



**CULTURALLY
RESPONSIVE**

CARING

COMMITTED

COMPETENT

Field Experience

and

Clinical Teaching

Handbook

Texas Southern University

College Of Education

The Office of Field Experiences and Clinical Practice

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Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, and teach them to think straight, if possible.

—Robert M. Hutchins

Texas Southern University is an equal opportunity institution and employer. Students, faculty and staff members are selected without regard to their race, color, creed, sex or national origin.

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Welcome to “Field Experience”

Welcome to the Educator Preparation Program and particularly to the field experience component. Past graduates often describe this as an enjoyable and rewarding part of their education year.

Cooperating/Mentor Teachers often report that the presence of Texas Southern University education students in their classroom adds to their own professional and personal enrichment. At Texas Southern University we are proud of the long-standing and successful partnership between the Faculty of Education and the local schools. We, therefore, also extend a warm welcome to our Cooperating/Mentor Principals and Teachers. Your hard work and dedication to our program is vital for its ongoing success and is truly appreciated. We hope to offer as much support as possible, particularly to new Associates/Mentors. Please do not hesitate to direct any questions to the Field Experience Office or to any of the Faculty representatives in the course of their school visitations. The Field Experience Handbook informs candidates, teachers, principals, faculty advisors and school board personnel about the expectations, policies and procedures that are designed to make this experience as effective and enjoyable as possible for all participants.

Best wishes for a successful and enjoyable year.

Director of Clinical Practice

FACULTY/STAFF OF EDUCATION CONTACT LIST

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VISION OF THE COLLEGE OF EDUCATION

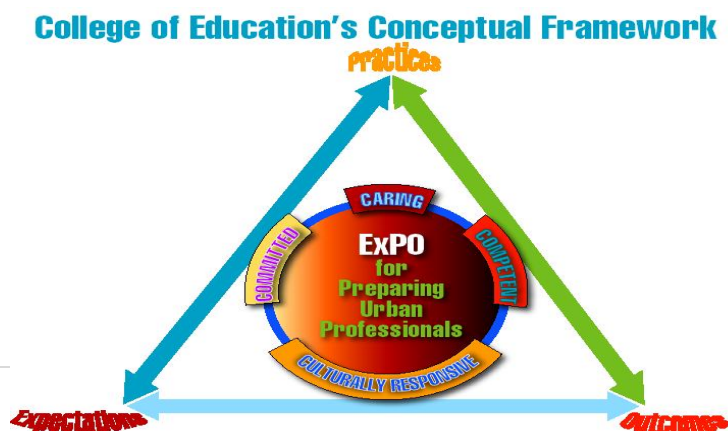
The vision of the College of Education (COE) is to *become the region's leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.*

MISSION OF THE COLLEGE OF EDUCATION

The mission of the COE is to *provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations.* The COE is committed to preparing candidates to become urban professionals who will be caring, competent, committed and culturally responsive.

Graphical Representation of the COE CONCEPTUAL FRAMEWORK

The process by which urban professionals are prepared is referred to as ExPO – which stands for College of Education (COE) expectations, practices and outcomes. The overall **expectation** for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will *facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers).* Faculty members respond to this expectation with **practices** that result in candidate acquisition of knowledge, skills and dispositions at initial and advanced levels. The **outcome** of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.



PROFESSIONAL PRACTICE

The Texas Southern University faculty of Education strives to offer a learning-centered program committed to excellence in teaching and learning. Field experience serves this goal by providing teacher candidates with opportunities to: experience classroom observation and teaching in a variety of settings; apply and develop pedagogical knowledge and skills acquired through their faculty courses; benefit from the advice and guidance of experienced professionals in their progress towards acceptance into the profession.

Field Experiences take place in content courses, Block 1, Clinical Teaching I and Clinical Teaching II of the Educator Preparation Program. Each experience help prepare candidates to become classroom teachers. This phase of the program allows candidates an opportunity to learn theory and go into the field and practice the knowledge, skills, and attitudes about teaching and learning they have learned in the classes.

The candidate field experience is a valuable hands on experience that represents the bridge between professional preparation and professional practice. Field experiences are designed to provide opportunities for candidate teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds. As such, candidate teachers in observation courses are expected to apply the techniques, strategies, and behaviors described in the standards for the Pedagogy and Professional Responsibilities (PPR) TExES exam. These experiences are an opportunity for candidate teachers to design lessons utilizing TEKS, STAAR, the standards and the competencies described in the areas of certification by the State Board of Educator Certification (SBEC). A complete description of these standards and competencies may be obtained from the SBEC website (sbec.state.tx.us). Often candidate teachers observe that these learner centered teaching behaviors are not utilized in the classes they attend in their teacher preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that candidate teachers are expected to become “teachers as researchers”. They have an

opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Texas as described in the TEKS and tested on the new STAAR tests, as well as, to display the knowledge, dispositions, and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, candidate teachers have an opportunity to “field-test” the behaviors of effective teachers, cited in the research journals, which are reported to have a positive impact on student achievement. Thus, this field experience is an opportunity to engage in the behaviors described in the research on effective teachers, student achievement and teaching. The success of the candidate teaching observation depends on the cooperative efforts of many people. It is expected that the candidate teacher, supervising teacher, and the university professor will form a triad with closely connected goals-all resulting in a positive and memorable field experience. It is the goal and expectation of Texas Southern University’s Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement. The documentation of these experiences will be in the development of an electronic portfolio submitted by each candidate chronicling his/her experience.

General Roles and Responsibilities

Teacher Candidates success in practice teaching requires assuming responsibility for professional growth. This involves attention to four main areas: *Attitude, Orientation, Observation, and Participation.*

Professional attitude involves:

- recognition and acceptance that the welfare of the students is of ultimate concern and that the cooperating teacher has the final responsibility for what occurs in the classroom;
- maintenance of an ethical and professional attitude towards all members of the school community;
- Adhere to the *Code of Ethics and Standard Practices for Texas Educators*
(see www.texreg.sos.state.tx.us)
- continuous evaluation of one's growth as a teacher;
- ability to accept critical suggestions and assessments in a cooperative and positive manner.

Orientation involves:

- familiarizing oneself with the philosophy, resources, policies, and rules of the school assigned;
- conferring with the cooperating teacher prior to the beginning of each practicum.

Observation includes:

- determining the procedures to be followed in completing assignments which are acceptable to the cooperating teacher;
- observing in a systematic and purposeful manner, remembering that the observation is designed for one's introduction to the educator's role;
- arranging opportunities, through the cooperating teacher, to observe other classrooms and teachers in order to broaden one's perspective of the teaching role.

Participation includes:

- increasingly assuming responsibility for more complex tasks;
- making oneself available for regular conferences (planning and analysis) with the cooperating teacher or University Supervisor;
- developing written plans for lessons and making them available to all supervisory personnel;
- participating in school activities beyond the classroom setting;
- engaging in critical self-reflection around teaching and professional conduct;
- attending all advisory group meetings

Cooperating Teachers serve as mentors and coaches to teacher candidates by providing modelling, guidance and support in a number of varied and integrated areas.

Orientation and Observation Mentoring in this phase includes:

- welcoming the teacher candidate to the school and the classroom;
- familiarizing the teacher candidate with the school's expectations;
- orienting the teacher candidate to the school, which includes providing information about the programs, the students and the school/classroom, routines and procedures;
- providing the teacher candidate with adequate opportunities to observe the cooperating teacher's own teaching techniques and procedures and, where possible, those of other teachers in the school.

Teaching Practice Mentoring includes:

- enabling teacher candidates to progress from simpler to more complex teaching tasks;
- providing the teacher candidate with opportunities to co-teach and co-plan, moving teacher candidates gradually towards greater responsibility as appropriate;
- assisting teacher candidates in planning their own teaching strategies and in selecting and designing appropriate instructional material; guiding teacher candidates in developing sound classroom organization and management strategies;
- requiring the teacher candidate to prepare and submit detailed written lesson plans for each lesson and unit plans where appropriate;
- requiring the teacher candidate to prepare thoughtful written self-reflection for each lesson;
- preparing Formative and Summative Assessments that is fair and appropriately rigorous.
- 5 formal teaching lesson evaluations (3 first placement- two second placement)
- Disposition rubric (one completed at each placement)
- Perception Student Impact (one completed at each placement)
- Attendance Log signed daily

Providing consistent feedback to teacher candidates is important to their growth and development as teachers and professionals. Here are a few tips that might help you in providing quality feedback to candidates.

- Remember that, like the students in your class, teacher candidates will vary in their readiness to independently perform certain teaching tasks.
- Some teacher candidates will require more assistance, guidance and encouragement than others.
- Make your expectations clear from the outset
- Ensure that the teacher candidate(s) in your classroom take notes during observation
- Set aside a few minutes each day to discuss their notes and progress.
- Always provide feedback on strengths and strategies for improvement.
- Feedback should be realistic, honest and fair. Teacher candidates should be mature enough to handle constructive criticism even when it sometimes stings
- Regular conferences allow the teacher candidate to analyze their own instructional skills and to set goals and strategies for improvement.

Things to Remember

- ✓ Contact the University Supervisor as soon as possible if a teacher candidate is experiencing difficulties in your class.
- ✓ 2. Content and Block I teacher candidates should not be left alone with students under any circumstances.

University Supervisor is expected to:

- maintain regular contact with their advisees throughout the year;
- visit advisees in the schools at least twice, but as much as deemed necessary;
- meet with them regularly, individually or in group seminars to discuss issues relating to the practicum experience before and after each teaching block;
- provide a minimum of two (2) Formative Reports (see Appendix E) during the Practice Teaching sessions;
- at the request of the Field Experience Office, investigate reports from schools of individual problems;
 - if necessary, mediate candidate-teacher conflicts;
- act as a liaison between the school and the Faculty of Education;
- collect and review copies of the Formative and Summative Report for each placement.
- Reviewing these reports allows for Advisors to address common issues or concerns;
- complete Portfolio review with each teacher candidate in their Advisory Group;
- complete final summative Report/Portfolio Assessment of each teacher candidate;
- assisting in the orientation of teacher candidates assigned to their school;
- facilitate teacher candidate's involvement in activities beyond the classroom setting (e.g., staff meetings, staff socials, student functions, professional development days, parent/teacher conferences);
- cooperate with Faculty Advisors in solving problems that may arise;
- provide both positive and critical feedback to the Field Experience Office on the general performance of teacher candidates and the administration of the practicum.

Field Placement Policy

In the interest of fairness and consistency, the following policy for practice teaching is applied equally and without exception to all teacher candidates. Classroom placements are arranged with the following school districts: Alief Independent School District, Aldine Independent School District, Alvin Independent School District, Galena Park Independent School District, Houston Independent School District, and Humble Independent School District.

- ✓ Candidates may not be involved in arranging their own placements.
- ✓ Candidates may not make requests for their practicum placements.
- ✓ All arrangements are made by and through the Field Experience Office.
- ✓ Requests for changes of placement cannot be considered for reasons of convenience or transportation.
- ✓ Placements are not permitted with a cooperating teacher who is related to or a close friend of the candidate, or in a school attended by the candidate's children.
- ✓ Practicum situations involving possible conflicts of interest should be brought to the attention of the Field Experience Office before placement.

Field Experience Requirements

The program provides for a various times for each point of field experience.

- ✓ Each content class requires 8 hours of observation. Content courses include EDCI 330 Content Teaching Math; EDCI 402 Content Science; Reading 301 Content Focus Teaching Reading; Reading 302 Reading Skills Development; EDCI 329 Content Focus Teaching in

- Social Studies; and SPED 309 Survey of Exceptional Education. Teacher candidates will be in the field one day per week, one hour per day.
- ✓ Block I requires 20 hours of observation and small group instruction. Teacher candidates will be in the field one day per week, one hour per day.
 - ✓ Stages in the Clinical Teaching evolves through two stages, Clinical Teaching I and Clinical Teaching II.
 - Clinical Teaching I require 15 weeks of observation, small group instruction and whole group instruction. Teacher candidates will be in their field placements two (2) days per week, the entire day.
 - Clinical Teaching II requires 15 weeks of observation, small group instruction and whole group instruction. Teacher candidates will be in their field placements four (4) days per week, the entire day.

Practicum Requirements

Goals for Content Courses Field Experience

- ✓ Complete ten hours of field experience at a designated school site.
- ✓ Observe and reflect on specific content classroom instruction.
- ✓ Design and deliver specific content instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations for specific content.
- ✓ Use effective classroom management strategies in specific content classes.

Activities within the Content Courses Field Experience may include, but are not limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assist with logistical classroom routines
 - Preparing instructional materials
 - Prepare and manage the physical or online environment.
 - Assess student papers, exams, quizzes.
 - Provide students with appropriate feedback, praise, and positive reinforcement.
 - Facilitating/chaperoning field trips.
 - Investigating research associated with appropriate teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with cooperating teacher or peer.
 - Teaching and managing a classroom.
 - Creating implementing lesson plans and assessment strategies associated with classroom instruction.
- Professional Interactions
 - Attending extracurricular or co-curricular events.
 - Attending professional meetings.
 - Attending parent-teacher meetings.

Goals for Block I Field Experience

- ✓ Complete twenty hours of field experience at a designated school site.

- ✓ Observe and reflect on classroom instruction.
- ✓ Observe the delivery of design and deliver instruction that meets the needs of diverse learners.
- ✓ Observe the delivery of develop and utilize methods of evaluations.
- ✓ Observe effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and university faculty.

Activities within the Field Experience may include, but are not limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assist with logistical classroom routines
 - Preparing instructional materials
 - Prepare and manage the physical or online environment.
 - Assess student papers, exams, quizzes.
 - Provide students with appropriate feedback, praise, and positive reinforcement.
 - Facilitating/chaperoning field trips.
 - Investigating research associated with appropriate teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with cooperating teacher or peer.
- Professional Interactions
 - Attend extracurricular or co-curricular events.
 - Attend professional meetings.
 - Attend parent-teacher meetings.

Goals for Candidate Teachers in Clinical Teaching I Field Experience

- ✓ Complete 15 weeks of field experience at a designated school site- two days per week and one seminar day.
- ✓ Observe and reflect on classroom instruction.
- ✓ Design and deliver instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations.
- ✓ Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and university faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and university faculty.

Activities within the Field Experience may include, but are not limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assist with logistical classroom routines
 - Preparing instructional materials

- Prepare and manage the physical or online environment.
- Assess student papers, exams, quizzes.
- Provide students with appropriate feedback, praise, and positive reinforcement.
- Facilitating/chaperoning field trips.
- Investigating research associated with appropriate teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with cooperating teacher.
 - Teach independent of cooperating teacher.
- Professional Interactions
 - Attend extracurricular or co-curricular events.
 - Attend professional meetings.
 - Attend parent-teacher meetings.

Goals for Candidate Teachers in Clinical Teaching II Field Experience

- ✓ Complete fifteen (15) weeks of field experience at a designated school site- four days per week and one seminar day.
- ✓ Observe and reflect on classroom instruction.
- ✓ Design and deliver instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations.
- ✓ Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and university faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and university faculty.

Activities within the Field Experience may include, but are not limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assist with logistical classroom routines
 - Preparing instructional materials
 - Prepare and manage the physical or online environment.
 - Assess student papers, exams, quizzes.
 - Provide students with appropriate feedback, praise, and positive reinforcement.
 - Facilitating/chaperoning field trips.
 - Investigating research associated with appropriate teaching and learning strategies.
 - Complete Action Research Plan and Teacher Work Sample. (See Clinical Handbook)
- Classroom Instruction
 - Delivering complete presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with cooperating teacher.
 - Teach independent of cooperating teacher.

- Manage classroom environment independent of the cooperating teacher
- Professional Interactions
 - Attend extracurricular or co-curricular events.
 - Attend professional meetings.
 - Attend parent-teacher meetings.

Time Frame for Clinical Teaching

- **Week 1-** The clinical teacher should observe, assist, and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and mentor teachers. The clinical teacher should assume responsibility for small group work or one-on-one tutoring with students.
- **Week 2 or before-** The clinical teacher should be ready to co-plan and teach 1-3 subjects or class periods per day.
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- **Week 3-** The clinical teacher should be gradual transition from mentor teacher to clinical teacher during this time period. The clinical teacher should be teaching at least half-time and should move to fulltime teaching by the end of the week.
- **Week 4 – Week 6 /7** The clinical teacher should assume all classroom responsibilities under the direction of their mentor teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation and any other duties assigned by the mentor teacher.
- **Week 7 or 8-**The final week of clinical teaching should be a time of transition as the mentor teacher resumes total teaching responsibility.

Removal Procedures from Field Experience/ Clinical Teaching

The University reserves the right to remove a clinical teacher from clinical teaching in the event that the University and/or the mentor or school district feels it is necessary. In the event that a student must be dropped from clinical teaching, the following steps will be taken:

- Automatic removal can take place if the clinical teacher places any student at risk and/or commits any act that the University and/or the school district believe is detrimental to the welfare of any student.
- In some cases, prior to removal from the clinical teaching semester, the student will be counseled on weaknesses and given the opportunity to improve.
- If the clinical teacher has been counseled and has shown no improvement, the university reserves the right to meet with the mentor teacher, student, principal, and/or representatives from the university. The university representatives will include the Director of Field Experiences, Field Experience/ Clinical Teaching Committee, and any others the administrators in the College of

Education deems necessary. In the event that all agree, there will be a written, signed agreement with signatures from the Director of Field Experiences and Field Experience/Clinical Teaching Committee indicating the need for the student removal from the classroom. It is not our intention to remove a student from the clinical teaching semester. This would be done as a last resort and in thorough agreement with the parties mentioned above. It is our hope that all clinical teachers will complete their semester with a positive experience. If any of the above should occur, the student will be dropped from the clinical teaching semester.

The Professional Seminar

There are many facets of clinical teaching providing knowledge and direction for students. There are specific topics for which you need to be prepared. Previous clinical teachers have assisted us in identifying some of the important issues we need to address during the student teaching semester. In an effort to better prepare our students for their “professional semester,” students will be required to participate in the seminars.

The seminars will include topics such as:

- Professionalism and Ethics in the Workplace
- Legal Concerns in the Educational Setting
- Professional Development Appraisal System
- Parents and Parent Conferencing
- Classroom Management
- Getting Organized
- First Days of School
- Job Interviews

The scheduled seminars will be included on the clinical teaching calendar and will also allow time to share with each other and with the Director of Field Experiences. The seminars will be held on different days and times. Please refer to the calendar for dates and times. The seminars are mandatory.

Definition of Term

(according to Texas Education Agency)

1. Candidate--An individual who has been formally admitted into the educator preparation program
2. Certification category--A certificate type within a certification class; also known as certification field.
3. Clinical Teacher- Preservice teacher who is assigned as a practicing professional to a Master Supervising Teacher To develop proficiency in teaching students at specific levels in specific courses. (formerly called student teacher)
4. Clinical teaching--A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
5. Cooperating teacher--For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.
6. Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.
7. Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
8. Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided.
9. Office of Field Experience and Clinical Practice Director-University instructor who monitors clinical teaching guiding the experience in a partnership role with the public schools, field supervisors and mentor teachers.

Partnerships Contact Information

School	Principal	District	Phone Number	Email
1. Blackshear Elementary	Ms. Kathleen Sandoval	Aldine	(281) 878-1501	
2. Carrol Elementary	Ms. Jennifer Price	Aldine	(281) 878-0340	lalucio@aldineisd.org
3. E.C Mason Elementary School	Ms. Dixie Jones	Alvin	(281)245-2832	djjones@alvinisd.net
4. Galena Park Elementary	Mr. Jaime Rocha	Galena Park	(832)386-1670	jrocha@galenaparkisd.com
5. Green Valley Elementary	Ms. Grace E Devost	Galena Park	(832)386-4390	gdevost@galenapark.isd.com
6. Gregg Elementary	Dr. David Jackson	HISD	(713)845-7432	djackso4@houstonisd.org
7. Gregory-Lincoln (K-8)	Ms. Alecia Bell	HISD	(713) 942-1400	abell5@houstonisd.org
8. High School Performance Visual Arts	Dr. Scott Allen	HISD	(713) 942-1960	rallen4@houstonisd.org
9. Kate Bell Elem	Ms. Brishaun Sutton	HISD	(281) 983-2800	bsutton@houstonisd.org
10. Key Middle School	Ms. Erica Carter	HISD	(713) 636-6000	ecarter3@houstonisd.org
11. Lucian Lockhart Elementary	Ms. Monica Cooper	HISD	(713)942-1953	mcooper2@houstonisd.org
12. Manvel High School	Dr. Bobby Martinez	Alvin	(281) 245-2232	rmartinez@alvinisd.net
13. Reynolds Elementary	Ms. Rhonda M. Honore	HISD	(832)636-5236	rhonroe@houstonisd.org
14. Sterling High School	Mr. Justin Fuentes	HISD	713-991-0510	jfuentes@houstonisd.org
15. Sugar Grove Academy (MS)	Dr. Eric Tingle	HISD	(713) 746-8260	etingle@houstonisd.org
16. TSU Charter Lab School	Ms. Debbra Collins	HISD	(713) 313-6754	dcollin3@houstonisd.org
17. Wheatley High School	Mr. Joseph Williams	HISD	(713) 671-3900	jwilli38@houstonisd.org