



MEMORANDUM OF UNDERSTANDING

Between Weatherford College Educator Preparation Program & Azle Independent School District

This Memorandum of Understanding (“MOU”) establishes a partnership between **Weatherford College Educator Preparation Program** (hereinafter “WC EPP”) and **Azle ISD** to support structured field-based experiences and clinical teaching placements for Weatherford College (hereinafter “WC”) students preparing for Texas teacher certification.

Goals and Objectives

- To provide WC education students with high-quality, standards-aligned clinical experiences.
- To establish a shared commitment to preparing highly effective, ethical, and instructionally responsive Texas educators.
- To formalize expectations for student support, field placements, and supervision.

Overview of Education Programming at Weatherford College

WC offers a vertically aligned, workforce-responsive continuum of degrees designed to meet the needs of both aspiring teachers and the school systems that employ them. These pathways reflect the college’s mission to support first-generation, place-bound, and nontraditional students, while addressing persistent teacher shortages in rural and high-need districts across North Central Texas. WC’s education offerings provide multiple points of entry into the profession, each grounded in developmentally appropriate coursework and aligned with state standards. Together, the AAT and BAAS ECET form a stackable and locally accessible teacher pipeline that supports regional workforce priorities and offers affordable, high-quality preparation for the next generation of Texas educators.

Although observation experiences for preservice teachers in the AAT degree are not part of the EPP’s official certification program under TAC Chapter 228, their inclusion in this MOU supports seamless program alignment, transparency with district partners, and proactive pipeline development into WC’s EPP.

Terminology Note

For the purposes of this document, students enrolled in the Associate of Arts in Teaching (AAT) will be referred to as “**preservice teachers**,” and students enrolled in the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) will be referred to as “**teacher candidates**” or “**candidates**.”

Associate of Arts in Teaching (AAT)

Preservice teachers pursuing the Associate of Arts in Teaching (AAT) at Weatherford College complete foundational coursework in education and special populations, while gaining structured exposure to EC–12 classrooms. Students may pursue one of two AAT pathways: EC–6 and Special Education or 7–12 in content areas other than Special Education. All AAT students complete 32 hours of classroom observation, with 16 hours in EDUC 1301: Foundations of Education and 16 hours in EDUC 2301: Introduction to Special Populations. These early field experiences are designed to foster professional reflection and introduce students to classroom environments, instructional practices, and diverse learner needs. Most AAT completers either transfer to a traditional four-year educator preparation program or transition seamlessly into Weatherford College’s BAAS ECET program, where they pursue teacher certification.

Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET)

The BAAS ECET is a two-year, upper-division program designed for students who have completed lower-division coursework (typically through the AAT EC-6). It serves paraprofessionals, first-generation college students, and working adults seeking EC–6 teacher certification through a fully embedded EPP. Teacher candidates in the BAAS ECET complete 50 hours of early field experience (25 in early childhood, 25 in upper elementary) and 490 hours of clinical teaching over two semesters. These experiences are embedded across a structured Block A–D semester sequence that integrates coursework, fieldwork, and instructional practice aligned with the Texas Educator Standards and Science of Teaching Reading (STR) competencies.

Field Experience Categories by Degree Pathway

WC education students are required to complete three types of field-based placements: Classroom Observations, Early Field Experience, and Clinical Teaching. Each type of placement

is aligned with specific degree pathways and serves a distinct purpose in preparing students for Texas teacher certification. The sections that follow describe each experience in detail, including placement procedures, required documentation, and the roles and responsibilities of candidates and cooperating teachers. These structured experiences ensure that all students are prepared for effective instructional practice and meet the expectations set forth by the Texas Administrative Code.

Classroom Observations

Preservice teachers pursuing an AAT complete 32 total hours of structured classroom observations for the following courses:

- EDUC 1301 Foundations of Education (16 hours)
- EDUC 2301 Introduction to Special Populations (16 hours)

Prior to placement, WC preservice teachers participating in classroom observations (EDUC 1301 and 2301) must complete an Observation Intent Form indicating their planned observation dates, times, and campus preferences. During their placement, preservice teachers are required to maintain an official Observation Log that records the total number of hours completed, the grade level(s) observed, and a brief description of each session. This log must be signed by the placement teacher to verify attendance and engagement. In addition to documenting time, preservice teachers will complete a reflection assignment designed to support observation-based learning and promote deeper understanding of classroom management, instructional strategies, student diversity, and teacher-student interactions. These materials are reviewed by WC AAT faculty to ensure meaningful participation and are maintained in student records for accountability and alignment with program outcomes.

Early Field Experience

BAAS ECET teacher candidates complete 50 hours of early field experience, divided across two junior-level courses:

- EDEC 3301: Supervised Experiences in Early Childhood, PreK–2 (25 hours)
- EDEC 3302: Supervised Experiences in Upper Elementary, Grades 3–6 (25 hours)

Unlike observation-only placements, early field experiences are hands-on, reflective, and instructionally focused. Candidates are expected to actively participate in classroom routines, assist with lesson delivery, and support student learning in ways that prepare them for full clinical teaching. In alignment with TAC §228.43(c)(2), at least 80% of field time must be spent in active engagement, with no more than 20% in passive observation. Recommended activities

include small group instruction, tutoring, presenting whole class lessons, practicing classroom management skills, supporting lead teacher instruction, and co-teaching.

As part of the requirements for EDEC 3301 and EDEC 3302, each teacher candidate must submit an Early Field Experience Intent Form indicating their scheduled placement days and times. Candidates are also required to maintain an Early Field Experience Timesheet, which must be initialed and signed by the cooperating teacher to verify completed hours. In addition to their active engagement in classroom routines, candidates must complete 2–3 structured classroom observations using a WC–provided protocol, conduct a cooperating teacher interview to gain insight into instructional practices and student supports, and design and deliver a teaching demonstration that is followed by targeted feedback from the cooperating teacher. Finally, the cooperating teacher will complete a dispositions inventory, which evaluates the candidate’s professionalism, communication, instructional readiness, and overall engagement throughout the early field experience. These materials are reviewed by the WC EPP Legal Authority and BAAS ECET Director to ensure that candidates have meaningfully engaged in their placements, met course expectations, and satisfied state and institutional requirements for field experience documentation and compliance.

Clinical Teaching

BAAS ECET teacher candidates complete a yearlong clinical teaching sequence totaling 490 hours, aligned with TAC §228.35(e)(2)(B). Clinical teaching follows a 28-week, half-day model and is designed to support developmental progression from guided practice to increasing instructional responsibility. Responsibilities are distributed evenly across two senior-level courses:

- EDEL 4311: Student Teaching/Clinical Apprenticeship I (245 hours)
- EDEL 4312: Student Teaching/Clinical Apprenticeship II (245 hours)

Throughout both semesters of clinical teaching, candidates participate in co-planning, co-teaching, lesson delivery, student assessment, and full instructional responsibilities during half-day placements under the guidance of a qualified cooperating teacher and a WC-trained field supervisor. Each semester includes at least three structured Pre-Observation, Observation, and Post-Observation (POP) Cycles, incorporating lesson planning, reflection, real-time or recorded observations, and feedback aligned to the T-TESS rubric. Candidates submit weekly signed timesheets documenting their 245 required hours and complete reflective Learning Logs tied to the four T-TESS domains: Planning, Learning Environment, Instruction, and Professional Practices & Responsibilities. Evaluation is developmental, with a Midpoint Evaluation conducted jointly by the cooperating teacher and instructor to monitor

growth, followed by a Final Evaluation at the end of each semester. To advance from EDEL 4311 to EDEL 4312, candidates must earn at least a “Developing” rating in all areas, with the second semester continuing the same structured supports and culminating in a final capstone evaluation for certification readiness. Clinical teaching documentation is reviewed by the WC EPP Legal Authority and BAAS ECET Director to confirm that teacher candidates have actively engaged in their placements, fulfilled course requirements, and complied with all state-mandated expectations for structured, standards-aligned field experiences under TAC §228.43.

Weatherford College Agreements

The following section outlines WCs institutional responsibilities for coordinating, supporting, and evaluating all field-based placements associated with educator preparation. These commitments apply to both preservice teachers in the AAT program and teacher candidates in the BAAS ECET certification pathway. Each subsection below identifies the specific actions WC will take to ensure regulatory compliance, uphold professional standards, and sustain collaborative partnerships with school districts in support of high-quality clinical experiences.

FIELD PLACEMENT COORDINATION & POINT OF CONTACT (TAC §§228.2, 228.35, 228.63)

To ensure the smooth operation of all observation, early field experience, and clinical teaching placements, WC designates the Director of the BAAS ECET program, who also serves as the WC EPP Legal Authority, as the primary point of contact for field placement coordination. This individual is responsible for initiating placement requests, confirming capacity, verifying cooperating teacher qualifications, and maintaining communication with district and campus liaisons.

The designated liaison for all communication related to candidate placement, supervision, and performance is:

Dr. Leslie Hancock
Legal Authority, WC EPP
Director, BAAS ECET Program
lhancock@wc.edu | (817)598-8962

The Legal Authority and Director currently manages all placement logistics for AAT preservice teachers and BAAS ECET teacher candidates. Until such time as a full-time Field Placement Coordinator position is formally approved by WC leadership, the Director will continue to serve in this capacity to ensure continuity and consistency. This interim structure reflects WC's

commitment to high-quality educator preparation and transparent communication with partner districts.

CANDIDATE PLACEMENT AND SUPERVISION (TAC §§228.2, 228.45, 228.50, 228.63, 228.101, §247)

WC's EPP will coordinate all aspects of field placements for both AAT preservice teachers and BAAS ECET teacher candidates. Each year, the WC EPP will initiate a placement planning meeting or written confirmation of availability no later than the 2nd week of a 16-week term and the 1st week of an 8-week term for AAT preservice teacher observations and July 31st for BAAS ECET teacher candidate early field experiences and clinical teaching placements in order to coordinate projected placement numbers. Prior to placement, the WC EPP will orient all candidates to district expectations, professional responsibilities, and the Texas Educators' Code of Ethics. These expectations are documented in official program handbooks and confirmed via signed acknowledgment forms.

The WC EPP will:

- Provide clearance letters for all Weatherford College students requesting placements.
- Serve as the primary liaison for placement coordination and assignment.
- Collaborate with district personnel to secure placements in TEA-accredited EC-12 classrooms aligned to certification and course requirements.
- Verify that all preservice teachers and teacher candidates have completed necessary pre-placement coursework and have met eligibility requirements.
- Conduct internal criminal background checks and collect all district-required documentation prior to placement.
- Assign trained field supervisors to all clinical teaching candidates, ensuring no campus-level conflicts of interest.
- Maintain documentation of preservice teacher and teacher candidate hours, evaluations, field progress, and program compliance.
- Provide the district with relevant calendars, placement rosters, supervisor contact information, and observation schedules in advance.

MATCH DAY ORIENTATION

To foster shared expectations and build strong relationships between candidates and cooperating districts, WC will host an annual "Match Day" event at the beginning of the academic year. During this event, clinical teaching candidates are notified of their assigned placement sites and introduced to their cooperating teachers, field supervisors, and district partners. Match Day includes an orientation session, breakout planning meetings, and a Q&A

with district HR and campus leadership. The event is modeled after medical residency Match Day and is designed to promote transparency, excitement, and professional accountability from the outset of the clinical experience. District attendance is encouraged to help build early rapport and clarify expectations for the upcoming clinical placement.

WC will be responsible for organizing and facilitating all components of the event, including:

- Notifying clinical teaching candidates of their assigned placement sites.
- Coordinating introductions between candidates, cooperating teachers, field supervisors, and district representatives.
- Delivering a structured orientation session to review expectations, communication protocols, and professional responsibilities.
- Hosting breakout sessions for campus-specific planning between candidates and cooperating teachers.
- Leading a Q&A panel with participating district HR leaders and campus administrators to address common questions and clarify shared goals.

COOPERATING TEACHER SUPPORT (TAC §§228.91–228.97)

The WC EPP will provide comprehensive support to cooperating teachers assigned to mentor BAAS ECET teacher candidates during early field experiences and clinical teaching. This includes structured training, a detailed Cooperating Teacher Handbook, and ongoing communication with WC personnel. These resources outline expectations related to timelines, documentation, feedback, and candidate assessment.

In compliance with TAC, the WC EPP will:

- Offer a required training module for cooperating teachers, aligned with SBEC mentoring standards and covering adult coaching strategies, the TEA-aligned observation rubric, formative feedback protocols, and the responsibilities of a cooperating teacher.
- Distribute the WC Cooperating Teacher Handbook, which includes guidance on mentorship expectations, documentation procedures, sample observation tools, and contact information for WC field supervisors and program leadership.
- Maintain documentation of training completion and verification of cooperating teacher qualifications.
- Ensure cooperating teachers are supported throughout the placement with access to observation rubrics, feedback templates, and timely communication from the WC EPP personnel.

ONGOING COMMUNICATION (TAC §228.91(c) & §228.101)

The WC EPP is committed to maintaining consistent, proactive, and transparent communication with designated district and campus liaisons. Clear, timely information-sharing supports effective planning, strengthens campus partnerships, and ensures alignment between WC expectations and district protocols.

To support instructional integrity and field placement success, the WC EPP will:

- Provide partner districts with finalized placement rosters, clinical teaching calendars, and field observation schedules prior to candidate arrival.
- Share contact information for assigned field supervisors and provide access to observation instruments, documentation templates, and candidate support protocols.
- Host regular check-ins with campus liaisons and cooperating teachers to monitor candidate progress, address emerging concerns, and adjust support structures as needed.
- Remain responsive to partner district questions or requests for clarification, reinforcing a shared commitment to high-quality educator preparation.

PROGRAM EVALUATION (TAC §229.3)

The WC EPP is committed to ongoing program improvement through collaborative evaluation, data transparency, and stakeholder engagement. This collaborative evaluation process ensures that the WC EPP remains responsive to both regional workforce needs and the evolving expectations of the Texas educator preparation landscape.

In alignment with TEA accountability expectations, WC will:

- Share aggregate program data, stakeholder survey results, and accreditation updates with partner districts on an annual basis.
- Invite district administrators, cooperating teachers, and other stakeholders to participate in the EPP's annual program review, as well as Advisory Committee meetings that inform program design and delivery.
- Offer optional focus groups or planning sessions to solicit feedback on candidate readiness, field experience design, and overall partnership effectiveness.

Azle ISD Agreements

The following section outlines the expectations and responsibilities of Azle ISD in supporting Weatherford College preservice teachers and teacher candidates during their field-based experiences. These agreements reflect the collaborative nature of educator preparation and the

shared goal of developing high-quality, certified educators for Texas schools. Each subsection clarifies the district's role in placement coordination, cooperating teacher assignments, campus access, performance feedback, and ongoing program evaluation, in accordance with relevant provisions of the Texas Administrative Code.

PLACEMENTS (TAC §§228.2, 228.63)

Azle ISD agrees to collaborate with WC to support field placements for AAT preservice teachers and BAAS ECET teacher candidates. Placements will be made based on mutual agreement, certification area, in-service teacher availability, and campus capacity.

To ensure instructional integrity for EC–12 students and proper preservice teacher/candidate support, final placement numbers may vary but will not exceed the following without prior discussion:

- **Observation (32 hours):** Up to 10 preservice teachers per semester
- **Early Field Experience (50 hours):** Up to 5 candidates per semester
- **Clinical Teaching (245 hours):** Up to 5 candidates per semester

COOPERATING TEACHER ELIGIBILITY (TAC §§228.91–228.95; TEC §22.083)

Azle ISD agrees to assign only those individuals who meet the following qualifications to serve as cooperating teachers:

- Hold a valid Texas teaching certificate in the same certification class and subject area as the candidate.
- Have a minimum of three years of credible, successful classroom teaching experience;
- Are currently employed as a teacher of record in an approved EC–12 public or TEA-recognized private school.
- Demonstrate instructional effectiveness, based on performance evaluations or student achievement data.
- Are not under investigation, on performance plans, or rated unsatisfactory in any area of evaluation.
- Have no familial, supervisory, or evaluative conflict of interest with the assigned candidate.

Azle ISD affirms that all assigned personnel have completed the criminal background check required under TEC §22.083, and that supporting documentation will be maintained and made available to the WC EPP upon request.

CAMPUS SUPPORT AND FIELD SUPERVISION ACCESS (TAC §228.101)

To support successful clinical experiences and program compliance, Azle ISD will ensure that WC teacher candidates and their assigned supervisors have the resources and access necessary to fulfill all legal requirements for teacher certification.

Azle ISD agrees to:

- Provide teacher candidates with access to instructional tools, classroom space, and technology platforms required for daily instruction.
- Allow WC field supervisors, who are certified, trained, and unaffiliated with the candidate's campus, to conduct required in-person observations and conferences.

COLLABORATION AND FEEDBACK (TAC §228.91)

Ongoing communication between the WC EPP and Azle ISD is essential to supporting candidate growth, resolving concerns early, and maintaining the integrity of the placement experience.

Azle ISD agrees to:

- Notify the WC EPP Field Placement Liaison (currently the BAAS ECET Program Director and WC EPP Legal Authority) of any candidate performance concerns as early as possible.
- Participate in candidate evaluations and recommendation processes, as requested by the WC EPP.
- Maintain open lines of communication to ensure shared expectations and timely resolution of any issues that arise during the placement period.

PROGRAM EVALUATION (TAC §229.3)

Program evaluation is a collaborative process that ensures the continuous improvement and accountability of WC's EPP. Azle ISD plays a critical role in providing feedback and contributing to the evaluation of candidate quality, field placements, and program effectiveness.

Azle ISD agrees to:

- Participate in all TEA-administered stakeholder surveys related to teacher candidates, including the:
 - First-Year Teacher Survey
 - Principal Survey

- Candidate Exit Survey
- Engage in an annual program review process with the WC EPP to provide feedback on candidate performance and partnership alignment.
- Review and discuss aggregate program data, accreditation updates, and survey results shared by the WC EPP to support shared planning and continuous improvement.

Term and Termination

This Memorandum of Understanding shall take effect on 7/1/25 and remain in effect through 6/30/26, at which point it may be reviewed and renewed annually upon mutual agreement by both parties. Either Weatherford College or Azle ISD may terminate this agreement with a minimum of 30 days' written notice, in accordance with 19 TAC §228.35(e)(2)(B)(ix), which governs the continuation and oversight of clinical experiences. In the event of early termination, both parties agree to honor all active AAT preservice teacher and BAAS ECET teacher candidate placements through the conclusion of the current semester or clinical teaching cycle, whichever is longer, to preserve instructional continuity and comply with certification requirements. Exceptions may only be made in cases involving safety concerns, noncompliance, or other extenuating circumstances, to be jointly reviewed and documented by both parties.

Points of Contact

To support effective communication and timely coordination throughout the duration of this agreement, each party has designated a primary point of contact. These individuals will serve as liaisons for all matters related to placement logistics, candidate support, documentation, and partnership review.

AZLE ISD

Mrs. Jessica Hanson

Human Resources Director

jhanson@azleisd.net

WEATHERFORD COLLEGE

Dr. Leslie Hancock

Legal Authority, WC EPP

Director, BAAS ECET Program

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Acknowledgements

By signing below, the authorized representatives of Weatherford College and Azle ISD affirm their understanding of and agreement to the terms outlined in this Memorandum of Understanding. This agreement reflects a shared commitment to providing high-quality field experiences and to supporting the professional preparation of future educators in accordance with Texas Administrative Code and the mission of both institutions.

AZLE ISD

Assistant Superintendent

Jessica Hanson

Jessica Hanson

06/19/2025

WEATHERFORD COLLEGE

Executive Vice President & Chief Academic Officer

Dr. Shannon Ydoyaga

Shannon Ydoyaga

06/28/2025

Printed Name

Signature

Date

WC EPP Legal Authority & BAAS ECET Director

Leslie Hancock

Leslie Hancock

6/25/25

Director Printed Name

Signature

Date

Education Department Chair

Shannon Stoker

Shannon Stoker

06/25/2025

Printed Name

Signature

Date