]</td>
<td>[Your Name]</td>
</tr>
<tr>
<td>[Your Phone Number]</td>
<td>[Your Phone Number]</td>
<td>[Your Phone Number]</td>
</tr>
</tbody>
</table>

- **Proofread before sending.** Before sending, check the email for typos, word omissions, inadvertent word additions, such as “the” or “an.” It is also important to proofread for proper grammar usage.
  
  *Proofreading Tip: Read email aloud or recruit a friend or family member to read the email before sending.*

Dear Mrs. Jones:

My name is John Smith, and I am a teacher candidate at Lone Star College-North Harris.

Then state the course enrolled and purpose for the email. Include availability to begin observations. End with a thank you for their time.

Sincerely,

Student signature
Print Name
Contact Information

*If students are uncertain whether the email is sufficiently professional, they may consult with the course instructor.*
In-Person Communication
Communicating with school officials in person or face-to-face provide teacher candidates with a valuable opportunity to make a lasting positive impression, possibly for a future position. To cultivate professional in-person communication, teacher candidates will adhere to the following guidelines:

- **Make eye contact.** Looking at individuals sends a message of self-confidence and focus.
- **Smile.** Nonverbal communication can be more persuasive than the words. Put on a pleasant and approachable smile.
- **Introduction.** Always begin with a professional greeting followed with a name and the purpose for the visit. Example: “Good morning, I am LaToya Lewis. I am a teacher candidate at Lone Star College-Tomball. How are you today?”
- **Extend a hand.** While greeting in person, provide a firm handshake to the official. The handshake is a nonverbal behavior that conveys self-confidence and professionalism.
- **Share the purpose of the visit.**
- **End with a Thank You.** At the conclusion of the visit, always thank the person for their time and help.

Phone Communication
When communicating via phone, tone of voice is very important. To cultivate professional communication behavior, teacher candidates will adhere to the following guidelines:

**Formal introduction.** Begin with a professional greeting followed by name, title and the purpose for your call. Example: “Good morning, my name is Shawn Rodriguez. I am a teacher candidate at Lone Star College-CyFair.” Then state the purpose of the phone call.

- **Name of the official.** Always write down the name of individuals speaking in the event that more information is needed in the future and/or follow-up calls.
- **End the call with a Thank You.** Before the phone conversation ends, remember to thank the person for their time and assistance.

Whether teacher candidates are communicating via email, in person, or via phone, each mode of communication can either enhance or diminish one’s professionalism as an aspiring teacher. Teacher candidates are expected to maintain the highest level of professional communication during all encounters.

**Make every impression count!**
Statement of purpose:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, and exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.¹

Digital Presence - Standard 3.9² states:
The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

I. the nature, purpose, timing, and amount of the communication;
II. the subject matter of the communication;
III. whether the communication was made openly of the educator attempted to conceal the communication;
IV. whether the communication could be reasonably interpreted as soliciting sexual contact or romantic relationship;
V. whether the communication was sexually explicit; and
VI. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
Communication and Social Media

The pre-service teacher should adhere to professional behavior. The following are important policies, concerning digital presence:

- Always use cell phones/text in compliance with local school policy.
- Do not take pictures of students. Follow all rules concerning confidentiality within the school/district.
- Facebook, Twitter, Instagram, Snapchat (all social media sites) posting or social networking during school hours is unacceptable; pre-service teachers are not permitted to friend students or parents. It is never permissible to post pictures or remarks regarding students, parents or faculty on social networking sites.
- Remember that pre-service teachers should not discuss personal life or any aspect of life that can call to behavior or personal ethics into question. This includes attention to any information that may have been posted on the Internet (i.e., Instagram, Facebook, Twitter, Snapchat, etc.) or an email address that could be detrimental to the teacher candidate’s character.
- Please remember that anything posted online can be accessed by anyone. Be very careful about posting on Facebook and other social media that could be defined as unprofessional. Inappropriate and dubious postings will only serve to discredit the teacher candidate. If there is currently inappropriate material on Facebook or other social media, remove it before beginning field experiences. Teacher candidacy and future employment should be prioritized—not social media.

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Permissible Schools

**School Districts:**

- Aldine ISD
- Alief ISD
- Arlington ISD
- Brazosport ISD
- Cleveland ISD
- Conroe ISD
- Crosby ISD
- Cypress-Fairbanks ISD
- Dayton ISD
- Galena Park ISD
- Hardin ISD
- Houston ISD
- Huffman ISD
- Humble ISD
- Huntsville ISD
- Katy ISD
- Klein ISD
- Lamar CISD
- Liberty ISD
- Livingston ISD
- Lovelady ISD
- Magnolia ISD
- Montgomery ISD
- Navasota ISD
- New Caney ISD
- Royal ISD
- Shepard ISD
- Splendora ISD
- Spring ISD
- Tarkington ISD
- Tomball ISD
- Waller ISD
- Wichita Falls ISD
- Willis ISD

**Other Permissible Schools Include:**

- Abby’s Day Care - Houston
- Avance Inc. - Head Star - Mount Houston
- Alianza Eco International School - Katy
- Amaana Refugee Services: Awesome Academy - Houston
- Arrow Champion Academy Charter School - Houston
- Awty International Primary School - Houston
- Bright Star Preschool - Houston
- Children’s Lighthouse Learning Center - Houston
- Childrens Courtyard of Copperfield - Houston
- Childtime Learning Center - Houston
- Christ Memorial ECLC - Houston
- Christ the Redeemer Catholic School - Cypress
- Chrysalis Christian Preschool - Cypress
- Cinco Ranch Kinder - Katy
- ComQuest Academy Charter - Tomball
- Donnies Daycare - Magnolia
- Farmhouse Preschool - Cypress
- Foshee Family House of Tiny Treasures - Houston
- Garden Oaks Montessori - Houston
- Grace Preschool - Katy
- Great Beginnings Kinder Preschool - Liberty
- Great Oak High School (Private School) - Tomball
- Harmony School of Discovery - Houston
- iSchool High University Park - Houston
- Ivy Kids Early Learning Center - Cypress
- Katy’s Early Childhood Enrichment Center
- Keystone Academy - Houston
- Kiddie Academy of Cypress
- Kiddie K
- Kids R Kids of Barker Cypress - Cypress
- Kids R Kids N. Eldridge Parkway - Houston
- Kiddie Keeper Station - Tomball
- Kingwood Montessori - Kingwood
- Kinder College Learning Academy - Houston
- Kinsmen Children’s Academy - Houston
- KIPP Courage Landrum Middle School - Houston
- KIPP Nexus Primary School - Houston
- Klein Spring Montessori - Spring
- Laugh N Discover - Houston
- Lifestyle Christian School - Conroe
- Montessori Children’s School - Houston
- Noah’s Ark Preschool - Cypress
- Pines Montessori of Kingwood
- Primrose School of Atascocita
- Primrose School of Eagle Springs - Humble
- Salem Lutheran School - Tomball
- San Jose Clinic - Houston
- Sherwood Forest Montessori School - Houston
- Spectrum of Hope - Houston
- Spring Branch Headstart - Houston
- St. Christopher’s Episcopal Day School - Houston
- St. Mary’s Catholic School - League City
- Star Bright Academy - Houston
- Stepping Stones Day School - Baytown
- The Briarwood School - Houston
- The Goddard School - Magnolia
- The Goddard School - Humble
- The Learning Experience - Cypress
- The Sherwood Academy - Magnolia
- The Village School - Houston
- The Woods Private School - Houston
- Trinity Christian Learning Center - Waller
- UTMB School of Nursing - Galveston
- West Montessori of Copperfield - Houston
- Westlake Child Development Center - Houston
- YMCA Children’s Academy - University Park
- Young Leaders Camp - Houston

If a desired school/district is not on the list, students must contact the LSC instructor for further information. **Note:** To obtain teacher observation approval, the student will need to contact the district’s Human Resources Department. The district’s website should provide the necessary contact information.
EDUC 1301 – INTRODUCTION TO THE TEACHING PROFESSION  
3 Credits (3 hrs. lec., 1 hr. ext.)  
An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms. Prerequisites: ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

Learning Outcomes - Upon successful completion of this course, students will:  
1. Identify current issues influencing the field of education and teacher professional development.  
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic, and disability-based academic diversity and equity.  
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.  
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.  
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

EDUC 2301 – INTRODUCTION TO SPECIAL POPULATIONS  
3 Credits (3 hrs. lec., 1 hr. ext.)  
An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations. Prerequisites: EDUC 1301 or departmental approval; ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

Learning Outcomes - Upon successful completion of this course, students will:  
1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.  
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.  
3. Describe the impact of socio-economic status on learning and creating equitable classrooms.  
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.
TECA 1303 – FAMILIES, SCHOOL AND COMMUNITY
3 Credits (2hrs. lec., 2 hrs. lab.) A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. The course includes a minimum of 16 hours of field experiences. Prerequisites: ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

Learning Outcomes - Upon successful completion of this course, students will:
1. Identify characteristics and issues relating to diverse cultures and care-giving lifestyles.
2. Analyze ways in which factors in the home and community (e.g. parent expectations, availability of community resources, community issues) impact learning, including an awareness of social and cultural factors to enhance development and learning.
3. Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g. families with children with disabilities, poverty, single parent, cultural, homelessness, and dual-language learners).
4. Investigate community/educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood Intervention Strategies) to empower families to support children’s development.
5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.
6. Explain the importance of family involvement/home-school relationships in education.
7. Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.

TECA 1311 – Educating Young Children
3 Credits (2 hrs. lec., 2 hrs. lab.) An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; and the course includes a minimum of 16 hours of field experiences. Prerequisites: ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

Learning Outcomes - Upon successful completion of this course, students will:
1. Identify the features of a quality developmentally appropriate program for young children.
2. Explain contributions of historical and contemporary professionals, and theorists to the field of early childhood education.
3. Analyze various early childhood programs and curricular models that have influences practice.
4. Describe current and future trends and issues in the field of education.
5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings.
6. Describe and adhere to professional code of legal and ethical requirement for educators.

**TECA 1318 – Wellness of the Young Child**
3 Credits (2 hrs. lec., 2 hrs. lab.) A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth to age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experiences. Prerequisites: ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

**Learning Outcomes - Upon successful completion of this course, students will:**
1. Describe the relationship between health, safety and nutrition.
2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children.
3. Analyze principles of nutrition and the application to nutritional assessment.
4. Identify policy and regulatory requirements for nutrition.
5. Describe the role of physical fitness as it contributes to healthy behavior.
6. Evaluate and make recommendations for modifications of regulations regarding child’s safety, safety procedures, and children’s environments for safety.
7. Describe how physical, social, and emotional environments influence a child’s health.

**TECA 1354 – Child Growth and Development**
3 Credits (3 hrs. lec.) A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence. Prerequisites: ENGL 0305 or ENGL 0365 or ENGL 0115 and ENGL 0307 or ENGL 0375 or ENGL 0117 or higher level course (ENGL 1301) or placement by testing. ENGL 0309 or ENGL 0310 also meets prerequisite.

**Learning Outcomes - Upon successful completion of this course, students will:**
1. Summarize principles of growth and development.
2. Identify typical stages of cognitive, social, physical, language, and emotional development.
3. Compare, contrast and apply theories of development in practice.
4. Discuss the impact of developmental processes on educational practices.
5. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children’s learning and development.
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns.
Frequently Asked Questions

I am taking two EDUC classes at the same time. Can I count the same fieldwork for both classes?

No. The state requires that the fieldwork must be completed for each class. If you submit the same fieldwork log/hours for two different classes, you will receive an F in the course. The state may review/audit course log sheets to verify field experience hours.

I took this class before and completed the fieldwork but failed the course. Can I use fieldwork from the course I failed?

No. Fieldwork must be completed concurrently during the semester of the course taken. Each semester and each instructor may have different expectations for field experience assignments.

Can I do my fieldwork at a private school?

Yes. You must have the official document: Education Affiliation Agreement signed by the district/school in order to observe at that campus. Download the Education Affiliation Agreement at LoneStar.edu/11792, under “Curriculum and Instruction.”

The school/campus does not have to be a TEA approved school; however, the Associate of Arts of Teaching (AAT) curriculum team highly prefers you observe at a TEA approved school. Visit: TexasPrivateSchools.org/Member-Schools

I have spent hundreds of hours working with children in schools and am already quite knowledgeable. Can I be excused from the fieldwork?

No. We do not have the leeway to grant credit for previous experience. This is a state requirement that Lone Star College must enforce.

I don’t know what grade level I want to teach. What should I do?

This is an excellent opportunity to explore the day-to-day realities of working as a teacher at different grade levels. You are free to conduct fieldwork at multiple grade levels.

Can I do fieldwork at several schools?

Yes. It may be helpful for you to get the perspective of teaching from several different schools. You also may choose to do all of your fieldwork at one school for a more in-depth experience.

I am not sure I can pass the background check. What should I do?

Submit the paperwork for the security clearance and wait for a response. Lone Star College is not involved in the security clearance process. If you cannot get security clearance and are therefore unable to complete your fieldwork, you will be unable to pass the course.

Call or visit the human resources office of the campus/district you would like to observe and talk with a representative about your situation before enrolling in the class.

Do I need to list all placements on the form for each and every school/district?

Yes. The Field Experience Intent form must be completed for each location and turned in to the LSC instructor.

Is it alright for me to exchange contact information with the teacher?

Yes. Observing is great for creating connections with teachers/administrators.
Can I help out in the classroom?
Your primary job is as an observer. However, let the teacher know if you would like to help in any way possible. If the teacher is okay with you assisting in the room, go for it! Make sure you follow the guidelines for professional conduct given in this handbook. If you are an active participant observer, you will maximize your learning experience.

May I observe a teacher I already know?
Yes. You will need to go through the outlined procedure for the district and get approval. Once approved, contact the school and let them know you would like to visit a particular teacher’s classroom. Follow procedures for any field experiences and abide by the district/campus policies.

How do I get started?
Read the information in the handbook thoroughly. Use the contact page to guide you. 1) Get in touch with the district you have chosen. 2) Complete the necessary paperwork. 3) Once approved, pre-service teachers will be given instructions on entering and exiting the schools. Most likely, there will be a sign-in and sign-out sheet to complete. Always bring a driver’s license to the location. No person will allowed into the school without proper ID. 4) Contact the schools individually and make arrangements. The earlier you begin the process, the quicker you can start your field experiences.

Is it alright for me to go to a school personally if I have not heard from them via email?
Yes. If you have not heard back from a school in regards to setting up an observation, you can take action by resenting the email, or by making a phone call to the school. You can also go directly to the school. It is best to email and/or call, before visiting the school. They may want you to call the human resources department first. You must be proactive.

How many districts should I contact?
This will be up to you. Due to the volume of observers during the semester, it is in your best interest to contact 2 or more. The more varied experiences you can have, the better your understanding you will have of the teaching field.

Can I do more than 16 hours?
Yes. You can.

If I work at a school or child care facility, can I observe during work hours?
You must work with the school principal to arrange for when you can complete your observation hours.

Can Paraprofessionals observe in the school they work in?
Yes. As long as you work out the observation time with the school principal.
 Observation Guidelines Agreement

By observing these guidelines, you are enhancing your reputation as a professional, while also strengthening the reputation of the Lone Star College Associate of Arts in Teaching (AAT) program and its fieldwork observation process.

I____________________________________ (print), acknowledge that I have been made aware of all the aspects of professionalism during field experiences and will follow all guidelines throughout this handbook.

________________________________________________
Student Signature
Field Experience Intent Form

Once you have secured a field experience placement by completing ALL procedures required by the district, and receiving official notification that you can begin, please fill out this form. Submit this form to your instructor before beginning your field experiences.

Student Name: ___________________________ LSC Course/Section: ___________________________

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List any special issues/ circumstances/ information necessary for your instructor to know about this placement:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please attach email, signed letter, or any other document that proves that you have been cleared to begin.

* I have followed all procedures required by the district including submitting required documentation for background checks and have been cleared to begin.

Student Signature: _______________________________________________________ Date: ___________________
Dear Colleague,

The following student is currently enrolled in one or more teacher education course at Lone Star College.

Student Name: __________________________________________

Course(s): ___________________________________________ Semester: __________________________________________

S/he is required to observe in a classroom and/or interview teachers for a total of 16 hours during the semester. This student has been informed that s/he must comply with your school’s guidelines regarding background checks and any other policies you may have for outside visitors. We appreciate your willingness to open your school to our pre-service teachers. Please feel free to contact me if you have any concerns or questions regarding this request.

Professor __________________________________________

Faculty, Education __________________________________________

Lone Star College- __________________________________________

Contact Information
Teacher Survey on Student Observations

Student’s Name: ___________________________________________ Today’s Date: _________________

Class observed: ______________________________________________________________________________

Please circle the answer that best describes your opinion about each statement.

1. The LSC student was appropriately dressed for each observation.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   Comments:

2. The LSC student was punctual for each observation.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   Comments:

3. The LSC student participated appropriately with classroom students.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   Comments:

4. The LSC student followed school policies and procedures appropriately.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   Comments:

5. The LSC student conducted him/herself professionally throughout the field experiences within your school.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   Comments:

Overall comments on the student during field experiences in your classroom:

Thank you for participating as a mentor to our students at Lone Star College.

Teacher’s Name: ___________________________________________ Signature: ____________________________
Field Experience Log

I certify that the following is a true and accurate documentation of my field experience.

Student Name:__________________________________ Signature__________________________________

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<tr>
<th>Date</th>
<th>Time in Hours</th>
<th>School Name</th>
<th>Grade Level</th>
<th>Topic Observed</th>
<th>Teacher’s Name</th>
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Total Hours =
Professional Development Log  
For LSC-Kingwood Only

I certify that the following is a true and accurate documentation of my required internal 10 hours of Teacher Professional Development. Examples of Professional Develop include: school board meetings, faculty meetings; teacher planning meetings; after-school events hosted by the school, Parent-Teacher Organization Meetings, Events hosted by the Department of Civic Engagement, Be-A-Teacher Club Meetings. If in doubt, please ask.

<table>
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<tr>
<th>Date</th>
<th>Professional Development Event</th>
<th>Time in Hours</th>
<th>Facilitator’s Signature</th>
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Student Name: ________________________________ Signature ________________________________
COVID19 Addendum
This is only valid for the current COVID19 situation

In the event face-to-face observations are not an option, the following process will be implemented:

1. Complete field experience observations virtually. There is a list of fully vetted virtual resources that can be viewed here:

   https://docs.google.com/document/d/1zw4hK-RUNfAi7Ot8qr3NME7bGGAWkM8oCyJvAHcYJK1/edit

2. Complete the Field Experience Log/Documentation and submit it to the location designated by the professor.

   Field Experience Log/Documentation: (you will need to download)
   https://docs.google.com/document/d/1nZBBg6w1IlgpwHJvBxD6PexGjb4Ee-e9APA5s8PtwYP4/edit

   In the event that you will be conducting observations outside of the provided videos (ex. Zoom class meetings or other circumstances), you must first get approval from your Professor. Then complete the two required documents.

   1. Complete the document titled “Field Experience Video Notes” and submit it to the location designated by the professor.
   
      2. Complete the Field Experience Log on page 26 of the Field Experience Handbook and submit it to the location designated by the professor. Be sure to have a signature from the teacher if you are observing via video conferencing.

      Field Experience Log: (you will need to download the page)

   **Please check with your professor to confirm the forms that will be used for your class.**
Field Experience Documentation/Log for Videos

Name ___________________________ Email ___________________________ Phone # ____________
Instructor ________________________ Course ________________________ Section # __________

Please fill out this form as you complete your video observations. Copy this form as needed Please return the completed information to your instructor. You must have a total of 16 hours of observations (between in person and video) in order to receive a passing grade for this course. Submit this in the DropBox with your Field Experience Log.

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<th>#</th>
<th>Date Observed</th>
<th>URL or Video Clip</th>
<th>Video Clip Title/Subject</th>
<th>Length of Video</th>
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<td>Ex. 03/16/2020</td>
<td>NewTeachersThriving.org</td>
<td>Classroom Management - Classroom Tour</td>
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Please sign and date all forms before you turn them in.

Student Signature ___________________________ Date Completed ___________________________
Professional Resources

Professionalism begins at the pre-service level in an education program and continues throughout the duration of the teacher’s career. The Education Program at Lone Star College encourages all pre-service teachers to keep updated with current news, legislation and trends in teaching and education as a whole.

State and Local Organizations

Texas Education Agency
- Includes the State Board of Educator Certification (SBEC), State Board of Education (SBOE), a comprehensive list of all the state standards, testing requirements and testing calendar, school district locator map, public school report cards, and a section devoted to classroom teachers among others.

Texas Association of School Boards
- Includes articles and upcoming rule changes that will impact teachers at the district level.

State and County Educational Services

Region 4 ESC
Region 6 ESC

Harris County Department of Education (HCDE)
- Region 4 and 6 are administered by the state of Texas; HCDE is administered by Harris County. Service Centers provide district support services and teacher in-service training that would be cost prohibitive for an individual district to offer.

Professional Organizations for Teachers

Association of Texas Professional Educators
Texas Classroom Teacher Association
American Federation of Teachers

Texas State Teacher Association – affiliated with the NEA
- Pre-service teachers can join ATPE for free; make sure that you select college student and not student teacher. Professional organizations offer many benefits to the classroom teacher and each should be judged on their own merits by the teacher.

Professional Sites with Current Articles for Teachers

American Society for Curriculum Development
Education Week

Test Preparation

TExES
- Educational Testing Services develops and administers the current tests for licensing in the state of Texas. This site will allow you to see past test questions by competency and grade level. It also offers free test preparation guides approved by the TEA.