

## Field Experience Handbook

## *For Teacher Education Students*

*“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”* [*Albert Einstein*](http://www.brainyquote.com/quotes/authors/a/albert_einstein.html)

Table of Contents



* Field Experience Overview
* Definition of Terms/Roles
* Frequently Asked Questions
* Professionalism
* Professional Standards
* Field Experience Observation Tips
* Placement Procedures
* Observation Procedures by District
* Education Courses Offered at LSCS
* Appendix
	+ Field Experience: Intent to Enroll Form
	+ Letter to School: LSCS
	+ Teacher Survey on Student Observations
	+ Certification of Student Observation: Field Experience Log
	+ Participant Release Form

Field Experience Overview



**Introduction:**

Welcome to the Profession of Teaching, a very noble and respectable career. The field of education is very challenging, enjoyable and rewarding, if you are well-prepared. This *Field Experience Handbook* is specifically designed to assist you during your field observations, required for education courses at the Lone Star College System. The handbook is based on the frequently asked questions of students entering a teacher preparation program and covers issues, such as choosing an observation site, making contact with the school, maintaining professionalism and completing important paperwork. Please read through this handbook to prepare you for a very successful semester as you experience the world of teaching firsthand.

**Note:** It is the students’ responsibility to find placement and secure a location for observations. The student must choose from the list of schools/ISDs that have Educational Affiliation Agreements on file with Lone Star College. A list is provided within this booklet.

**Purpose:**

Field experiences are an important part of a student’s preparation in becoming a *professional* teacher. This part of our teacher education program gives pre-service students 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
* Many more

**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)

**Typical Activities:**

Each college campus has specific requirements for individual courses and programs. Detailed information regarding the specific college requirements will be provided by the course instructor.

* Observing
* Interviewing
* Maintaining log sheet
* Keeping detailed notes of visits for journal reflections

**Time**:

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

Observation times vary across campuses and districts. Always follow procedures according to specific campus/facility/ISD.

Definition of Terms/Roles



**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.
* **If the student has doubt that the (s)he may not pass the background check, (s)he 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.

**Cooperating/Mentor Teacher:**

The Cooperating/Mentor Teacher is a teacher at the field experience site that should enable the pre-professional educator to meet the requirements of the college course and provide necessary documentation needed. The pre-professional must provide the Cooperating/Mentor Teacher with necessary paperwork regarding requirements in a timely manner.

**Field Assignments:**

Field assignments pertain to the observations made at the students’ chosen school. Assignments/activities are defined in the respective course syllabi. Deadlines for submitted assignments and log sheets will be provided by the instructor.

**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 follow through with the detailed procedures for 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 (infants – age 12) in a variety of settings with varied and diverse populations. Course content is aligned with 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 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.

**Field Experience Letter:**

 An official letter provided by your campus to verify enrollment and to be used in seeking field experience location

**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 grade in the course
* Required verification of all information as complete and accurate
* Students should retain log sheet copies for their records.

**Pre-professionals/Pre-service teachers:**

Pre-Professionals are LSCS students enrolled in teacher education classes who seek an associate’s degree or desire to transfer to a teacher education program at a four- year college or university.

**Pre-professionals’ Roles and Responsibilities:**

* Read all course and field experience requirements thoroughly.
* Meet all background check requirements.
* Take initiative to make contact with ISD contact responsible for placements.
* Arrive punctually at designated place and time.
* Follow all school rules at the ISD/campus.
* Dress professionally.
* Inform Cooperating/Mentor Teacher regarding absences from scheduled visits.

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 this 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. They must be separated in order to count for each course.
* 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 during this semester and be specific to this course. 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. The document is located here: <http://www.lonestar.edu/departments/generalcounsel/OGC-S-2016-05_Education_Affiliation_Agreement.pdf>
* 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. The list is located here:

<http://www.texasprivateschools.org/member-schools.html>

* 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 and we at Lone Star must enforce it with each student.
* 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 do 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 see what happens. Lone Star does not get 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 you would like to observe and talk with a representative about your situation before enrolling in the class.
* Do I need to complete a placement form for each and every teacher?
* Placement forms must be complete for each and every teacher.  You must turn them in as you receive them.
* Can I help out in the classroom?
* Your primary job is as an observer.  If you are an active participant, you will maximize your learning experience.  However, let the teacher know that 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.
* Is it alright for me to exchange contact information with the teacher?
* Observing is a great opportunity for creating connections with teachers and administrators.  If they have a business card, take it!
* May I observe a teacher I already know?
* Yes, only if you have gone through the outlined procedure for the district and have gotten approval.  Once approved, then contact the school and let them know you would like to visit a particular teacher’s classroom. It is always important to go through the proper procedures for any field experiences. Always 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, you will be given instructions on the schools you are able to go into. 4.  Contact the schools individually and make arrangements.  The early you begin the process, the earlier 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?
* You must be proactive.  If you have not heard back from a school in regards to setting up an observation, you can take action by resending 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.

* 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.

Professionalism



*Teacher education students are expected to exhibit Professionalism during field assignments.*

**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** – 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 enthusiasm

**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

Professional Standards

For Field Observations

When you complete your required fieldwork hours, you are representing both yourself and the Lone Star College System. Often, students make professional connections during their fieldwork that lead to job placement later. For this reason, it is essential that your appearance and conduct are professional during all fieldwork. Your interview starts the moment you walk into the Human Resources department to inquire about field placements and the moment you visit the school.

**Dress Code Guidelines**

When visiting schools to complete fieldwork hours, you should maintain a neat appearance. Clothing must be modest, clean and in good repair. You should dress in a way that is consistent with the dress of the majority of teachers and administrators in the school where observations are being completed. Unacceptable clothing include: halter tops, shorts, flip flops, jeans, shirts that reveal the midriff, low-cut tops and t-shirts (especially with offensive or otherwise questionable graphics). Low-rise or excessively loose pants, which reveal undergarments, also are not permitted. Additional distractions include: unnatural hair color, multiple piercings, gauge earrings and exposed tattoos. Please refer to your assigned school district dress code policies.

There are some schools that have a more casual appearance. Some teachers where the school t-shirt and jeans. You are not to wear the same. Professionally dress at all times.

**Cell Phone Guidelines**

When visiting schools to complete fieldwork hours, you should turn your cell phone off and keep it put away so that it not visible to you or anyone in the classroom. Texting is not permitted in the classroom. It is unprofessional to use the cell phone in any way while in a classroom observation.

**Student and Teacher Confidentiality Guidelines**

While completing your fieldwork, you may gain access to 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 his or her 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 about your observation for class assignments, constructive criticism is appropriate; however, be mindful of your how you address issues in your writing about your observations. It is best to keep anything negative about a situation as mental notes. If a situation arises where you are uncertain about the appropriateness of sharing or providing information, consult with your instructor.

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 the dress code, cell phone and confidentiality guidelines and agree to follow these guidelines throughout the program.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Student Signature

Field Experience

Observation Tips

**Observe The Following Items in the Classrooms You Visit:**

|  |  |
| --- | --- |
| Varied instructional strategies | Encourages multiple perspectives |
| Good classroom management  | Demonstrates cultural sensitivity |
| Maximize time for learning | Students engaged/success experienced |
| Objective/expectations stated | Motivation/praise |
| Active teaching (facilitation) | Critical-thinking/problem solving |
| Appropriately planned/delivered lesson | Questioning strategies/inquiry |
| Relevancy of lesson is stated | Addresses different learning styles |
| Student participation | Assessment/instruction aligned |
| Conducive learning environment  | Pacing/sequencing |

**Keep a Record of the Date, Grade, Subject and Examples of Your 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 Your Observation with the Following Questions in Mind; however, your teacher may have other questions that you may need to include 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?
* How would you describe the professional conduct of the teacher, i.e. uses of authority, language, appearance, attitude towards students, attitude towards subject matter?
* How would you 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-UP).
* Observations may be completed at any PK-12 school (public, private, or charter).
* Contact the district HR department for procedures and permission to observe in classrooms.
* If you have personal scheduling issues, you must be proactive in finding opportunities for completing field-based observations. This may include personal vacation time from your current fulltime employment.
* When going to a school, take a picture ID (driver’s license) every time.
* For your own protection and even at the request of the classroom teacher, **never** be alone with a student in the classroom or hallway.
* If the school/ISD you have chosen to observe is not on our list of affiliated districts or schools, you must bring with you the Education Affiliation Agreement to that the campus/district. They must fill out the appropriate information and sign it before you visit their schools. **Keep in mind that the process for our campus to approve the agreement may take 2 weeks to 2 months.** Always have back up schools in this event. The link is below:

<http://www.lonestar.edu/departments/generalcounsel/OGC-S-2016-05_Education_Affiliation_Agreement.pdf>

* For students taking our courses as Distance Learning (DL) or fully online, follow these procedures and policies: If you are taking any of our courses that require observations hours and you live outside of our Lone Star College service areas, you must find schools in your local areas that will sign our Education Affiliation Agreement (same link above) in order to meet the 16-hour field experience requirement. Scan and send the signed document to your instructor for approval to begin your FE hours. **Also, it may take 2 weeks to 2 months before you can attend any of the schools our college administrators must sign the document as well in order for you to begin observations at that location.**

**Important!**

1. You may want a job in one of these schools when you graduate, so dress and act like you are on a job interview at all times, including when visiting human resources. Please represent the Lone Star College System well so that they will continue to accommodate our students on their campuses.
2. The day you go to observe, you MUST take with you the letter from us and your Texas Driver’s License. You will not be allowed in the school if you are missing one of these.
3. When you are observing, you are not there to critique the teacher; you are there to learn.
4. Remember to honor student and teacher confidentiality and do not identify students or teachers by name in any group discussions, presentations, etc.
* Observations must be completed at schools that LSC has an Education Affiliation Agreement.
* Students cannot attend their former high schools within the last 5 years of having graduated from the school, unless there is special permission from your instructor.
* If the cooperating teacher allows you to take notes, please ask the instructors if you are allowed to use electronic devices. Do not assume that you are allowed to take notes on your phone, iPad, etc.
* Fill in your logs completely including each accountable hour and required signatures. **Make backup copies of your logs and notes for your own personal use.**
* It is vital that all LSC students comply with all school district and school campus policies and procedures, regarding observations. All districts and school campuses have different policies that each student must follow.

**From the Texas Education Agency: Teacher Code of Ethics 3.8**

* (I) Standard 3.9. 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 or the educator attempted to conceal the communication;
* (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a 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.

**Infractions :**

Infractions will be evaluated on a case by case basis at individual LSC campus.

LSC-CF:

In the event that the student is removed from a school campus, the student is no longer allowed to finish observations at that district. He/she student must finish observations from a different district. Other possible consequences include, but are not limited to:

1. An F on assignments dealing with observations

2. F for the course

3. Removal from the AAT program

You must treat your observations as if you are on an internship or on the job. Call the school ahead of time if you are going to miss your observation or attend late. Your job interview starts there.

Consequences could vary across campuses. Always refer to your instructor’s syllabus.

The following pages include all permissible schools. If the school district of your choice is not on this list, you must contact your instructor for further information.

|  |
| --- |
| Observation Procedures by District |
| **Aldine** | **Human Resources** 15010 Aldine Westfield Road, Houston, TX 77032281.985.6306[www.aldine.k12.tx.us](http://www.aldine.k12.tx.us) Observation Hours Request:<http://www.aldine.k12.tx.us/human_resources/observation_hours.cfm>*Retrieved 11/6/13* |
| **Cleveland** | CLEVELAND INDEPENDENT SCHOOL DISTRICT 316 East Dallas Cleveland, TX 77327 (281) 592-8717 Fax: (281) 592-8283<http://www.clevelandisd.org/>Contact the school to find information about the student observation process. |
| **Conroe** | Human Resources3205 W. Davis, Conroe, TX 77304936.709.7751[www.conroeisd.net](http://www.conroeisd.net) Conroe ISD Observation Requirements for Teacher Preparation Programs and University Students: <http://hr.conroeisd.net/Observations>The decision to allow you to observe is up to the individual campuses (principals). If the principal tells you that you can observe on campus, you will need to complete a Volunteer Application Form online at: <https://pac.conroeisd.net/volunteer/GetStarted.aspx>Once you receive a response clearing you for observations, call the main number of the school you want to observe in and ask to speak to the person in charge of scheduling observations.Set up the observations with that person. *Retrieved 11/6/13* |
| **Cypress-Fairbanks**  | Human Resources10300 Jones Road, Houston, Texas 77065281.897.4050[www.cfisd.net](http://www.cfisd.net) [Observation Request – Procedures and Guidelines](http://www.cfisd.net/humanres/observations.htm):<http://www.cfisd.net/en/job-seekers/career-opportunities/observation-guidelines/>For questions call contact 281.897.4050  or email observationpasses@cfisd.net*Retrieved 11/6/13* |
| **Crosby**  | 706 Runneburg Rd. Crosby, TX 77532281.328.9200Human Resources/Student Services DepartmentPhone: 281-328-9200Fax: 281-328-9212sources<http://www.crosbyisd.org/>Contact HR for information on the student observation process. |
| **Dayton** | Dayton ISD100 Cherry Creek RoadDayton, Texas 77535Phone: 936-258-2667Fax: 936-258-5616<http://daytonisd.net/>Contact the District Office for more information about their Student Observation Process. |
| **Galena Park** | Galena Park Independent School DistrictHuman Resources and Communication Services 14705 Woodforest BlvdHouston, Texas 77015<http://www.galenaparkisd.com/>Contact HR for information on the student observation processes. |
| **Hardin** | 209 County Road 2003 NorthHardin, Texas 77561Phone: 936-298-2112 Fax: 932-298-9161<http://www.hardinisd.net/>Contact HR for information on the student observation process. |
| **Huffman** | Hardin ISD24302 FM 2100Huffman, Texas 77336Phone: 281-324-1871 and 281-324-4319<http://www.huffmanisd.net/>Contact HR for information on the student observation process. |
| **Humble** | Human Resources20200 Eastway Village Drive, Humble TX 77338 | P.O. Box 2000 Humble TX 77347-2000**Phone**: 281.641.1000 20200 Eastway Village Drive, Humble TX 77338 | P.O. Box 2000 Humble TX 77347-2000**Phone**: 281.641.1000 20200 Eastway Village Drive, Humble TX 77338 | P.O. Box 2000 Humble TX 77347-2000**Phone**: 281.641.1000 20200 Eastway Village Drive, Humble TX 77338 | P.O. Box 2000 Humble TX 77347-2000**Phone**: 281.641.1000 20200 Eastway Village Drive, Humble TX 77338 281.641.8170[www.humble.k12.tx.us](http://www.humble.k12.tx.us) Humble ISD Observation Requirements for Teacher Preparation Programs and University Students:<http://www.humbleisd.net/Page/738> *Retrieved 11/6/13* |
| **Katy ISD** | Human Resources6301 S. Stadium Lane, Katy TX 77494281.396.6000[www.katyisd.org](http://www.katyisd.org) Katy ISD Observation Procedures and Guidelines University Student Application/Request:<http://kisd2.katyisd.org/hr/Documents/University%20Observation%20Requests.pdf>*Retrieved 11/6/13* |
| **Klein** | Human Resources7200 Spring Cypress Road • Klein, Texas 77379832.249.4000[www.kleinisd.net](http://www.kleinisd.net) Email an observation request to Mr. Dean Borg:832-249-4225*Retrieved 04/27/15* |
| **Livingston** | Livingston Independent School District1412 S Houston StLivingston, TX 77351(936) 328-2100(936) 328-2109[www.livingstonisd.com](file:///C%3A%5CUsers%5Cfaylee%5CDownloads%5Cwww.livingstonisd.com)Contact HR department for student observation information. |
| **Magnolia** | **Human Resources** Celeste Graves Education Support Center31141 Nichols Sawmill RD, Magnolia, TX 77355281.356.3571[www.magnoliaisd.org](http://www.magnoliaisd.org)contact **–** Dianne Swiney: 281.356.3571 x 1030Call the school district office. There are forms at the front desk for you to complete. On one page you will be asked to indicate the schools you wish to visit. The other is general information for the district to conduct a background check. The HR department will conduct your background check and contact you when it is complete. Once you have been cleared, call the school of your choice and set up an observation. *Retrieved 11/6/13* |
| **Montgomery** | Human Resources13159 Walden Road, Montgomery, TX 77356936.582.1333[www.misd.org](http://www.misd.org) Fill out the Background Check Authorization: <http://misd.org/users/0004/docs/BackgroundCheckAuthorization.pdf>Take the form to the district office in person. After you receive clearance, you may contact the school of your choice and make arrangements to begin observing. *Retrieved 11/6/13* |
| **New Caney** | Human Resources21580 Loop 494, New Caney, TX 77357281.577.8600  [www.newcaneyisd.org](http://www.newcaneyisd.org)*Retrieved 11/6/13* |
| **Shepherd** |  1401 South Byrd Avenue, Shepherd TX 77371 jpage@shepherdisd.net  ph. (936) 628-3396 ext. 273  fax (936) 628-3841<http://www.shepherdisd.net/>Contact HR department for information on student observation process. |
| **Splendora** | Human Resources23419 FM 2090, Splendora, Texas 77372281.689.3128[www.splendoraisd.org](http://www.splendoraisd.org) *Retrieved 11/6/13* |
| **Spring** | Human Resources16717 Ella Blvd., Houston, Texas 77090281.891.6040[www.springisd.org](http://www.springisd.org) *Retrieved 11/6/13* |
| **Tarkington** | **2770 FM 163Cleveland, Texas 77327281-592-8781**<http://www.tarkingtonisd.net/>Contact HR department for information about the student observation process. |
| **Tomball** | Human Resources310 S. Cherry Street, Tomball, Texas 77375281.357.3100[www.tomballisd.net](http://www.tomballisd.net) You will need to bring a copy of your driver’s license to the TISD Human Resources office. They will run a background check and let you know when you are approved. You may then contact the school to set up your observations. *Retrieved 11/6/13* |
| **Waller**  | **Human Resources****2214 Waller Street, Waller, Texas 77484936.931.0397** Observation Assignments Process:[www.wallerisd.net](http://www.wallerisd.net)Select: Departments / Human Resources / Student Teaching-Observations*Retrieved 11/6/13* |
| **Willis** | Human Resources204 W. Rogers, Willis, TX 77378936.856.1207[www.willisisd.org](http://www.willisisd.org) Contact:[Perry, Melissa](http://www.willisisd.org/apps/pages/index.jsp?uREC_ID=305013&type=u) Administrative Secretary - HR mperry@willisisd.org 936.890.1463*Retrieved 11/6/13* |

Other schools include:

Booker T. Washington

Amaana Refugee Services: Awesome Academy

Children’s Lighthouse (8525 Queenston Blvd., Houston, TX 77095)

ComQuest Academy Charter

Great Oak School

iSchool High University Park

Keystone Academy

Kids R Kids Barker Cypress Road location

Kids R Kids N. Eldridge Parkway location

Lifestyle Christian School

Montessori Children’s School (Queenston Blvd. Location in Copperfield)

Salem Lutheran School-Tomball

St. Francis de Sales School

Awty International Primary School (Grades PK-5)

Offered at LSCS

**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, 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:

126

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 caregiving 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 feature 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.



Appendix

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 the dress code, cell phone and confidentiality guidelines and agree to follow these guidelines throughout the program.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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. Then, scan the form – if you do not have access to a scanner, please take a picture of the form (close enough for me to see the information) and upload it into the drop box or simply submit this form to your instructor.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LSCS Course/Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| I have chosen to do my 16 required field experience observation hours at the following school(s): |
| School | **ISD** | **Phone** | **Grade** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| I plan to complete my observations on the following dates: |
| Date | **Number of Hours** | **Time** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

List here any special issues/circumstances/information I might need 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’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Dear Colleague,

The following student is currently enrolled in one or more teacher education courses at the Lone Star College System:

Student’s 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.

Sincerely,

Professor \_\_\_\_\_\_

Faculty, Education

Lone Star College-\_\_\_\_\_\_\_

Contact information:

**Teacher Survey on Student Observations**

 **Student’s Name: Today’s Date:**

 **Class observed:**

**Please highlight the box 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:

1. **The LSC student was punctual for each observation.**

Strongly Agree Agree Disagree Strongly Disagree

Comments:

1. **The LSC student participated appropriately with classroom students.**

Strongly Agree Agree Disagree Strongly Disagree N/A

Comments:

1. **The LSC student followed school policies and procedures appropriately.**

Strongly Agree Agree Disagree Strongly Disagree

Comments:

1. **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-CyFair.**

**Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



Field Experience Log

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

 I certify that the following is a true and accurate

 documentation of my field experience.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | **Time in Hours** | **School Name** | **Grade Level** | Topic Observed | Teacher’s Name | Teacher’s Signature |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Total Hours |  |  |  |  |  |  |

Participant release form

See Link:

<http://www.lonestar.edu/departments/generalcounsel/OGC-S-2009-10_Participant_Release_and_Indemnification_Agreement.pdf>