



EDUCATOR PREPARATION PROGRAM



Clinical Teaching Handbook

For Teacher Candidates

2026-2028

About This Handbook

This handbook is the official guide for teacher Candidates completing Clinical Teaching through the Weatherford College Educator Preparation Program (WC EPP). It explains what Clinical Teaching is, what you must complete, who will support and evaluate you, the observation and feedback cycle you will experience, the documentation you are responsible for, the professional standards you are held to, and how successful completion of Clinical Teaching connects to program completion and certification.

Clinical Teaching is the capstone of your preparation. Over two consecutive semesters you will move from observing and assisting to planning, teaching, assessing, and leading instruction in a real EC-6 classroom under the daily guidance of a Cooperating Teacher and the program-based supervision of a Field Supervisor. Read this handbook carefully before your assignment begins and keep it available throughout both courses. You will sign an acknowledgment confirming that you have read it.

This handbook applies to Candidates enrolled in EDEL 4311: Clinical Teaching I and EDEL 4312: Clinical Teaching II. Cooperating Teachers and Field Supervisors have their own WC EPP handbooks; the three handbooks are aligned so that every member of your Clinical Teaching team works from the same expectations.

This handbook is aligned with the applicable provisions of the Texas Administrative Code (TAC), Title 19, Part 7, as in effect August 2026, including the State Board for Educator Certification rules governing educator preparation programs, the accountability system for educator preparation programs, educator certification, public school personnel assignments, and the Educators' Code of Ethics. Where WC EPP requires more than the state minimum, this handbook states the WC EPP requirement. The WC EPP may revise this handbook to reflect changes in state requirements, College policy, district procedures, or program operations. Current materials are available at wc.edu/edbachelors.

Program Contact**Dr. Leslie Hancock**

Education Department Chair
AAS, AAT, BAAS ECET Program Director
WC EPP Chief Operating Officer
lhancock@wc.edu
(817) 598-8962

Table of Contents

1. Program Overview	4
1.1 Mission, Vision, & Goals.....	4
1.2 Credential Pathway.....	5
1.3 Governance.....	6
2. Clinical Teaching	7
2.1 What Is Clinical Teaching?	7
2.2 Your Clinical Teaching Team	8
2.3 Eligibility & Placement	9
2.4 Your Role as a Clinical Teacher	10
2.5 Observation, Feedback, & Coaching	12
2.6 Required Documentation & Deadlines	14
2.7 Successful Completion, Program Completion, & Certification	15
3. Professional Standards & Accountability.....	17
3.1 Standards	17
3.2 Tiered Accountability Process.....	20
3.3 Grievances & Appeals	21
4. Reflective Practice & Making the Most of Coaching.....	23
4.1 How Your Coaches Approach Feedback	23
4.2 Receiving Feedback Well	23
4.3 Reflective Prompts by T-TESS Domain	23
4.4 The 5-Step Coaching Conversation	24
References	27
Definitions.....	28
Appendix: Candidate Forms.....	Error! Bookmark not defined.

Right-click and select Update Field (or press F9) in Word if page numbers do not display.

1. Program Overview

The BAAS ECET/WC EPP is designed to provide a comprehensive pathway to becoming a certified early childhood through sixth grade (EC-6) teacher in Texas. This section offers an overview of the program's purpose, structure, and guiding commitments so that you understand the program you represent when you enter a partner campus.

1.1 Mission, Vision, & Goals

The mission, vision, and goals of the BAAS ECET/WC EPP articulate the values, priorities, and commitments that guide every aspect of program design and delivery. Rooted in Texas Administrative Code and informed by best practices in educator preparation, these guiding statements reflect the program's belief in preparing educators who are not only academically prepared but also ethically grounded, equity-minded, and responsive to the developmental needs of young children. They emphasize the importance of inclusive practice, regional workforce alignment, and the success of diverse teacher Candidates, particularly those from historically underrepresented backgrounds. Together, the mission, vision, and goals establish a coherent foundation for continuous improvement, program accountability, and the preparation of effective EC-6 educators for Texas classrooms.

Mission

The mission of the BAAS ECET/WC EPP is to prepare compassionate, knowledgeable educators who create inclusive, developmentally appropriate classrooms and lead with integrity in early childhood and elementary education. Through rigorous coursework, Field experiences, and community-based practice, the program develops educators who are committed to student success and equitable outcomes for all learners.

Vision

The BAAS ECET/WC EPP envisions a strong, sustainable pathway into the teaching profession that prepares knowledgeable, ethical, and reflective educators to meet the needs of diverse EC-6 learners. Through high-quality preparation, meaningful school-based experiences, and responsive Candidate support, the program seeks to strengthen the regional teacher workforce and contribute to positive outcomes for Texas students and communities.

Goals

To realize this vision, the BAAS ECET/WC EPP is guided by five overarching goals that align with state priorities and support long-term impact. The goals operationalize the program's mission and vision by translating its core commitments into measurable priorities. Each goal aligns with relevant provisions of the Texas Administrative Code and supports ongoing evaluation and improvement efforts. Your Clinical Teaching performance is where Goals 2, 3, and 5 are realized.

1. **Expand Access.** Increase enrollment of nontraditional, place-bound, and underrepresented students by offering an affordable, locally grounded pathway to teacher certification.
2. **Maintain Academic Quality.** Ensure all courses and school-based practice opportunities align with applicable Texas Administrative Code requirements, Texas Teacher Standards, and other applicable state educator standards, while incorporating relevant national professional standards and research-based frameworks.

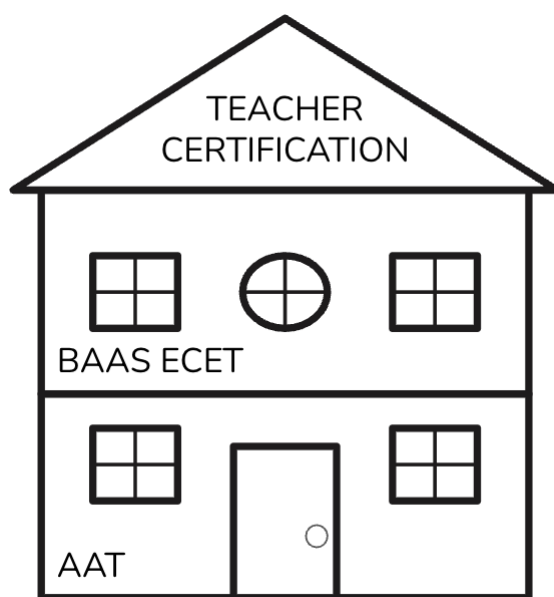
3. **Support Candidate Success.** Maintain high rates of course completion, certification exam passage, and on-time graduation.
4. **Strengthen Workforce Impact.** Partner with regional districts to place graduates in high-need EC-6 positions and improve teacher retention in local schools.
5. **Lead with Excellence and Inclusive Practice.** Prepare educators who use culturally responsive, developmentally appropriate, and research-informed instructional strategies to meet the needs of all learners and support strong outcomes for historically underserved student groups.

1.2 Credential Pathway

Weatherford College's stackable degree and certification pathway builds upward from the Associate of Arts in Teaching (AAT) to the Bachelor of Applied Arts & Sciences in Early Childhood Education & Teaching (BAAS ECET), culminating in a recommendation for standard teacher certification. The WC Educator Preparation Program (EPP), embedded within the BAAS ECET, provides the formal certification pathway through structured coursework, TEA-required trainings, and supervised Clinical Teaching experiences.

To illustrate this pathway, think of a two-story house: the AAT provides the first floor, covering 60 hours of lower-division general education and education foundation coursework. The BAAS ECET forms the second floor, consisting of 60 upper-division credit hours intentionally aligned with EC-6 certification competencies, building on the pedagogical foundations established in the AAT. The roof is standard teacher certification. Successful completion of the BAAS ECET degree, required training hours, Field-based experiences, Clinical Teaching, and all required TExES exams makes a Candidate eligible for WC EPP's recommendation; the Texas Education Agency issues the standard certificate after all state certification requirements are met.

Figure 1
Stackable Credentials



Note. This intentional stackable structure increases access for paraprofessionals and first-generation college students by offering a local, affordable, and high-quality pathway into the teaching profession without duplicating prior coursework.

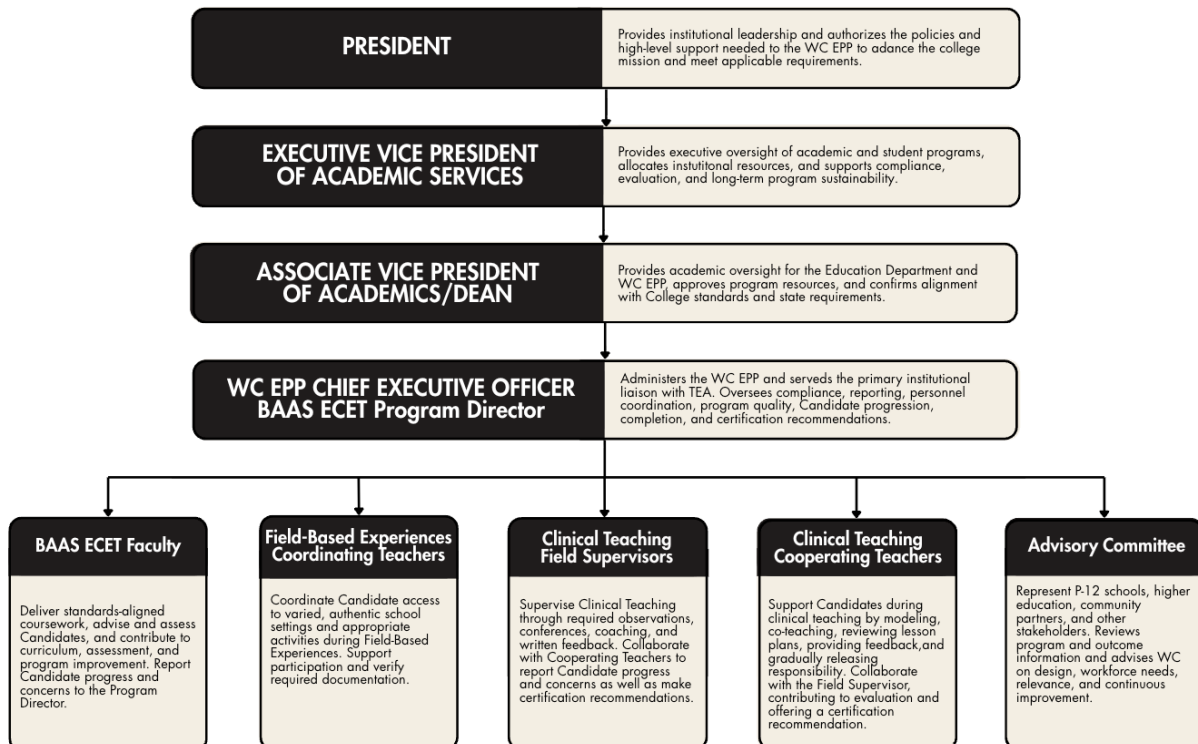
1.3 Governance

The organizational structure of the BAAS ECET/WC EPP is intentionally designed to ensure effective governance, role-specific accountability, and full regulatory compliance. Program governance includes institutional leaders, a designated Chief Operating Officer, instructional faculty, school-based practice personnel (FBE Coordinating Teacher, Clinical Teaching Field Supervisor, and Clinical Teaching Cooperating Teacher), and an Advisory Committee, each of whom plays a vital role in program oversight and implementation. These roles are clearly defined to support decision-making, ensure instructional alignment, and maintain fidelity to state-mandated standards. This governance model promotes shared responsibility among stakeholders and fosters strong communication between academic and school-based practice components of the program.

The following figure outlines the governance and operational structure of the WC EPP, including institutional oversight and role-based responsibilities. It illustrates the reporting hierarchy from the President of Weatherford College to the Program Director, who serves as the Chief Operating Officer, and highlights the interconnected roles of full-time and adjunct faculty, Field Supervisors, Cooperating Teachers, and the Advisory Committee. Each role contributes to program delivery, Candidate support, and compliance with state requirements.

Figure 2

BAAS ECET/WC EPP Organizational Structure



2. Clinical Teaching

Successful Clinical Teaching depends on clearly defined roles, purposeful instructional support, and consistent communication among you, your Cooperating Teacher, your Field Supervisor, campus or district personnel, and WC EPP. Through co-teaching, gradual release of responsibility, ongoing feedback, required documentation, and structured evaluation, you will develop increasingly independent professional practice while your Cooperating Teacher maintains oversight of student learning, safety, and instructional quality. Your job is to show up prepared, teach, reflect, apply feedback, and document what you do.

2.1 What Is Clinical Teaching?

Clinical Teaching is a supervised, in-person capstone experience completed through WC EPP in the classroom of a qualified Cooperating Teacher at an approved Prekindergarten-Grade 12 school. It cannot be completed in a virtual school or distance-learning setting. During Clinical Teaching, you apply the knowledge and skills developed through your coursework and demonstrate the professional judgment, performance, and dispositions required for certification.

WC EPP requires one Clinical Teaching assignment totaling at least 490 hours. The assignment is completed through two coordinated course phases across consecutive semesters. EDEL 4311: Clinical Teaching I consists of a 14-week, half-day experience totaling at least 245 hours. EDEL 4312: Clinical Teaching II consists of a second 14-week, half-day experience totaling at least 245 hours. Together, the two phases provide 28 weeks and at least 490 hours of Clinical Teaching. EDEL 4311 is the first half of the assignment and EDEL 4312 is the second half.

Table 1
Clinical Teaching Phases

Course Phase	Duration	Schedule	Required Hours
EDEL 4311: Clinical Teaching I (first half)	14 weeks	Half day, <i>following the approved district instructional schedule</i>	245+ hours
EDEL 4312: Clinical Teaching II (second half)	14 weeks	Half day, <i>following the approved district instructional schedule</i>	245+ hours
TOTAL	28 weeks		490+ hours

What counts toward your hours. At least 280 hours must be completed in the subject area and grade level of the certification you are seeking under the supervision of your Cooperating Teacher. Planning periods may be included in these hours. The remaining required hours may include additional instructional activities completed during the school day; TEKS-based extracurricular activities directly related to the grade level and subject area of the certification sought; and professional development completed between the official beginning and ending dates of the Clinical Teaching assignment. You must remain under the supervision of an appropriately certified educator while participating in any activity counted toward your hours. Hours before or after the official assignment dates, or spent without an appropriately certified educator supervising, do not count.

Reduction For Documented Leave. State rules permit the minimum Clinical Teaching requirement to be reduced to no fewer than 455 hours in a documented instance of parental leave, military leave, medical leave, or bereavement. Any reduction must be requested through, reviewed, approved, and documented by WC EPP. Your Cooperating Teacher and Field Supervisor cannot waive or reduce your hours. If you experience a qualifying circumstance, notify your Field Supervisor and the Program Director as soon as possible.

Start Of The School Year. Each Candidate must participate in the first 15 instructional days of a school year during one of the two Clinical Teaching course phases. Your Supervision Schedule identifies which phase satisfies this requirement. Across both phases you will engage in the full range of professional responsibilities expected of an educator, including planning, instruction, assessment, classroom management, family communication, professional collaboration, and compliance with campus and district procedures.

2.2 Your Clinical Teaching Team

Clinical Teaching is a shared responsibility. Each member of your team has a distinct role in supporting your development, protecting student learning and safety, and ensuring that the assignment meets campus, district, program, and state requirements.

Table 2
Key Roles

Team Member	Primary Role
You (the Candidate)	Participate actively in the assignment, complete required hours and documentation, prepare for observations, apply feedback, demonstrate professional growth, and comply with WC EPP and campus or district requirements.
Cooperating Teacher	A qualified educator with at least three creditable years of teaching experience, an accomplished record shown by student learning, and a valid certificate in your certification category, assigned collaboratively by WC EPP and the campus or district and trained by WC EPP. Provides your daily school-based guidance, co-teaches with you, gradually releases instructional responsibility, remains responsible for the classroom and students, reports your progress to the Field Supervisor, completes Feedback Checkpoints, and participates in evaluation and recommendation decisions.
Field Supervisor	A qualified educator hired by WC EPP who holds a valid certificate in the classroom teacher class or a related master's degree with the required continuing professional education, is not employed at your campus, is never the same person as your Cooperating Teacher, has at least three creditable years of experience, and completes WC EPP and TEA-approved supervisor training. Contacts you within the first three weeks, conducts required informal and formal observations with pre- and post-observation conferences, provides written feedback to you and your Cooperating Teacher, requests and documents your Cooperating Teacher's feedback, monitors your progress, and provides evaluative ratings and a certification recommendation to WC EPP.
Campus or District Administrator	Collaborates with WC EPP in assigning your Cooperating Teacher, completes your background clearance, and supports implementation of the assignment.
WC Educator Preparation Program	Approves and oversees the assignment, verifies qualifications, provides training and evaluation instruments, monitors compliance, reports data to TEA, maintains records, and determines program completion and certification recommendation eligibility.

Although Clinical Teaching is collaborative, the responsibilities and authority of the team members are not interchangeable. Your Cooperating Teacher remains responsible for the classroom and for the learning, supervision, and safety of all students throughout the assignment. Your Field Supervisor provides program-based supervision and support but does not replace the Cooperating Teacher's daily classroom oversight or the authority of campus or district administration. WC EPP retains authority over program requirements, your progression, program completion, and certification recommendation eligibility.

Any proposed change to your approved assignment, including a change in Cooperating Teacher, school, grade level, subject area, schedule, or other placement condition, must be reported to WC EPP and may be made only after WC EPP has authorized it in collaboration with the campus or district. You may not independently alter your assignment, arrange your own placement, or agree to a change proposed by campus staff without WC EPP authorization.

2.3 Eligibility & Placement

Before You Begin. Before you may begin Clinical Teaching you must have completed the preservice requirements of the program, including at least 50 clock-hours of Field-based experiences integrated with your coursework (WC EPP requires 25+ hours in K-2 and 25+ hours in Grades 3-6, with at least 80% involving active instructional or educational engagement) and at least 150 clock-hours of coursework and training in the pedagogical skills required of classroom teacher Candidates, along with the benchmarks and structured assessments WC EPP uses to monitor your progress. Your enrollment in EDEL 4311 confirms that WC EPP has determined you are eligible to begin.

Criminal Background Check. All Clinical Teaching Candidates must complete a criminal background check conducted by the school district before beginning the assignment, and WC EPP requires clearance before the start of each of the four semesters in the program. The check may include fingerprinting or electronic identity verification. Weatherford College coordinates the submission of your name to the district; you are responsible for responding to district instructions promptly. If your clearance is delayed or denied, you may not begin or continue attending your campus until the matter is resolved, and Weatherford College cannot guarantee a placement for a Candidate who is denied access to schools. If you have any concern about your eligibility, consult the Program Director before the Clinical Teaching semester. A preliminary criminal history evaluation is available from TEA for individuals with a conviction or deferred adjudication; it is not a guarantee of certification.

Your Placement. WC EPP, in collaboration with the campus or district administrator, assigns your Cooperating Teacher and placement. You may not be placed with a Cooperating Teacher or campus supervisor to whom you are related within the degrees prohibited by state rule, or whom you supervise. You do not request a specific teacher or campus, although WC EPP considers documented transportation and scheduling constraints when it can. Your placement is a professional assignment; treat the invitation to teach in someone else's classroom as the privilege it is.

Liability Insurance. You are not an employee of Weatherford College or the district and are not covered under the College's liability policies. WC EPP strongly recommends that you obtain professional liability insurance before your assignment begins. The Association of Texas Professional Educators (ATPE) offers a free Teacher Trainee Membership that includes liability insurance, legal support, and teaching resources (www.atpe.org/en/My-Account/Join, Teacher Trainee option); the Texas State Teachers Association

(www.tsta.org) and Texas Classroom Teachers Association (www.tcta.org) offer similar student memberships. Choose the provider that best meets your needs.

2.4 Your Role as a Clinical Teacher

Your role combines learning to teach with real responsibility for the students in front of you. From the first day you are expected to act, communicate, and present yourself as an educator-in-training, to prepare thoroughly, to follow the direction of your Cooperating Teacher, and to take ownership of your growth.

Co-Teaching. Co-teaching is the primary structure used to support gradual release. Through co-teaching, you and your Cooperating Teacher share responsibility for planning, instruction, assessment, and reflection. This allows you to participate meaningfully from the beginning of the assignment while your Cooperating Teacher maintains classroom oversight and provides support matched to your readiness. Before instruction begins, you and your Cooperating Teacher should agree on who will lead each component, how student learning will be monitored, and how assistance will be provided. After instruction, reflect together on student responses, the effectiveness of the approach, and adjustments for future lessons. You should experience multiple co-teaching approaches, selected purposefully according to the learning objectives, content, student needs, and classroom context.

Table 3
Co-Teaching Approaches

Approach	Description
Teach & Observe	One educator leads instruction while the other collects information about student engagement, understanding, behavior, or another identified focus.
Teach & Assist	One educator leads instruction while the other provides individual or small-group assistance.
Station Teaching	The educators lead different instructional stations while students rotate among activities.
Parallel Teaching	The class is divided into groups, and both educators teach the same or related content simultaneously.
Alternative Teaching	One educator teaches the larger group while the other provides targeted instruction, intervention, enrichment, or assessment to a smaller group.
Team Teaching	Both educators share the delivery of instruction and contribute actively throughout the lesson.

Gradual Release of Responsibility. Clinical Teaching must provide a meaningful increase in your instructional responsibility, including leading classroom instruction. The stages below describe a general developmental progression rather than a prescribed calendar. You may demonstrate responsibilities from more than one stage at the same time, and the appropriate level of responsibility may vary across subjects, instructional settings, or classroom situations. Movement through the stages is based on evidence of your planning, instruction, classroom management, responsiveness to students, professional conduct, and progress toward mastery of the educator standards, not on the week of the assignment.

Table 4
Stages of Clinical Teaching

Stage	Your Responsibilities	Cooperating Teacher Support
Orientation & Observation	Learn classroom routines, observe instruction and student needs, assist with transitions and individual students, and become familiar with curriculum and campus procedures.	Explains routines and expectations, models instructional decision-making, provides access to materials, and identifies initial opportunities for participation.
Assisted Instruction & Co-Teaching	Participate in planning, lead lesson components, facilitate small groups, conduct checks for understanding, and use co-teaching approaches.	Co-plans, models, provides immediate feedback, and retains primary responsibility for instructional pacing and classroom management.
Increasing Lead Instruction	Plan and lead lessons or content blocks, assess student learning, manage routines, communicate professionally, and respond to student needs.	Reviews plans, observes performance, provides feedback, and adjusts the level of responsibility based on demonstrated mastery.
Sustained Lead Instruction	Assume responsibility for a substantial portion of the assigned instructional period while continuing to collaborate with the Cooperating Teacher.	Maintains oversight, provides targeted feedback, and intervenes when necessary to support students or instructional quality.
Transition & Reflection	Demonstrate consistency, analyze student learning, reflect on professional growth, complete evaluations, and prepare for entry-year teaching responsibilities.	Supports reflection, identifies continued areas for growth, and provides evaluative input and recommendations.

Your Cooperating Teacher maintains instructional oversight during every stage. Sustained lead instruction does not mean you are left without supervision. The progression may be accelerated, slowed, paused, or temporarily reversed based on your performance, student needs, changes in the classroom context, or the beginning of a new school year. When a Clinical Teaching phase includes the opening of a school year, a temporary return to orientation, observation, or shared instruction is a purposeful part of the process while routines are established, not a failure to progress. If you feel ready for more responsibility than you are being given, raise it professionally with your Cooperating Teacher first and then with your Field Supervisor. If you are asked to take on more than you are ready for, say so; your Field Supervisor can help calibrate the pace.

Lesson Planning. Beginning in Week 3, you complete weekly lesson plans for instruction you are responsible for delivering. Routine lessons are documented using the Clinical Teaching Weekly Lesson Plans Template. Lessons taught during a formal observation require the full BAAS ECET/WC EPP Lesson Plan Template and may count toward that week's requirement. Your Cooperating Teacher reviews, approves, and initials each required plan before you teach it; a plan submitted without initials is incomplete. The numbers below are minimums for submission to WC EPP. You may, and should, teach or co-teach additional lessons as your readiness, student needs, and your Cooperating Teacher's judgment allow, and your Cooperating Teacher may require additional written planning.

Table 5
Recommended Lesson Planning Progression

Weeks	Instructional Focus	Required Plans/Subjects
1-2	Orientation and observation	None
3-4	Initial teaching and co-teaching	1 per week
5-6	Expanding responsibilities	2 per week
7-11	Increasing instructional leadership	4 per week
12-14	Transition and reflection	2 per week

Following Instructional Direction. Your Cooperating Teacher may modify, postpone, or stop a planned lesson or activity when necessary to protect students, preserve instructional quality, respond to classroom conditions, or comply with campus or district expectations. Follow that direction immediately and without argument in front of students. If you have questions or concerns about the direction, raise them afterward with your Cooperating Teacher and, if needed, your Field Supervisor through the professional process described in Section 3.3.

Family Communication. Your participation in communication with students' families, including conferences, notes home, and messaging platforms, must occur with the knowledge and guidance of your Cooperating Teacher and in accordance with campus or district procedures. Do not initiate contact with a family on your own.

2.5 Observation, Feedback, & Coaching

You will be observed often, and you will receive more written feedback during Clinical Teaching than at any other point in your preparation. Observation is not something done to you; it is the mechanism by which your team gathers evidence of your growth and coaches you toward proficiency. Every observation is followed by feedback, and every formal observation is wrapped in two conferences in which you do much of the talking.

Initial Contact. Your Field Supervisor will contact you by telephone, email, or another electronic method within the first three weeks of each course, and WC EPP requires that contact during Week 1, followed by a campus visit within the first three weeks. Respond promptly. During the campus visit your Field Supervisor meets your Cooperating Teacher, confirms your placement and schedule, and finalizes the Supervision Schedule with you.

Informal Observations. In each course your Field Supervisor conducts three in-person informal observations of at least 15 minutes (Weeks 3, 8, and 13). Each focuses on an identified instructional or professional skill agreed with you and your Cooperating Teacher, is followed by a brief discussion, and produces written feedback that is shared with you and your Cooperating Teacher. Informal observations are not rated.

Formal Observations. In each course your Field Supervisor conducts two in-person formal observations of at least 45 minutes (Weeks 4 and 9), for a total of four across the assignment. Each formal observation is a three-week cycle:

- **Pre-observation Conference.** You meet individually with your Field Supervisor, in person or virtually, the week before your formal observation to review the full Lesson Plan you will teach (already reviewed and initialed by your Cooperating Teacher), discuss your objectives, your students, anticipated challenges, and

the T-TESS dimensions you want feedback on, and agree on any specific data the Field Supervisor will collect.

- **Observation.** You lead instruction for at least 45 continuous minutes while your Field Supervisor observes in person, recording objective evidence of what you and your students say and do, scripted against the T-TESS dimensions. The Field Supervisor does not interrupt or co-teach. Your Cooperating Teacher remains responsible for the classroom.
- **Post-Observation Conference.** Within one week of your formal observation, you meet individually and synchronously with your Field Supervisor to receive the written Formal Observation Report. The conference is interactive: you reflect first, then review the evidence and ratings dimension by dimension, identify a reinforcement area and a refinement area, and agree on one or two actionable next steps with a follow-up date. You sign the conference record to acknowledge receipt; your signature does not indicate agreement.

Formal observations are rated using the WC EPP Clinical Teaching Rating Scale (Accomplished, Proficient, Developing, Improvement Needed, with Not Observed available when sufficient evidence is unavailable) on the WC EPP observation instrument. This program scale is adapted for Candidate assessment and is aligned to the T-TESS domains and dimensions; it is not the complete state T-TESS appraisal rubric. Ratings are based only on evidence collected during the observation. Your Cooperating Teacher receives a copy of all written observation feedback so that both of your coaches reinforce the same next steps.

Cooperating Teacher Feedback Checkpoints. In Weeks 3 and 9 of each course your Field Supervisor requests written feedback from your Cooperating Teacher about your preparation, instruction, classroom management, professionalism, responsiveness to feedback, and effect on student learning. Your Cooperating Teacher reviews the completed checkpoint with you in a debrief, both of you sign it, and you upload it to Canvas. Checkpoint feedback is separate from observation feedback and is one of the evidence sources for your evaluations.

Weekly Reflections & Daily Feedback. Your Cooperating Teacher will give you frequent feedback through daily conversations, lesson debriefs, and written comments, and will contribute glows, grows, and suggestions to your weekly reflection. Treat this ongoing feedback as seriously as the formal reports; it is the most direct information you will get about how your teaching is landing with students.

Table 6

Observation & Feedback at a Glance (each course)

Activity	Who	When	Minimum	What You Receive
Initial contact and campus visit	Field Supervisor	Week 1; visit by Week 3	Contact within 3 weeks	Confirmed Supervision Schedule
Informal observations	Field Supervisor	Weeks 3, 8, 13	3 per course, 15+ min, in person	Written feedback on a targeted skill
Formal observation cycles	Field Supervisor	Pre-conference Weeks 3 and 8; observation Weeks 4 and 9; post-conference Weeks 5 and 10	2 per course, 45+ min, in person	Formal Observation Report with T-TESS ratings and next steps

Activity	Who	When	Minimum	What You Receive
Feedback Checkpoints	Cooperating Teacher (requested by Field Supervisor)	Weeks 3 and 9	2 per course	Signed checkpoint reviewed in a debrief
Weekly reflection feedback	Cooperating Teacher	Weekly	Every week	Glow, grows, and suggestions
Midpoint / Final Evaluation	Cooperating Teacher and Field Supervisor	Week 14	1 per course	Domain ratings, narrative feedback, and recommendations

Preparing for a formal observation. Submit your full Lesson Plan to your Cooperating Teacher early enough to revise it before the pre-conference. Bring the initialed plan, your materials, and any student data you used to the pre-conference. Teach the lesson you planned. Afterward, write down your own reflection before the post-conference so that you arrive ready to talk about student learning, not just how you felt. Chapter 4 describes how to get the most out of the conference.

2.6 Required Documentation & Deadlines

You are responsible for preparing and submitting all required Clinical Teaching records, on time, through Canvas. Your Cooperating Teacher and Field Supervisor review, initial, and sign records within their direct knowledge, but the records are yours to keep complete and accurate. Late, missing, or inaccurate documentation affects your standing in the course and, because WC EPP reports Clinical Teaching data to TEA and retains your records for at least five years, it also affects the program. Unless otherwise noted, the schedule below applies during both EDEL 4311 and EDEL 4312.

Table 7

Candidate Documentation Responsibilities

Requirement	When	Your Responsibility
Handbook and Code of Ethics Acknowledgment	Before the first day of EDEL 4311	Read this handbook and the Texas Educators' Code of Ethics; sign and submit the acknowledgment.
District background clearance	Before each semester	Complete district instructions promptly; do not attend campus until cleared.
Supervision Schedule	Weeks 1-2 of each course	Complete with your Cooperating Teacher and Field Supervisor; obtain all three signatures; submit to Canvas by the end of Week 2. Report changes to both supervisors.
Timesheet	Daily entries; weekly initials; semester signature	Record actual arrival and departure times and activity codes daily; obtain your Cooperating Teacher's initials weekly; obtain signatures on the completed semester record in Week 14. Record make-up hours on the date completed.

Requirement	When	Your Responsibility
Weekly Reflection	Weekly	Write your reflection (5-7 sentences minimum) and obtain your Cooperating Teacher's glows, grows, and suggestions and signature; submit each week.
Lesson Plans	Beginning Week 3	Submit the minimum number of Weekly Lesson Plans for each week (Table 5), each initialed by your Cooperating Teacher before instruction; submit a full Lesson Plan for each formal observation.
Pre-Observation Conference Form	Weeks 3 and 8	Participate in the conference; sign the form.
Formal Observation Report and Post-Observation Conference Record	Weeks 5 and 10	Participate in the post-observation conference; sign to acknowledge receipt; keep a copy.
Cooperating Teacher Feedback Checkpoint	Weeks 3 and 9	Provide the form to your Cooperating Teacher when requested by the Field Supervisor; participate in the debrief; sign; upload as one PDF.
Midpoint / Final Evaluation	Week 14	Participate in the evaluation conference; sign to acknowledge receipt; complete the goal-setting portion.
Program exit survey	At program completion	Complete the state-required survey about your preparation and field supervision; completion of the survey is a requirement for completing the program.

You must never record hours you did not work, enter a lesson you did not teach, or ask a Cooperating Teacher or Field Supervisor to sign documentation that is incomplete or inaccurate. Falsifying Fieldwork hours or documentation is a violation of the Educators' Code of Ethics and grounds for removal from assignment and dismissal from the program. If you discover an error in a submitted record, tell your Field Supervisor immediately.

2.7 Successful Completion, Program Completion, & Certification

Completing the required hours is necessary, but hours alone do not constitute successful completion of Clinical Teaching. WC EPP determines successful completion by reviewing your performance and fulfillment of requirements across both Clinical Teaching courses.

To successfully complete Clinical Teaching, you must:

- complete at least 490 verified Clinical Teaching hours;
- demonstrate proficiency in each of the educator standards applicable to the assignment;
- complete all required observations, evaluations, coursework, documentation, assessments, and other program requirements;
- earn a rating of Developing or higher in every T-TESS domain on the Final Evaluation, which WC EPP applies as an additional program measure;
- meet WC EPP expectations for professionalism and ethical conduct; and
- receive recommendations from both your Cooperating Teacher and your Field Supervisor to WC EPP that you should be recommended for a standard certificate.

Midpoint Evaluation (Week 14, EDEL 4311). Your Cooperating Teacher and Field Supervisor rate each T-TESS domain, provide narrative feedback, and recommend whether you should progress to EDEL 4312, with or without targeted support. Progression requires at least 245 verified hours, a rating of Developing or higher in every domain, completion of all EDEL 4311 requirements, and both recommendations. Goals for the second half of Clinical Teaching are set at this conference.

Final Evaluation (Week 14, EDEL 4312). Your Cooperating Teacher and Field Supervisor rate each domain, provide narrative feedback, and each recommends to WC EPP whether you should be recommended for a standard certificate. Neither evaluator submits a recommendation directly to the Texas Education Agency; WC EPP reviews both recommendations and your complete program record before deciding whether to submit the formal certification recommendation.

If You Are Not Recommended. If either evaluator does not recommend you, that evaluator must provide a written explanation and supporting evidence to you, the other evaluator, and WC EPP. WC EPP reviews the evidence and your complete Clinical Teaching record and may require additional Clinical Teaching hours, targeted intervention, completion of corrective requirements, or another appropriate action, with continued supervision and support. After the required action is completed, your performance is reevaluated. A final decision to deny certification recommendation is addressed through WC EPP's separate Certification Recommendation and Denial procedures, and you retain the grievance rights described in Section 3.3.

From Clinical Teaching to Certification. Successful completion of Clinical Teaching is one program-completion requirement; it does not by itself constitute program completion, degree completion, or certification. WC EPP may identify you as a program completer and recommend you for certification only after you have completed all coursework and training and successfully completed Clinical Teaching, and only after you have completed the state-required program survey. To be issued a standard certificate you must also hold a bachelor's degree from an accredited institution, pass the certification examinations WC EPP approves you to take (WC EPP grants test approval when you have demonstrated readiness or completed the program), be at least 18 years of age, satisfy the state's criminal history review including fingerprinting, meet the English language proficiency requirement, and submit the certification application to TEA. The Texas Education Agency issues the certificate; WC EPP recommends. Examination, fingerprinting, and application fees are separate from Weatherford College tuition and are your responsibility.

3. Professional Standards & Accountability

Field assignments are not casual visits. They are professional commitments. From the moment you step onto your campus you are expected to act, communicate, and present yourself as an educator-in-training, and the standards in this section apply to you in the same way they apply to certified educators. They reflect both Weatherford College's standards for teacher preparation and the Texas Educators' Code of Ethics, which applies to candidates for certification as well as to certified educators. Your Cooperating Teacher and Field Supervisor will reinforce these expectations through feedback and redirection, and they are required to report concerns to the program. Our shared goal is for you to leave Clinical Teaching as a skilled, trustworthy, and reflective professional ready to lead a classroom of your own.

In addition to the professional standards outlined here, you must comply with legislative requirements related to synchronous preservice training and the exclusion of prohibited instructional content. Your Cooperating Teacher will help you navigate campus and district expectations in these areas; when in doubt, ask before you act.

3.1 Standards

Texas Educators' Code of Ethics

You must abide by the Texas Educators' Code of Ethics, which outlines the professional responsibilities and moral obligations of all certified educators in Texas and applies equally to candidates for certification. Ethical conduct includes maintaining appropriate and respectful boundaries with students, families, and colleagues; protecting student confidentiality both in class and online; communicating truthfully, professionally, and constructively; never falsifying records; complying with state regulations, local board policies, and state and federal law; and avoiding any behavior, online or in person, that could damage your professional credibility. The Code was amended in August 2026 to add standards requiring educators to comply with statutory prohibitions on diversity, equity, and inclusion duties, prohibitions on assistance with social transitioning, restrictions on instruction regarding sexual orientation and gender identity, the prohibition on promoting illegal conduct in a manner accessible to students, and the duty to provide full information to parents, and to prohibit sexual harassment of a colleague. The full Code is reviewed during program orientation, and you sign an acknowledgment indicating your understanding and agreement. Violations of the Code may result in a formal growth plan, probation, or dismissal from the program, depending on the nature and severity of the concern, and may affect your eligibility for certification.

Attendance

Follow a consistent, professional schedule throughout your assignment and treat each day as a critical part of your development. Arrive at least 10 to 15 minutes before your scheduled start time to allow for parking, check-in, and preparation; pulling into the parking lot at your start time is not punctual. Remain on campus for the full duration of your assigned hours, through dismissal and end-of-day routines, unless you have received explicit permission from both your Cooperating Teacher and Field Supervisor to leave early. Absences should be rare and limited to emergencies, illness, or unavoidable conflicts, must be communicated in advance to both your Cooperating Teacher and Field Supervisor, and must be made up and recorded accurately on your timesheet. Chronic lateness, early departures, or inconsistent attendance undermine your learning and the classroom routine and will be reported to the program.

Professional Presentation

Present yourself in a manner consistent with the professional standards of your campus staff dress code. Your appearance communicates respect, readiness, and credibility to students, staff, and families. Clothing should be clean, modest, and appropriate for interacting with children and moving around the classroom throughout the day. Dress for the job you want; when in doubt, err on the side of more formal rather than more relaxed.

Social Media

A teacher's online presence is an extension of their professional identity. Even before certification, you are viewed by students, families, colleagues, and the broader community as a representative of the teaching profession, and you are expected to uphold the same ethical standards online as you do in the classroom.

Protecting Student Privacy. You are strictly prohibited from posting any images, commentary, or identifying information about your classroom, students, or school on any platform, regardless of privacy settings or intent. This includes photos, videos, captions, hashtags, check-ins, or anecdotes that reference student behavior, classroom interactions, school events, instructional materials, or staff members. Even seemingly harmless or anonymous posts ("funny things my students said today") can reveal sensitive information or violate district policy. This prohibition is WC EPP policy, and it also protects you from legal and ethical exposure: the Family Educational Rights and Privacy Act (FERPA) restricts disclosure of personally identifiable information from students' education records, district policy typically extends similar protection to classroom information, and the Educators' Code of Ethics requires you to protect confidential student information. Assume that any content related to your assignment is off-limits for public sharing, including in private group chats or closed accounts. Violation of this policy may result in removal from assignment or dismissal from the program.

Classroom Photography For Personal Reference. With explicit permission from your Cooperating Teacher, you may photograph select classroom materials (anchor charts, word walls, manipulatives, center activities, bulletin boards, instructional displays) for private study and future lesson planning. No students, student work, or identifiable classroom features (such as desks labeled with names, behavior charts, or graded work) may appear in any photograph. If there is any risk of capturing student information, do not take the photo. Your Cooperating Teacher may decline any request; respect that boundary without question.

Professional Boundaries. Do not send or accept friend requests, follow, or exchange direct messages with your Cooperating Teacher on personal social media until the assignment has officially concluded, and never connect with students or their families on social media. All communication with your Cooperating Teacher and Field Supervisor should occur through school email, College email, or WC EPP-approved platforms.

Your Own Privacy. Under WC EPP policy, your participation in school or district media is voluntary. You may decline to be photographed or recorded and may decline to be tagged, mentioned, or included in social media posts, and no one should pressure you to participate. If you choose to appear in school or district media, provide written consent, consult your Field Supervisor or the Program Director first, and follow any district media procedures.

Communication

Clear, respectful communication is a foundational skill for every effective educator, and every email, hallway conversation, and scheduling request is an opportunity to build credibility as a future colleague. Ask questions appropriately, respond to messages in a timely manner, and maintain a courteous tone in all correspondence. Use formal greetings and closings in written communication ("Dear Ms. Thompson," "Sincerely"), refer to

yourself as a teacher Candidate rather than an intern or student observer, and write clearly and grammatically without slang, emojis, or overly casual expressions. Check and respond to email within 24 hours, promptly confirm any change to your schedule or responsibilities, and notify both your Cooperating Teacher and Field Supervisor as soon as possible in any case of absence, tardiness, or uncertainty.

Substitute Teaching Restrictions

You may not serve as a substitute teacher under any circumstances, even informally or without compensation. You may not function as the teacher of record, be left alone with students, or assume full responsibility for classroom instruction in the absence of a certified educator. This includes emergencies, last-minute absences, and requests made with the best of intentions. If your Cooperating Teacher is absent or pulled from the classroom unexpectedly, you may continue delivering instruction only if another certified staff member is physically present in the room; otherwise you will be reassigned to observe or assist in another classroom according to campus protocol. At no time should you be asked, or volunteer, to serve as the sole adult in the room, even briefly. If you are asked, politely decline, cite this handbook, and notify your Field Supervisor the same day. These boundaries are WC EPP policy. They protect you, the students, and the campus, and they keep your placement within the state requirement that you remain under the supervision of an appropriately certified educator for every hour counted toward Clinical Teaching.

Transportation

Traveling to & from Campus. You are responsible for arranging your own reliable transportation each day. Neither Weatherford College nor the school district provides transportation, fuel stipends, mileage reimbursement, or allowances for parking, tolls, or vehicle expenses. Transportation problems (car trouble, traffic, reliance on others) do not excuse tardiness or absence and may affect your standing in the program. Plan your route in advance and allow time for traffic, parking, and front-office check-in. Early departures for personal errands or external commitments are not permitted.

Transporting Students. You are strictly prohibited from transporting students at any time for any reason, including in a personal vehicle, in a carpool, on a field trip, or on behalf of the school, even with verbal permission from a parent, staff member, or administrator. Offering a ride, even briefly or with good intentions, can jeopardize your certification pathway and your eligibility to remain in the program.

Non-Instructional Time & Meals

Breaks, conference periods, and planning time are part of your professional workday. Remain on campus and stay engaged in instructional preparation, observation, or professional collaboration unless you have explicit permission to leave. Planning periods are the best time to meet with your Cooperating Teacher, review lesson plans, analyze student work, and ask reflective questions; use them intentionally. Follow campus norms for meals and shared spaces: eat where staff eat, do not leave campus for lunch without permission from both supervisors, bring practical and tidy meals, clean up after yourself, give staff priority for microwaves and seating during short lunch periods, and do not interrupt professional conversations.

Illness, Injury, & Personal Responsibilities

You are not an employee of Weatherford College or the school district and are not covered by campus liability insurance, employee health benefits, campus nurse care, or workers' compensation. Maintain personal health insurance throughout the semester and plan ahead for routine and unexpected medical needs; you are responsible for any medical costs associated with illness or injury during the school day. If you become ill or

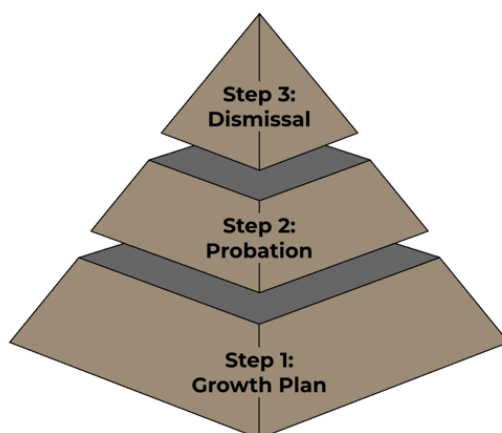
injured on campus, tell your Cooperating Teacher immediately and follow their direction; your Field Supervisor or the Program Director will document the incident and coordinate follow-up. Maintain a high standard of hygiene, follow illness-related absence policies, and comply with all district safety protocols, particularly those related to communicable disease prevention.

3.2 Tiered Accountability Process

To uphold the standards of the teaching profession and protect program integrity, the BAAS ECET/WC EPP implements a structured, tiered accountability process for addressing concerns related to academic performance, professional conduct, Fieldwork readiness, and ethical responsibility. This system is developmental, not punitive. It is designed to support you in meeting expectations through targeted feedback, individualized plans, and documented interventions, consistent with the benchmarks and structured assessments the program uses to monitor every Candidate's progress. As outlined in Figure 3, the program applies a three-tier model: Step 1: Growth Plan, Step 2: Probation, Step 3: Dismissal. You may enter the process at any tier depending on the nature and severity of the concern. You signed the program's dismissal policy when you entered the program.

Figure 3

Tiered Accountability Process



Step 1. Growth Plan. You may be placed on a Growth Plan when concerns arise that do not yet warrant probation or dismissal but indicate a need for targeted support. The plan states the concern, the evidence, the expected change, the supports to be provided, and the date by which improvement will be reviewed. Your Field Supervisor typically helps draft the targets and aligns subsequent coaching to them.

Step 2. Probation. You may be placed on Program Probation when (1) you fail to fulfill the expectations of a Growth Plan, or (2) you engage in behavior or demonstrate performance that presents a significant concern and requires immediate formal intervention, such as ethical violations, repeated unprofessional conduct, or failure to maintain academic standing. While on probation you remain enrolled but are no longer in good standing, and additional restrictions may be imposed.

Step 3. Dismissal. If you fail to meet the expectations of a probationary plan, or have been inactive for two calendar years, you are dismissed from the BAAS ECET/WC EPP. Dismissal decisions are made by the WC EPP Chief Operating Officer in consultation with the Dean of Academics and Vice President of Academics. You will receive a formal dismissal notice documenting the rationale and outcome and will be withdrawn from program coursework, Field experiences, and certification-related activities.

Removal from assignment. You may be temporarily or permanently removed from your Field assignment if your conduct violates ethical standards, places students, staff, or school partnerships at risk, disrupts the classroom environment, or reflects a failure to improve after documented concerns, or at the request of the campus or district. Once removed, you may not participate in classroom-based hours until the issue is resolved and reinstatement is approved by the Program Director. Removal from an assignment does not automatically constitute dismissal from the program. Examples of conduct that can result in removal include falsifying Fieldwork hours or documentation, using inappropriate language or displaying unprofessional demeanor in front of students, repeated failure to communicate with your Cooperating Teacher or Field Supervisor, breach of student confidentiality, and violation of school rules or the Educators' Code of Ethics.

What This Means for You

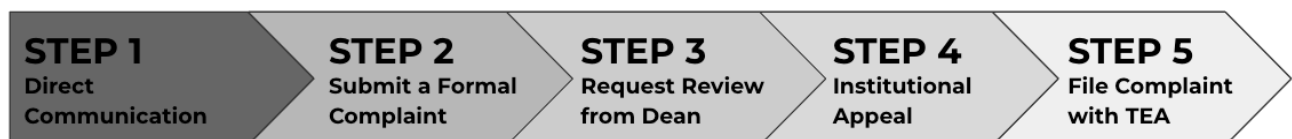
Your Cooperating Teacher and Field Supervisor are expected to document specific, dated examples of concerns and report them to the program when they arise, not at the end of the semester. That is not a betrayal of the coaching relationship; it is how the program gets you help early. If you are told that a concern has been reported, take it seriously, ask what improvement is expected, and act on it. Most Growth Plans end with the Candidate progressing on schedule. You will be given a reasonable opportunity to understand expectations, apply feedback, and demonstrate growth before any decision about progression is made, and you will not be surprised by a rating or a non-recommendation at an evaluation conference that was never raised with you beforehand.

3.3 Grievances & Appeals

The BAAS ECET/WC EPP is committed to fostering a learning environment built on communication, collaboration, and respect. While most concerns can be resolved through direct and professional dialogue, conflicts or misunderstandings may occasionally arise. You have the right to seek resolution through a structured, transparent, and fair grievance process that provides for timely resolution at the program level before a complaint is filed with the state. No one may retaliate against you for raising a concern or participating in a review.

Figure 4

Complaints & Grievances Procedure



Step 1: Address the concern directly. Whenever possible, address concerns informally and professionally at the earliest level by communicating directly with the individual involved, which might be a course instructor, your Field Supervisor, or your Cooperating Teacher. This aligns with the expectations of the teaching profession, where educators are responsible for initiating respectful dialogue, seeking clarification, and resolving misunderstandings constructively. You are strongly encouraged to:

- request a meeting (in person, by phone, or by video conference) rather than relying solely on email;
- use clear, respectful, and collaborative language;
- ask for clarification and listen actively before drawing conclusions;
- take notes to capture key points and areas of agreement; and
- send a brief follow-up email that summarizes the concern and conversation, confirms any action steps or agreement, and expresses appreciation for the discussion.

The follow-up email serves as informal documentation of your effort to resolve the issue at the lowest level and may be submitted with the formal Complaint Form in Step 2. If your concern involves your Cooperating Teacher, your Field Supervisor can help you prepare for that conversation. Concerns involving student safety, ethics, or placement compliance are not held for this process; report them to your Field Supervisor or the Program Director immediately.

Step 2: Submit a formal complaint. If the concern is not resolved through direct communication, submit the official Complaint Form (available through the program website or by request) to the WC EPP Chief Operating Officer, who will acknowledge receipt by email within three (3) business days, conduct a thorough review, and respond in writing with a summary of findings and a proposed resolution or action plan within ten (10) business days.

Step 3: Request a review by the Dean of Academics. If the resolution is unsatisfactory, submit a written request for review to the Dean of Academics within ten (10) business days of receiving the Chief Operating Officer's response. The Dean evaluates the full grievance record and may contact you for clarification, then provides a written decision or resolution plan, typically within ten (10) business days.

Step 4: File an institutional appeal. If all program and departmental steps have been exhausted and the issue remains unresolved, submit a formal grievance to the Executive Vice President of Academics and Chief Academic Officer through the Weatherford College Student Complaint or Grievance Form. The Executive Vice President's decision is the final institutional response.

Step 5: File a complaint with the Texas Education Agency (TEA). If you believe WC violated state law or failed to follow proper procedures, you may file a written complaint with TEA using the TEA complaint form. Use the WC EPP procedure first and document your efforts: WC EPP's procedure is designed to resolve concerns at the program level, the TEA form requires you to state the facts clearly and describe the measures you have taken to resolve the matter, and if you have not exhausted WC EPP's complaint and appeal procedures, TEA staff may delay initiating an investigation until that process is complete. Anonymous complaints are not investigated. TEA reviews only complaints within its jurisdiction: it does not review complaints about contractual or commercial matters with a program, about obtaining a higher grade or credit, or about seeking reinstatement to a program, and a complaint filed more than two years after you knew or should have known of the events may be closed without investigation. Information is available at tea.texas.gov under Complaints Against Educator Preparation Programs. WC EPP posts a link to the TEA complaints page on its website and a notice at each site where the program operates, and will provide this information in writing on request.

The Cooperating Teachers and Field Supervisors who work with you are trained to coach through conversation: to listen, to ask questions that prompt your thinking, and to end every debrief with a next step. Those conversations work only if you come to them ready to reflect honestly and to act on what you hear. This chapter describes the coaching framework your team uses and how to get the most from it.

4.1 How Your Coaches Approach Feedback

Your coaches are asked to practice committed listening (listening for what you want, need, and feel, not just what you say), paraphrasing (restating your ideas to check understanding and invite deeper reflection), and positive presupposition (assuming you are trying, learning, and improving, and framing feedback through that lens) (Aguilar, 2013; Knight, 2016; Lipton & Wellman, 2018). They are also asked to master their stories: to describe what they observed rather than what they assume it meant, so that feedback is grounded in evidence rather than interpretation (Patterson et al., 2021). When you hear “I noticed six students at the back table started before hearing the directions,” you are hearing evidence. That is what you should expect, and it is what you should give back.

Formal observation ratings follow the same principle: they are based only on evidence collected during the observation, against the T-TESS dimensions. A Developing rating early in Clinical Teaching is normal and expected. It is a description of where you are, not a judgment of where you will end up.

4.2 Receiving Feedback Well

- **Reflect first.** Before every post-observation conference and debrief, write down what you think went well, what you would change, and how students responded. Your coaches will ask you these questions before they share their own view.
- **Separate the feedback from your feelings about the lesson.** A lesson can feel bad and contain real strengths, or feel good and miss the objective. Ask what the evidence shows.
- **Ask clarifying questions.** “What would Proficient have looked like in that moment?” and “Can you show me where in your notes you saw that?” are professional questions, not defensive ones.
- **Leave with one next step.** Every conference should end with a specific, achievable action and a date when your coach will look for it. Write it down; it is the first thing you will be asked about next time.
- **Follow through and report back.** Tell your Cooperating Teacher when you try the next step and what happened. Feedback that is visibly applied builds the trust that earns you more responsibility.
- **Signing is acknowledgment, not agreement.** If you disagree with a rating or comment, say so professionally in the conference and, if you wish, in the Candidate comments section of the form. Then use Section 3.3 if the matter is not resolved.

4.3 Reflective Prompts by T-TESS Domain

Use these prompts to prepare for conferences, to write your weekly reflection, and to structure your own thinking after any lesson. They are the same prompts your coaches use.

Table 8
Self-Reflection Prompts Aligned to T-TESS Domains

T-TESS Domain	Strengths to Name (Glows)	Questions to Push Your Practice (Grows)
Domain 1: Planning	How did I decide on the objective, and how tightly was it aligned to the TEKS? What scaffolds did I build in, and what helped me anticipate those needs? How did I plan pacing that let students process?	What adjustments would better match the lesson to student readiness? Where could I build in more formative checks? Is the objective measurable and aligned to the task?
Domain 2: Instruction	Which questions deepened student thinking? How did monitoring student understanding shape my decisions mid-lesson? How did students respond to my visuals and models?	What strategies could re-engage students who were off task? What would increase clarity during independent work? When students seemed confused, how could I have checked for understanding more explicitly?
Domain 3: Learning Environment	What helped students respond well to the tone I set? Which routines made transitions smooth? How have I built a community where students take risks?	Which routines would reduce downtime during transitions? How could I reinforce expectations to reduce off-task behavior? What opportunities could promote student responsibility for materials and cleanup?
Domain 4: Professional Practices and Responsibilities	What planning routine keeps me prepared with materials ready? What have I done with the feedback from my last conversation? What helped me adapt calmly to an unexpected change?	What would help me submit lesson plans more consistently? How can I balance professional responsibilities with instructional planning? What support would help me follow through on documentation and next steps?

4.4 The 5-Step Coaching Conversation

Your coaches use a five-step structure for debriefs and post-observation conferences (Aguilar, 2013; Knight, 2016). Knowing the structure lets you prepare for each step.

Figure 5
5-Step Coaching Conversation

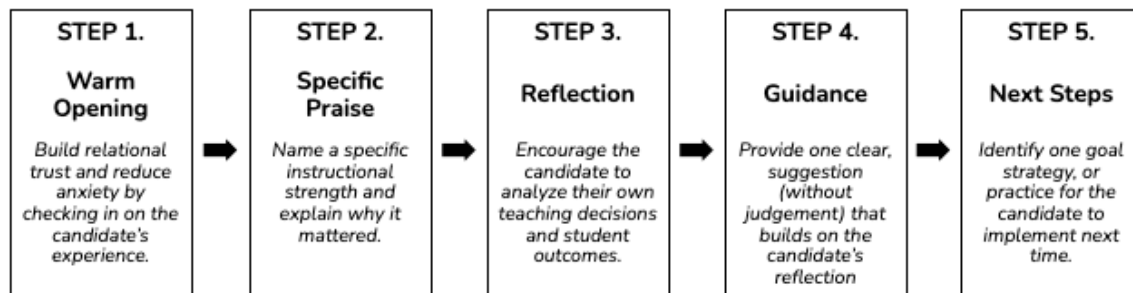


Table 9*What to Expect and How to Prepare*

Step	What Your Coach Does	How You Prepare
1. Warm Opening	Checks in on how you are feeling after the lesson and reduces anxiety.	Answer honestly. “A little unsure” is a useful starting point.
2. Specific Praise	Names a specific strength with evidence and explains its impact on students.	Listen for the evidence; you will want to repeat that practice.
3. Reflection	Asks what went well, what you would change, and how students responded.	Bring your written reflection and, where possible, student work or data.
4. Guidance	Offers one clear, actionable suggestion that builds on your reflection and the evidence.	Ask clarifying questions until you could explain the suggestion to someone else.
5. Next Steps	Agrees a concrete, short-term goal and a follow-up date.	Write it down, say when you will try it, and report back.

Sample Post-Observation Conference

The following scenario shows the structure from the Candidate’s side after a formal observation.

Scenario. A second-grade classroom during a literacy block. The Candidate, Ms. Lopez, led a 50-minute phonics lesson on the short /e/ sound using word cards, visuals, and a partner sort while the Field Supervisor, Dr. Reyes, scripted the lesson from the back of the room. Materials were well prepared, visuals were clear during modeling, and rapport with students was strong. During the independent sort, several students were off-task or unsure what to do; the transition lacked clear modeling and pacing. Two days later, Dr. Reyes meets Ms. Lopez with the completed Formal Observation Report.

Table 10*Sample Coaching Conversation*

Step	Dialogue
1. Warm Opening	<u>Field Supervisor</u>: Thanks for making time. How are you feeling about the phonics lesson now that you have had a couple of days? <u>Candidate</u>: Honestly, a little unsure. I felt like some of the kids were lost halfway through. <u>Field Supervisor</u>: I appreciate you naming that. It is normal with a new routine, and it is exactly the kind of thing we can work on together.
2. Specific Praise	<u>Field Supervisor</u>: Let me start with the evidence on the report. In the modeling section, you used the picture cards to anchor the short /e/ sound, and I recorded eleven students responding correctly on the first choral read. That is why Dimension 2.2 is rated Proficient.

Step	Dialogue
3. Reflection	<u>Field Supervisor</u>: What do you think went well, besides that? <u>Candidate</u>: I think the call-and-response part worked. But I probably lost some of them during the independent sort. <u>Field Supervisor</u>: What do you think made that part more challenging? <u>Candidate</u>: Maybe the directions weren't clear enough. I should have modeled one more example.
4. Guidance	<u>Field Supervisor</u>: That matches what I saw. My notes show the transition took about ninety seconds and six students at the back table started before hearing the directions, which is why 2.5 is Developing. One thing you might consider is a quick "turn and teach" with a partner before releasing them to sort, so they rehearse the task aloud first. <u>Candidate</u>: So they say the steps to each other before they touch the cards? Would that work with the partner pairs Ms. Johnson already uses?
5. Next Steps	<u>Field Supervisor</u>: Yes, use her pairs. What is one thing you want to focus on when you reteach this group? <u>Candidate</u>: Modeling. I will do an example with the class and then one with a partner before releasing them. I can try it Thursday and tell Ms. Johnson how it went. <u>Field Supervisor</u>: Good. Let's write that as your next step, and I will look for it during the Week 8 informal observation. Ms. Johnson gets a copy of this report today.

References

- Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. Jossey-Bass.
- Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through co-teaching. *Action in Teacher Education*, 32(1), 3-14.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-16.
- Costa, A. L., & Garmston, R. J. (2016). *Cognitive coaching: Developing self-directed leaders and learners* (3rd ed.). Rowman & Littlefield.
- Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). ASCD.
- Friend, M., Reising, M., & Cook, L. (1993). Co-teaching: An overview of the past, a glimpse at the present, and considerations for the future. *Preventing School Failure*, 37(4), 6-10.
- Knight, J. (2016). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Corwin Press.
- Lipton, L., & Wellman, B. (2018). *Learning-focused supervision: Developing professional expertise in standards-driven systems* (3rd ed.). MiraVia, LLC.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2021). *Crucial conversations: Tools for talking when stakes are high* (3rd ed.). McGraw-Hill Education.
- Texas Administrative Code (TAC), Title 19, Part 7, Chapters 228, 229, 230, 231, and 247 (as in effect August 2026). Texas Education Agency. <https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect>
- Texas Education Agency. (n.d.). *Texas Teacher Evaluation and Support System (T-TESS)*. <https://teachfortexas.org>
- Texas Education Agency. (n.d.). *Complaints against educator preparation programs*. <https://tea.texas.gov/educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs>
- Texas Education Agency. (2023). *Teacher shortage areas, 2023-2024*. <https://tea.texas.gov>
- Texas Workforce Commission. (2024). *Report on Texas growth occupations, 2024*. <https://www.twc.texas.gov>

Definitions

AAT: Associate of Arts in Teaching, a lower-division transfer degree that provides foundational coursework for students preparing to enter the teaching profession and may serve as the lower-division component of the BAAS ECET pathway.

Academic Integrity: Honest, responsible, and ethical conduct in academic work, including adherence to Weatherford College policies related to plagiarism, cheating, falsification, unauthorized assistance, and misuse of academic materials.

Academic Standing: A Candidate's academic status based on program requirements including GPA, satisfactory course completion, attendance, and other published progression requirements.

Accomplished Educator: An educator whose effectiveness is shown by student learning. WC EPP documents this for Cooperating Teachers through district records, appraisal ratings, student growth data, recognition, or review of a professional resume.

Accreditation: Formal recognition that an institution meets the standards of a recognized accrediting body. Weatherford College is institutionally accredited by SACSCOC. Institutional accreditation is distinct from SBEC approval of an educator preparation program and THECB oversight of degree programs.

Active Instructional or Educational Activities: Candidate participation in authentic school settings that extends beyond passive observation and may include small-group instruction, tutoring, whole-class instruction, one-on-one student support, classroom-management practice, support of lead-teacher instruction, and co-teaching. WC EPP requires at least 80% of the required 50+ FBE hours to consist of active instructional or educational activities.

Advisory Committee: The committee that assists the WC EPP with program design, delivery, evaluation, continuous improvement, and major policy decisions and includes representation from the stakeholder groups required by SBEC rule.

Applicant: An individual seeking admission to the WC EPP who has not yet been formally admitted as a Candidate.

Authentic School Setting: For purposes of Field-based experiences, a school setting in which activities occur during the school day and school year, including summer school. Professional development, extracurricular activities, workdays when students are not present, and before- or after-school childcare or tutoring do not constitute authentic school settings for purposes of FBE.

BAAS ECET: Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching, Weatherford College's upper-division bachelor's degree program in which the WC EPP certification pathway is embedded.

Benchmarks: Established points throughout educator preparation at which Candidate progress toward program completion and certification is reviewed through academic, professional, clinical, testing, or other structured assessments.

Candidate: An individual who has been formally admitted to the WC EPP and is completing educator-preparation and certification requirements.

Certification: The Texas process through which an individual satisfies applicable degree, educator preparation, examination, criminal-history, application, and other state requirements and is issued an educator certificate.

Certification Exams: State-required educator certification examinations. Candidates take the examinations required for the certificate sought as of their test-approval and application dates. As of August 2026, WC EPP Candidates seeking Core Subjects EC-6 certification complete the TExES Core Subjects EC-6 (391), Science of Teaching Reading (293), and Pedagogy and Professional Responsibilities EC-12 (160). TEA has announced that Core Subjects EC-6 (391) will last be offered on August 31, 2027, and can be used for certification until September 1, 2028, and that new Core EC-6 examinations will launch no earlier than September 2027. Candidates should follow WC EPP's current approved-examination guidance.

Certification Recommendation: The formal recommendation submitted by WC EPP to TEA after the Candidate has satisfied all applicable degree, program, examination, application, and state certification requirements. Recommendations provided by the Cooperating Teacher and Field Supervisor are required evidence considered by WC EPP; they are not themselves the formal certification recommendation.

Chief Operating Officer: The institutionally designated individual authorized to represent the WC EPP in official program matters and regulatory communications with TEA and SBEC.

Clinical Experience: A supervised educator assignment through an EPP in an approved school setting in which a Candidate demonstrates proficiency in the standards for the certificate sought. The WC EPP traditional route fulfills its required clinical experience through Clinical Teaching.

Clinical Teaching: The supervised, performance-based capstone experience through which a Candidate applies educator-preparation coursework and demonstrates proficiency in the educator standards for the certificate sought. WC EPP requires one 490+ hour Clinical Teaching assignment completed through EDEL 4311 and EDEL 4312 across two consecutive 14-week, half-day course phases under the supervision of a qualified Cooperating Teacher.

Clinical Teaching I: The first half of the WC EPP's single 490+ hour Clinical Teaching assignment, consisting of 245+ hours during the first 14-week semester and culminating in the Midpoint Evaluation.

Clinical Teaching II: The second half of the same 490+ hour Clinical Teaching assignment, consisting of an additional 245+ hours during the second 14-week semester and culminating in the Final Evaluation and determination of successful Clinical Teaching.

Complaint Form: The WC EPP document used by a Candidate to formally submit a program-related complaint after required initial resolution procedures have been attempted.

Complaint/Grievance: A formal concern raised by a Candidate regarding an EPP decision, action, policy, coursework, Fieldwork, clinical experience, or other program matter and addressed through the WC EPP and Weatherford College complaint and grievance procedures.

Content Certified Teacher: A teacher whose certification is appropriate to the content or grade-level instructional setting in which a Candidate completes school-based practice. In WC EPP materials, *content certified teacher* describes educators providing instruction or instructional experiences during FBE; it is not a separate supervisory or coaching role.

Cooperating Teacher: A qualified educator collaboratively assigned by WC EPP and the appropriate campus or district administrator to provide the Candidate with daily, school-based guidance during Clinical Teaching. The Cooperating Teacher co-teaches with the Candidate, gradually releases instructional responsibility based on demonstrated mastery, maintains classroom oversight, provides feedback, reports progress to the Field

Supervisor, contributes to evaluations, and provides recommendations to WC EPP. WC EPP retains responsibility for final program decisions.

Cooperating Teacher Credential Verification: The WC EPP process used to document that a proposed Cooperating Teacher has at least three creditable years of teaching experience, is an accomplished educator as demonstrated by student learning, holds a valid certificate appropriate to the Clinical Teaching assignment, satisfies required role-separation provisions, and completes required training within the permitted timeframe.

Cooperating Teacher Feedback Checkpoint: A designated point at which the Field Supervisor requests and documents evidence-based input from the Cooperating Teacher regarding the Candidate's preparation, instruction, classroom management, professionalism, responsiveness to feedback, and effect on student learning. WC EPP requires two Feedback Checkpoints during each Clinical Teaching course, for a total of four across the complete assignment. A Feedback Checkpoint is separate from observation feedback prepared by the Field Supervisor.

Creditable Years of Experience: Years of service that count as teaching experience under state rule, used to determine whether a Cooperating Teacher or Field Supervisor meets the three-year experience requirement.

Criminal History Background Check: The review of an individual's criminal history required under applicable law and SBEC rules. Applicants are informed that criminal-history background checks are required before Clinical Teaching and before employment as an educator.

Digital Portfolio: The electronic system used by the WC EPP to collect, organize, monitor, and retain designated Candidate documentation and evidence of program progress.

Dismissal: Formal involuntary removal of a Candidate from the certification pathway or program in accordance with published WC EPP and Weatherford College policies.

Disposition: An observable professional behavior, attitude, or practice associated with ethical conduct, professional responsibility, responsiveness to feedback, collaboration, reliability, and readiness for the teaching profession.

Educator Preparation Program (EPP): An entity authorized by SBEC to prepare and recommend Candidates for certification in one or more certification classes or categories.

Educator Standards: The standards adopted by SBEC for the certificate sought, including the Texas Teacher Standards and the pedagogical skills required of Candidates, against which the Candidate's proficiency is measured.

FBE Coordinating Teacher: A content certified teacher designated by the district or campus to serve as the Candidate's primary school-based point of contact during Field-based experiences. *FBE Coordinating Teacher* is a Weatherford College program designation and is distinct from the Cooperating Teacher assigned during Clinical Teaching.

FERPA: Family Educational Rights and Privacy Act, the federal law governing the privacy of student education records and access to and disclosure of personally identifiable information contained in those records.

Field-Based Experiences (FBE): Introductory school-based experiences integrated with EPP coursework in which Candidates observe and interact with EC-12 students, teachers, and school personnel in authentic school settings. Before Clinical Teaching, WC EPP Candidates complete 50+ hours: 25+ hours in K-2 and 25+ hours in Grades 3-6, with at least 80% involving active instructional or educational engagement.

Field Supervisor: A qualified educator, who preferably has advanced credentials and who holds a valid certificate in the classroom teacher class or a related master's degree with the required continuing professional education, hired by WC EPP to observe Candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. The Field Supervisor makes initial contact within the first three weeks, conducts required formal and informal observations with conferences and written feedback, collaborates with Candidates and Cooperating Teachers, documents Candidate progress, and contributes to progression and certification-readiness decisions.

Fieldwork: A WC EPP umbrella term referring collectively to required school-based preparation activities, including Field-based experiences and Clinical Teaching. Use of the term does not combine, substitute, or alter the separate requirements for the 50+ hour FBE phase and the 490+ hour Clinical Teaching assignment.

Final Evaluation: The comprehensive evaluation completed during Week 14 of EDEL 4312. The Cooperating Teacher and Field Supervisor provide evidence-based ratings, comments, and recommendations regarding the Candidate's proficiency, professional conduct, successful completion of Clinical Teaching, and readiness to proceed toward certification recommendation. WC EPP requires the Candidate to earn a rating of Developing or higher in every T-TESS domain, in addition to satisfying all other completion requirements.

Formal Observation: A structured observation conducted by the Field Supervisor during Clinical Teaching. WC EPP requires two in-person Formal Observations during each Clinical Teaching course, for a total of four across the complete assignment. Each Formal Observation lasts at least 45 minutes and includes an individualized pre-observation conference, documentation of observed educational practices, written feedback, and an individualized, synchronous, and interactive post-observation conference. The Cooperating Teacher receives a copy of the written feedback.

Gradual Release of Responsibility: The planned process through which the Candidate assumes increasing responsibility for planning, instruction, assessment, classroom management, and other professional duties, including leading classroom instruction, as the Candidate demonstrates mastery of the applicable educator standards. The progression is based on performance rather than the passage of time and may be accelerated, slowed, paused, or reversed when necessary. The Cooperating Teacher maintains classroom and instructional oversight throughout the assignment.

Growth Plan: A documented support and improvement plan developed when a Candidate demonstrates an academic, professional, dispositional, clinical, or other concern requiring targeted intervention.

Informal Observation: A documented observation conducted by the Field Supervisor to provide targeted coaching and feedback during Clinical Teaching. WC EPP requires three in-person Informal Observations of at least 15 minutes during each Clinical Teaching course, for a total of six across the complete assignment; the first in each course occurs within the first six weeks. Each Informal Observation focuses on identified instructional or professional skills and is followed by written feedback and a post-observation discussion.

Midpoint Evaluation: The structured evaluation completed during Week 14 of EDEL 4311 to assess the Candidate's performance during the first half of Clinical Teaching and determine eligibility to progress to EDEL 4312. The Cooperating Teacher and Field Supervisor provide evidence-based ratings, comments, and recommendations and establish goals for continued development. WC EPP requires the Candidate to earn a rating of Developing or higher in every T-TESS domain.

Observation Feedback: Written feedback prepared by the Field Supervisor following a formal or informal observation. Observation feedback identifies evidence from the Candidate's practice, recognizes demonstrated

strengths, identifies areas for improvement, and establishes actionable next steps. WC EPP provides the Cooperating Teacher with a copy of all written observation feedback.

Orientation: A mandatory WC EPP onboarding experience in which Candidates receive information regarding program structure, requirements, expectations, professional conduct, Clinical Teaching, certification, and available supports.

Preliminary Criminal History Evaluation (PCHE): A process through which an individual who is enrolled in or considering enrollment in an EPP may request an evaluation from TEA regarding potential certification ineligibility associated with a conviction or deferred adjudication. A preliminary evaluation is not a guarantee of admission, certification, or employment.

Probation: A formal WC EPP status assigned to a Candidate who is not in good standing and must satisfy specified written conditions within an established timeframe to continue in the program.

Professional Dispositions: Observable attitudes and behaviors reflecting the ethical, legal, collaborative, instructional, and professional responsibilities expected of Candidates preparing to become Texas educators.

Program Completion: WC EPP's determination that a Candidate has satisfied all requirements of the approved educator-preparation program. Successful completion of Clinical Teaching is one program-completion requirement but does not, by itself, constitute program completion, degree completion, or certification recommendation.

Program Director: The designated WC administrator responsible for day-to-day leadership of the BAAS ECET program; the same individual as the Chief Operating Officer.

Records Retention: Secure maintenance of EPP records and evidence of compliance. WC EPP retains documentation evidencing Candidate eligibility for admission and completion of program requirements for at least five years after the Candidate completes, withdraws from, or is discharged or released from the EPP, in accordance with applicable SBEC and institutional requirements.

Removal from Assignment: The ending or modification of a Candidate's approved Clinical Teaching placement because of student-safety concerns, Candidate performance or conduct, campus or district requirements, placement availability, or another documented circumstance. Removal from a Clinical Teaching assignment does not automatically constitute dismissal from WC EPP.

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges, Weatherford College's institutional accrediting body.

SBEC: State Board for Educator Certification, the Texas board responsible for adopting rules and standards governing educator preparation, certification, and educator professional conduct.

Standard Certificate: The Texas educator certificate issued after an individual satisfies all applicable degree, educator-preparation, examination, criminal-history, application, and state requirements and receives an EPP recommendation. Completion of Clinical Teaching does not, by itself, result in issuance of a Standard Certificate.

STR: Science of Teaching Reading, the body of knowledge and competencies related to evidence-based reading instruction assessed through the applicable Texas educator certification examination.

Successful Completion of Clinical Teaching: WC EPP's determination that the Candidate has completed the required Clinical Teaching hours and activities, demonstrated proficiency in the applicable educator standards, earned a rating of Developing or higher in every T-TESS domain, completed all required observations,

evaluations, coursework, and documentation, and received recommendations from both the Cooperating Teacher and Field Supervisor. Successful completion of Clinical Teaching is required for program completion and certification recommendation but does not, by itself, guarantee either determination.

Supervision Schedule: The signed plan completed in Weeks 1-2 of each course by the Candidate, Cooperating Teacher, and Field Supervisor that sets the Candidate's schedule, observation windows, conference dates, communication procedures, and evaluation conference.

TAC: Texas Administrative Code, the codified administrative rules adopted by Texas state agencies. Educator preparation and certification requirements applicable to the WC EPP are contained primarily in Title 19, Part 7 and related provisions.

TEA: Texas Education Agency, the state agency responsible for administering public education in Texas and providing administrative support for SBEC educator-preparation and certification functions.

TEA ID: A unique educator identification number used by TEA to associate an individual with educator certification records and related processes.

Texas Educators' Code of Ethics: The ethical standards and standard practices adopted by SBEC governing professional conduct, conduct toward professional colleagues, and conduct toward students. The Code applies to educators and Candidates for certification.

THECB: Texas Higher Education Coordinating Board, the Texas agency responsible for coordination and oversight of public higher education. THECB oversight is distinct from institutional accreditation and SBEC approval of educator preparation programs.

Tiered Accountability Process: The WC EPP's progressive intervention structure (Growth Plan, Probation, and Dismissal) used to address documented academic, professional, dispositional, or program-performance concerns, except when published policy permits more immediate action.

TExES: Texas Examinations of Educator Standards, the state educator examinations used to assess required knowledge and competencies for Texas educator certification.

Timesheet: An official WC EPP record used to document Candidate attendance, dates, hours, and designated activities completed during Field-based experiences or Clinical Teaching. Timesheets must be completed, verified, and submitted according to applicable course and program requirements.

Traditional Route: The WC EPP pathway to initial classroom teacher certification in which Candidates pursue a bachelor's degree concurrently with educator certification and complete Clinical Teaching as the required clinical experience.

T-TESS: Texas Teacher Evaluation and Support System, the Texas framework for teacher appraisal and professional growth that informs WC EPP Candidate observation, feedback, reflection, and evaluation practices during Clinical Teaching.

WC EPP: Weatherford College Educator Preparation Program, the educator-certification component embedded within the BAAS ECET through which admitted Candidates complete approved coursework, Field-based experiences, Clinical Teaching, assessments, and other requirements leading toward recommendation for Core Subjects EC-6 certification.

Withdrawal/Voluntary Exit: A Candidate's formal decision to leave the WC EPP certification pathway or, when applicable, both the certification pathway and BAAS ECET degree program in accordance with published withdrawal procedures.



CLINICAL TEACHING Candidate Commitments

Candidate Name _____ WC ID # _____ TEA ID # _____
Course ☐ EDEL 4311 ☐ EDEL 4312 Fall / Spring (Circle one) Year: 20 _____

As a clinical teacher in the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching / Weatherford College Educator Preparation Program (BAAS ECET/WC EPP), I understand that I am entering the final phase of teacher preparation and assuming a professional role in a PK–6 classroom. I will represent Weatherford College, the Educator Preparation Program, and the teaching profession with integrity, responsibility, and professionalism at all times.

COMMITMENTS

By initialing, I acknowledge and agree to the following commitments as a condition of participation in EDEL 4311 and EDEL 4312 clinical teaching:

CONDUCT

- _____
- I will abide by the Texas Educators' Code of Ethics in all settings, including field placements, coursework, and online activity.
 - I will maintain appropriate, respectful relationships with students, teachers, staff, and peers.
 - I will follow all school and district policies and will not engage in any behavior that compromises student safety, professional credibility, or the integrity of the program.
 - I will protect student confidentiality at all times, in accordance with FERPA and program expectations.
 - I will comply with HB 2 requirements by participating fully in synchronous training and observation activities, and by refraining from using or promoting prohibited instructional content.

ACCOUNTABILITY

- _____
- I will arrive on time, stay for the full scheduled duration, and document my hours accurately.
 - I will communicate proactively with both my cooperating teacher and course instructor if I must be late or absent.
 - I understand that I am responsible for rescheduling any missed hours and documenting them clearly on my timesheet.
 - I understand that failure to meet attendance or conduct expectations may result in a Growth Plan, Probation, or removal from placement.

COMMUNICATION

- _____
- I will use professional tone and language in all communication, including emails, meetings, and informal conversations.
 - I will respond to emails from instructors, field supervisors, and cooperating teachers within 24 hours.
 - I will ask questions when I am unsure, accept constructive feedback respectfully, and work to apply it in practice.

PRESENTATION

- _____
- I will follow the staff dress code at my assigned school and dress professionally at all times.
 - I will ensure that my clothing is modest, clean, and appropriate for working with children.
 - I understand that tattoos must be covered unless explicitly permitted by my placement site.

DIGITAL FOOTPRINT

- _____
- I will not post or share any photos, videos, names, or identifying details of students, classrooms, or school personnel on social media or any digital platform.
 - I will not discuss student behavior, field experiences, or school-related concerns in public or private posts.
 - I understand that a breach of confidentiality may result in immediate removal from my field placement.

DISPOSITIONS

- _____
- I understand that my professionalism will be evaluated throughout my placement.
 - I will take initiative, show respect, adapt to feedback, and reflect a growth mindset at all times.
 - I acknowledge that I am not just a student—I am a representative of the teaching profession.

ACKNOWLEDGEMENT

I have read and understood the above commitments and agree to uphold all expectations during my participation in early field-based experiences through the BAAS ECET/WC Educator Preparation Program. I understand that failure to meet these commitments may result in formal documentation, intervention, or dismissal from the program.

Printed Name _____ Signature _____ Date _____



CLINICAL TEACHING Supervision Schedule

Course ☐ EDEL 4311 ☐ EDEL 4312

This form documents the planned attendance, observation, feedback, and evaluation schedule for one Clinical Teaching course. The Candidate, Cooperating Teacher, and Field Supervisor must review and sign the schedule during Weeks 1–2 of the course. Each party should retain access to the completed schedule. The schedule may be adjusted when school events, Candidate responsibilities, or other circumstances change. Changes must be communicated promptly to all parties and documented in the applicable observation, feedback, or evaluation records.

CANDIDATE INFORMATION

Candidate _____ WC ID # _____ TEA ID # _____

Cooperating Teacher _____ Field Supervisor _____

District _____ Campus _____ Grade Level _____

REGULAR WEEKLY CLINICAL TEACHING SCHEDULE

List the Candidate's regular attendance times, instructional and planning responsibilities, subject areas or instructional blocks, and anticipated role during each period. Entries should identify whether the Candidate will observe, assist, co-teach, lead a lesson component, provide small-group instruction, assume lead-instruction responsibility, or participate in planning or another approved educational activity.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

KNOWN EVENTS OR SCHEDULE CHANGES

Identify known testing dates, assemblies, field trips, professional-development days, campus closures, holidays, or other events that may affect the Candidate's attendance, instructional responsibilities, or scheduled supervision activities.

Date	Event	Effect on Clinical Teaching/Supervision

PLANNED SUPERVISION ACTIVITIES

During each Clinical Teaching course, the Field Supervisor conducts three in-person Informal Observations of at least 15 minutes and two in-person Formal Observations of at least 45 minutes. Each Informal Observation addresses targeted instructional or professional skills and is followed by written feedback provided during a post-observation conference.

Each Formal Observation includes an individualized pre-observation conference, an in-person observation at the Candidate's assignment site, documentation of observed educational practices, and written feedback provided through an individualized, synchronous, and interactive post-observation conference. The Field Supervisor provides the Cooperating Teacher with a copy of all written observation feedback.

Pre- and post-observation conferences may be conducted in person or through a live videoconference. An asynchronous written exchange, Canvas submission, email, or Candidate reflection may supplement a conference but may not replace the required synchronous and interactive post-observation conference.

Week	Activity	Date	Time	Location
3	Informal Observation #_____			
3	Informal Observation #_____ Post-Conference			
3	Cooperating Teacher Feedback Checkpoint #_____ & Debrief			
3	POP Cycle #_____: Pre-Observation Conference			
4	POP Cycle #_____: Formal Observation			
5	POP Cycle #_____: Post-Observation Conference			
8	Informal Observation #_____			
8	Informal Observation #_____ Post-Conference			
8	Cooperating Teacher Feedback Checkpoint #_____ & Debrief			
8	POP Cycle #_____: Pre-Observation Conference			
9	POP Cycle #_____: Formal Observation			
10	POP Cycle #_____: Post-Observation Conference			
13	Informal Observation #_____			
13	Informal Observation #_____ Post-Conference			
14	Midpoint / Final (Circle one.) Evaluation			

ACKNOWLEDGEMENTS

By signing below, all parties affirm that the supervision schedule above was developed collaboratively and reflects a shared understanding of the required observations, conferences, and evaluation meetings during clinical teaching. This schedule is subject to adjustment as needed, with timely communication between all parties.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING TIMESHEET

Term: Fall | Spring 20

Course: _____

Candidate/WC Student Name _____ WC ID # _____ TEA ID # _____

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

Record the date, start time, and end time for each day on campus. Complete approximately 20 hours of fieldwork each week—5–6 hours per day, 4–5 days per week—for all 14 weeks to meet the 245-hour certification requirement.

Week 1

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 2

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 3

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 4

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 5

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 6

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 7

Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Date: _____ In ☐ AM ☐ PM Out ☐ AM ☐ PM Total: _____	Subtotal
---	---	---	---	---	---

Cooperating Teacher Verification

Printed Name _____

Signature _____

Date _____

Week 8

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 9

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 10

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 11

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 12

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 13

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

Week 14

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____
In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM In ☐ AM ☐ PM Out ☐ AM ☐ PM
Total: _____ Total: _____ Total: _____ Total: _____ Total: _____

Subtotal

Cooperating Teacher Verification

Printed Name

Signature

Date

TOTAL HOURS:

ACKNOWLEDGEMENTS

The hours, activities, and responsibilities documented on this timesheet were completed as stated, and that this record meets the expectations set forth by the BAAS ECET program and the Texas Administrative Code.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



CLINICAL TEACHING REFLECTIONS

Course: ☐ EDEL 4311 ☐ EDEL 4312 Week #: _____

Candidate/WC Student Name _____ WC ID # _____ TEA ID # _____

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

COACHING CONVERSATION

Cooperating Teachers, please use the boxes below to identify the candidate's strengths (Glows), areas for continued growth (Grows), and any specific suggestions for next steps. Written feedback may be brief, but should align with the candidate's developmental level and support instructional improvement.

Glow(s)	Grow(s)	Suggestion(s)

CANDIDATE REFLECTIONS

Write a short reflection (5-7 sentences minimum). Consider responding to one of the following prompts:

- What specific instructional strategy did you try this week, and how did it impact student engagement or understanding?
- Describe a moment where you adapted or differentiated instruction. What led you to make that adjustment? What adjustment did you make? What was the outcome?
- Reflect on a classroom management decision you made. What was the outcome? What would you do differently?
- How are you building relationships with students? Share a breakthrough/challenge/small success.
- How are you applying feedback from your cooperating teacher or field supervisor?
- What surprised you about your students' learning, behavior, or responses this week?

ACKNOWLEDGEMENTS

We certify that the information recorded reflects the teacher candidate's participation in clinical teaching. We confirm that the activities and responsibilities documented were completed as stated, and that this record meets the expectations set forth by the proposed Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) and the Texas Administrative Code.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



Clinical Teaching Formal Observation & Post-Conference Form

Course ☐ EDEL 4311 ☐ EDEL 4312 Formal Observation # _____

WC EPP requires four formal observations during the complete Clinical Teaching assignment: two during EDEL 4311 and two during EDEL 4312. Each observation must occur in person and last at least 45 minutes. Formal observations are scheduled in Weeks 4 and 9 of each course. The first formal observation must occur within the first third of the complete assignment, no later than Week 9 of EDEL 4311. Each observation includes an individualized pre-observation conference, documented evidence of instructional practice, written feedback, and an individualized, synchronous, interactive post-observation conference.

CANDIDATE INFORMATION

Candidate Name _____		Field Supervisor Name _____	
District/Campus _____		Grade/Subject _____	
Date _____	Start Time _____	End Time _____	Observation Minutes (≥45 min.) _____

PRE-OBSERVATION CONFERENCE Complete during the week before the scheduled observation.

Date _____ Time _____ ☐ In-Person ☐ Zoom ☐ Phone ☐ Email

OBSERVATION

General Notes Provide general notes about what was observed.

T-TESS Rubric Mark the rating that best reflects observed behaviors and provide brief evidence. Use "N/O" if the behavior was not observed.

(A) Accomplished	(P) Proficient	(D) Developing	(IN) Improvement Needed
Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.	Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.	Displays a partial understanding of the dimension with inconsistent or moderately successful implementation. Requires moderate guidance and support, shows some dependence, and needs additional growth despite some improvement.	Exhibits little to no understanding of the dimension, with minimal success in implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.

OBSERVATION	A	P	D	IN	N/O	EVIDENCE
DOMAIN I. PLANNING						
1.1 Standards and Alignment: clear, well-organized, sequential lesson reflects best practice, aligns with standards, and is appropriate for diverse learners	☐	☐	☐	☐	☐	
1.2 Data and Assessment: formal and informal methods measure student progress, and student data used to inform instruction	☐	☐	☐	☐	☐	
1.3 Knowledge of Students: use of student knowledge and proven practices, ensures high levels of learning, social-emotional development & achievement.	☐	☐	☐	☐	☐	
1.4 Activities: plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement	☐	☐	☐	☐	☐	
DOMAIN II. INSTRUCTION						
2.1 Achieving Expectations: supports all learners in their pursuit of high levels of academic and social-emotional success	☐	☐	☐	☐	☐	
2.2 Content Knowledge & Expertise: content and pedagogical expertise used to design & execute lessons aligned w/ state standard & student needs	☐	☐	☐	☐	☐	
2.3 Communication: clearly and accurately communicates to support persistence, deeper learning, and effective effort	☐	☐	☐	☐	☐	
2.4 Differentiation: differentiates instruction, aligning methods and techniques to diverse student needs	☐	☐	☐	☐	☐	
2.5 Monitor & Adjust: formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments	☐	☐	☐	☐	☐	
DOMAIN III. LEARNING ENVIRONMENT						
3.1 Classroom Environment, Routines, & Procedures: organizes a safe, accessible, and efficient classroom	☐	☐	☐	☐	☐	
3.2 Managing Student Behavior: establishes, communicates, and maintains clear expectations for student behavior	☐	☐	☐	☐	☐	
3.3 Classroom Culture: leads a mutually respectful and collaborative class of actively engaged learners	☐	☐	☐	☐	☐	
DOMAIN IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES						
4.1 Professional Demeanor & Ethics: meets district expect, for attendance, professional appearance, decorum, procedural, ethical, legal, & respon.	☐	☐	☐	☐	☐	
4.2 Goal Setting: reflects on his/her practice	☐	☐	☐	☐	☐	
4.3 Professional Development: enhances the professional community	☐	☐	☐	☐	☐	

POST-OBSERVATION CONFERENCE

Date: _____

Reinforcement

Identify one or more T-TESS Dimension(s) where the teacher candidate excelled, highlighting their strengths. Use specific evidence from the observation to support your assessment.

Refinement

Identify one or more T-TESS Dimension(s) where improvement is needed. Provide detailed evidence to help the candidate understand the areas for growth and how to address them.

Goal-Setting

Develop 2-3 actionable goals for the teacher candidate to work on. Goals should address the refinement area(s) and focus on improving instructional practices or classroom management strategies.

Feedback shared with Cooperating Teacher on _____ via _____.
Date Communication Method

ACKNOWLEDGEMENTS

We confirm that this observation was conducted in accordance with the requirements of the Weatherford College Educator Preparation Program and the Texas Administrative Code. The teacher candidate and field supervisor reviewed the observation results together in a post-conference and discussed strengths, growth areas, and actionable goals. This document reflects an accurate record of the observation and feedback provided.

Candidate/WC Student

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING Formal Observation Pre-Conference Form

COURSE: ☐ EDEL 4311 ☐ EDEL 4311

This Formal Observation Pre-Conference Form is completed by the teacher Candidate prior to the formal observation and is used to guide the pre-conference discussion with the Field Supervisor. The form is designed to document intentional instructional planning aligned to the Texas Teacher Evaluation and Support System (T-TESS) and to establish instructional context for the formal observation. Candidates should complete all sections thoughtfully and bring this form, along with the finalized lesson plan, to the pre-conference. Information provided on this form supports instructional clarity, observation focus, and meaningful feedback during the POP Cycle.

CANDIDATE INFORMATION

Candidate/WC Student Name

WC ID #

TEA ID #

Cooperating Teacher

Field Supervisor

District / Campus

Grade Level

Subject

LESSON OVERVIEW

The Lesson Overview section is completed prior to the Pre-Conference and should demonstrate intentional instructional planning aligned to the Texas Teacher Evaluation and Support System (T-TESS). Responses should reflect thoughtful preparation, use of student data, and alignment to the Texas Essential Knowledge and Skills (TEKS). The information provided will guide the Pre-Conference discussion and establish the instructional context for the formal observation.

Learning Objectives: (T-TESS 1.1 Standards & Alignment) What are your learning objectives for this lesson? Ensure the objectives are standards-based, measurable, and age appropriate. Describe how they connect to prior learning and how they will be communicated to students.

Assessment: (T-TESS 1.2 Data & Assessment) How will you assess student understanding during and after the lesson? Include formative strategies (e.g., checks for understanding, questioning) and any summative assessments. Explain how you will use assessment data to monitor and guide instruction.

Instructional Activities: (T-TESS 1.4 Activities; 2.2 Content Knowledge & Expertise) What specific instructional strategies or learning tasks will you use? Describe the structure of your lesson, how you will engage students, promote higher-order thinking, and support active learning. Include materials, questions, and planned transitions.

Differentiation: (T-TESS 2.4 Differentiation) How will you adapt your lesson for students with varied needs and strengths? Explain how instruction will be differentiated based on data (e.g., readiness, language needs, or learning preferences). Include accommodations or extensions for ELs, SPED, or GT students.

Instructional Grouping: (T-TESS 1.3 Knowledge of Students; 2.4 Differentiation) How will students be grouped during the lesson (e.g., whole group, small group partners, individualized)? Why did you choose this structure, and how does it support your learning objective and student needs?

Academic Language/Vocabulary Focus: (T-TESS 2.2 Content Knowledge; 2.3 Communication) What key vocabulary/academic language will be emphasized? How will language be introduced and reinforced with students?

Classroom Management: (T-TESS 3.2 Managing Student Behavior) What are your behavior expectations for this lesson, and how will you reinforce them? What challenges do you anticipate, and how do you plan to respond?

Areas for Feedback: (T-TESS 4.1 Professional Demeanor & Ethics; 4.2 Goal-Setting) For what specific areas of your teaching practice would you like feedback? This may include classroom management, pacing, student engagement, questioning, or content clarity.



CLINICAL TEACHING Formal Observation Reflections Form

COURSE: ☐ EDEL 4311 ☐ EDEL 4311

Complete all identifying information accurately. This section ensures the reflection is properly associated with the corresponding formal observation, placement, and supervisory records. Accurate information supports documentation, feedback tracking, and records retention for the clinical teaching experience.

CANDIDATE INFORMATION

Candidate/WC Student Name

WC ID #

TEA ID #

Cooperating Teacher

Field Supervisor

District / Campus

Grade Level

Subject

REFLECTIONS

The reflection section is completed after reviewing formal observation feedback and participating in the post-observation conference. Responses should reflect honest self-assessment, thoughtful analysis of instructional effectiveness, and purposeful integration of supervisor feedback. Candidates are expected to reference specific moments from the lesson and articulate how instructional decisions influenced student engagement, understanding, or behavior. Reflections should move beyond description to demonstrate professional reasoning, responsiveness to feedback, and ongoing instructional growth.

General Reflections

Successes: What were the most successful parts of the lesson? Why do you believe they went well?

Challenges: What challenges did you face during the lesson? How did you address these challenges?

Revisions: What revisions would you make to the design and/or delivery of this lesson?

T-TESS Domains

I. Planning: How did the lesson address the diverse learning needs of your students? How did you connect the content to their prior knowledge or real-world applications?

II. Instruction: How did you adapt your teaching during the lesson to respond to student understanding, engagement, or challenges? Provide specific examples of how you monitored and adjusted instruction to meet student needs.

III. Learning Environment: What strategies did you employ to establish a positive and collaborative classroom environment? How did your routines and procedures contribute to student engagement and behavior management?

IV. Professional Practices and Responsibilities: Reflecting on this lesson, what are your professional goals for improvement? What steps will you take to enhance your instructional practices and better support student learning?



CLINICAL TEACHING INFORMAL OBSERVATION

Course ☐ EDEL 4311 ☐ EDEL 4312 Informal Observation # _____

Complete three informal observations during EDEL 4311 and three during EDEL 4312, scheduled in Weeks 3, 8, and 13 of each course. Each observation must occur in person and last at least 15 minutes. The first informal observation in each course must occur within the first six weeks. The Field Supervisor identifies the targeted skill, completes Part 1, discusses the observation with the Candidate, and provides written feedback to both the Candidate and Cooperating Teacher. The Candidate reviews the feedback with the Cooperating Teacher, obtains the required acknowledgment, completes Part 2, and submits the completed form to Canvas within five business days of the observation and debrief.

PART I. INFORMAL OBSERVATION

A. Background Information

Candidate	TEA ID #	
Field Supervisor	Targeted Skill	
Observation Date	Start Time / End Time	Date of Debrief

B. General Notes

Field Supervisor records key details about the lesson observed, student interactions, instructional content, or relevant context.

C. Co-Teach Model(s) Observed

Field Supervisor refers to Co-Teaching Approaches for descriptions of each model. Check all co-teaching models that applied during the observation. Use the "Other" checkbox for variations not listed. Refer to the Co-Teaching Approaches resource for model definitions.

- | | |
|---|---|
| ☐ One Teach, One Observe | ☐ Alternative Teaching |
| ☐ One Teach, One Assist | ☐ Station Teaching |
| ☐ Parallel Teaching | ☐ Not Observed |
| ☐ Team Teaching | ☐ Other |

D. Reinforcement

Referring to T-TESS Look-Fors, the Field Supervisor selects one or two key areas of strength demonstrated by the candidate.

T-TESS Domain			
1. Planning ☐ 1.1 Standards & Alignment ☐ 1.2 Data & Assessment ☐ 1.3 Knowledge of Students ☐ 1.4 Activities	2. Instruction ☐ 2.1 Achieving Expectations ☐ 2.2 Content Knowledge ☐ 2.3 Communication ☐ 2.4 Differentiation ☐ 2.5 Monitor & Adjust	3. Learning Environment ☐ 3.1 Routines & Procedures ☐ 3.2 Managing Student Behavior ☐ 3.3 Classroom Culture	4. Professional Practices ☐ 4.1 Demeanor & Ethics ☐ 4.2 Goal-Setting ☐ 4.3 Professional Development
Evidence			
What did the candidate do well? How did it support student learning, engagement, or classroom culture?			

E. Refinement

The Field Supervisor uses the space below to document a specific T-TESS dimension as an opportunity for growth, evidence, and an actionable recommendation.

T-TESS Domain			
1. Planning ☐ 1.1 Standards & Alignment ☐ 1.2 Data & Assessment ☐ 1.3 Knowledge of Students ☐ 1.4 Activities	2. Instruction ☐ 2.1 Achieving Expectations ☐ 2.2 Content Knowledge ☐ 2.3 Communication ☐ 2.4 Differentiation ☐ 2.5 Monitor & Adjust	3. Learning Environment ☐ 3.1 Routines & Procedures ☐ 3.2 Managing Student Behavior ☐ 3.3 Classroom Culture	4. Professional Practices ☐ 4.1 Demeanor & Ethics ☐ 4.2 Goal-Setting ☐ 4.3 Professional Development
Evidence <i>What did the candidate do or not do? What was the impact on student learning or engagement?</i>		Recommendations <i>What could the candidate try next time to improve this area?</i>	

FIELD SUPERVISOR & COOPERATING TEACHER ACKNOWLEDGEMENTS

By signing below, the Field Supervisor and Cooperating Teacher acknowledge their shared responsibility to communicate regularly, collaborate regarding candidate progress, provide timely feedback, complete required evaluations and documentation, and support the candidate's successful completion of clinical teaching and readiness for certification.

Field Supervisor

Name

Signature

Date

Cooperating Teacher

Name

Signature

Date

PART 2. CANDIDATE REFLECTIONS

After reviewing Part 1 with their Cooperating Teacher and collecting the Cooperating Teacher's handwritten signature, the Candidate composes thorough responses to the prompts below. Once complete, the Candidate signs and dates the form.

What aspect of the observation feedback challenged or affirmed your current instructional practice? Explain why this feedback stood out to you and how it connects to your instructional decision or teaching style.

What did you learn about your impact on student engagement, learning or behavior? Use a specific example from the observation to describe how students responded to your instruction and what that reveals about your teaching.

Identify one concrete goal or strategy you will implement in response to the observation. Describe the specific steps you will take and how this change is intended to improve student learning and classroom culture.

CANDIDATE ACKNOWLEDGEMENTS

By signing below, I acknowledge that I have reviewed the informal observation feedback provided by my Field Supervisor, shared the feedback with my Cooperating Teacher, completed the required reflection, and identified specific next steps for improving my instructional practice. I understand that this feedback and reflection are part of my ongoing professional growth during clinical teaching.

Candidate

Name

Signature

Date



CLINICAL TEACHING MIDPOINT EVALUATION

WC EPP Clinical Teaching consists of one 490+ hour assignment completed through two consecutive 14-week, half-day course phases: EDEL 4311: Clinical Teaching I and EDEL 4312: Clinical Teaching II. The Midpoint Evaluation is completed at the conclusion of EDEL 4311 and documents the Candidate's progress toward demonstrating proficiency in the applicable educator standards. The evaluation provides evidence used by WC EPP to determine the Candidate's eligibility to progress to EDEL 4312. Progression requires at least 245 verified Clinical Teaching hours, a rating of Developing or higher in every T-TESS domain, completion of all required observations, coursework, documentation, and evaluations, and recommendations from both the Cooperating Teacher and Field Supervisor.

BACKGROUND INFORMATION

Candidate

WC ID #

TEA ID #

Cooperating Teacher

Field Supervisor

District

Campus

Grade Level

TIMESHEET VERIFICATION

The Field Supervisor must record the candidate's total hours and initial to verify that all EDEL 4311 timesheets have been submitted, reviewed, and meet TEA and program documentation standards.

Initials

I reviewed all submitted timesheets and confirmed they are complete, accurate, and meet certification requirements.

Total EDEL 4311

☐

Met Standard (245+ hours)

☐

Did NOT Meet Standard (245+ hours)

T-TESS CHECKLIST

Rate each dimension using the WC EPP Clinical Teaching Rating Scale and documented evidence of the Candidate's performance. Record an overall rating for each of the T-TESS dimensions. WC EPP requires an overall rating of Developing or higher in every domain. Document the evidence supporting the ratings, identified concerns, and any required support.

(A) Accomplished	(P) Proficient	(D) Developing	(IN) Improvement Needed
Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.	Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.	Displays a partial understanding of the dimension with inconsistent or moderately successful implementation. Requires moderate guidance and support, shows some dependence, and needs additional growth despite some improvement.	Exhibits little to no understanding of the dimension, with minimal success in implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.

I. PLANNING

- 1.1 Standards and Alignment:** Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.
- 1.2 Data and Assessment:** Formal and informal methods measure student progress; student data to inform instruction.
- 1.3 Knowledge of Students:** Student knowledge & practices ensure learning, social-emotional develop. & achievement.
- 1.4 Activities:** Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

A	P	D	IN
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

II. INSTRUCTION

- 2.1 Achieving Expectations:** Supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.2 Content Knowledge & Expertise:** Content & pedagogical expertise used to design/deliver lessons.
- 2.3 Communication:** Clearly and accurately communicates to support persistence, deeper learning, and effective effort.
- 2.4 Differentiation:** Differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Monitor & Adjust:** Formally & informally collects, analyzes, and uses student progress data and makes adjustments.

A	P	D	IN
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

III. LEARNING ENVIRONMENT

- 3.1 Classroom Environment, Routines, & Procedures:** Organizes a safe, accessible, and efficient classroom.
- 3.2 Managing Student Behavior:** Establishes, communicates, and maintains clear expectations for student behavior.
- 3.3 Classroom Culture:** Leads a mutually respectful and collaborative class of actively engaged learners.

A	P	D	IN
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES

- 4.1 Professional Demeanor&Ethics:** Meets district expectations for professionalism.
- 4.2 Goal Setting:** Reflects on his/her practice.
- 4.3 Professional Development:** Enhances the professional community.
- 4.4 School & Community Involvement:** Engages effectively with students, families, colleagues, and community.

A	P	D	IN
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

GENERAL FEEDBACK

Provide a narrative summarizing the Candidate's strengths, areas for growth, and readiness to progress to EDEL 4312: Clinical Teaching II. Identify any targeted support needed during the second course phase.

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

Initial and indicate whether the candidate is recommended to continue to EDEL 4312: Clinical Teaching II. If recommended/approved with support or not recommended/approved, provide additional documentation.

COOPERATING TEACHER

Initials

- ☐ Recommend progression to EDEL 4312.
- ☐ Recommend progression to EDEL 4312 with targeted support.
- ☐ Do NOT recommend progression to EDEL 4312 at this time

Notes:

FIELD SUPERVISOR

Initials

- ☐ Recommend progression to EDEL 4312.
- ☐ Recommend progression to EDEL 4312 with targeted support.
- ☐ Do NOT recommend progression to EDEL 4312 at this time

ACKNOWLEDGEMENTS

By signing below, the Cooperating Teacher and Field Supervisor confirm that the ratings, comments, and recommendations are based on evidence of the Candidate's performance during EDEL 4311. The Candidate's signature confirms receipt and review of the evaluation and does not necessarily indicate agreement. WC EPP retains final authority to determine eligibility to progress to EDEL 4312.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING FINAL EVALUATION

WC EPP Clinical Teaching consists of one 490+ hour assignment completed through two consecutive 14-week, half-day course phases: EDEL 4311: Clinical Teaching I and EDEL 4312: Clinical Teaching II. The Final Evaluation is completed at the conclusion of EDEL 4312 and documents the Candidate's proficiency in the applicable educator standards, professional growth, successful completion of Clinical Teaching, and readiness for certification recommendation. Successful completion requires completion of the required Clinical Teaching hours, a rating of Developing or higher in every T-TESS domain, completion of all required observations, coursework, documentation, assessments, and program requirements, and recommendations from both the Cooperating Teacher and Field Supervisor.

BACKGROUND INFORMATION

Candidate	WC ID #	TEA ID #
Cooperating Teacher	Field Supervisor	
District	Campus	Grade Level

TIMESHEET VERIFICATION

The Field Supervisor records the Candidate's hours for EDEL 4311 and EDEL 4312 and the combined total, then initials to verify that all timesheets are complete and accurate. The Candidate must complete at least 490 Clinical Teaching hours unless WC EPP has approved and documented a reduction permitted by state rule. An approved reduction may not reduce the total requirement below 455 hours.

I confirm that the Candidate's timesheets are complete and accurate and that the Candidate has met the required Clinical Teaching hours.

Initials	EDEL4311	+	EDEL4312	=	TOTAL
----------	----------	---	----------	---	-------

☐ Met Required Hours
☐ Did NOT Meet Required Hours

T-TESS CHECKLIST

Rate each dimension using the WC EPP Clinical Teaching Rating Scale and documented evidence of the Candidate's performance. Record an overall rating for each of the T-TESS dimensions. WC EPP requires an overall rating of Developing or higher in every domain. Document the evidence supporting the ratings, identified concerns, and any required support.

(A) Accomplished	(P) Proficient	(D) Developing	(IN) Improvement Needed
Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.	Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.	Displays a partial understanding of the dimension with inconsistent or moderately successful implementation. Requires moderate guidance and support, shows some dependence, and needs additional growth despite some improvement.	Exhibits little to no understanding of the dimension, with minimal success in implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.

I. PLANNING

	A	P	D	IN
1.1 Standards and Alignment: Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.	☐	☐	☐	☐
1.2 Data and Assessment: Formal and informal methods measure student progress; student data to inform instruction.	☐	☐	☐	☐
1.3 Knowledge of Students: Student knowledge & practices ensure learning, social-emotional develop. & achievement.	☐	☐	☐	☐
1.4 Activities: Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.	☐	☐	☐	☐

II. INSTRUCTION

	A	P	D	IN
2.1 Achieving Expectations: Supports all learners in their pursuit of high levels of academic and social-emotional success.	☐	☐	☐	☐
2.2 Content Knowledge & Expertise: Content & pedagogical expertise used to design/deliver lessons.	☐	☐	☐	☐
2.3 Communication: Clearly and accurately communicates to support persistence, deeper learning, and effective effort.	☐	☐	☐	☐
2.4 Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.	☐	☐	☐	☐
2.5 Monitor & Adjust: Formally & informally collects, analyzes, and uses student progress data and makes adjustments.	☐	☐	☐	☐

III. LEARNING ENVIRONMENT

	A	P	D	IN
3.1 Classroom Environment, Routines, & Procedures: Organizes a safe, accessible, and efficient classroom.	☐	☐	☐	☐
3.2 Managing Student Behavior: Establishes, communicates, and maintains clear expectations for student behavior.	☐	☐	☐	☐
3.3 Classroom Culture: Leads a mutually respectful and collaborative class of actively engaged learners.	☐	☐	☐	☐

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES

	A	P	D	IN
4.1 Professional Demeanor&Ethics: Meets district expectations for professionalism.	☐	☐	☐	☐
4.2 Goal Setting: Reflects on his/her practice.	☐	☐	☐	☐
4.3 Professional Development: Enhances the professional community.	☐	☐	☐	☐
4.4 School & Community Involvement: Engages effectively with students, families, colleagues, and community.	☐	☐	☐	☐

GENERAL FEEDBACK

Provide a narrative summarizing the Candidate's demonstrated strengths, remaining areas for growth, proficiency in the applicable educator standards, and readiness for successful completion of Clinical Teaching and recommendation for a standard certificate.

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

Each evaluator must indicate whether the Candidate demonstrated proficiency in the applicable educator standards and should be recommended to the WC EPP for a standard certificate. If either evaluator does not recommend the Candidate, that evaluator must provide written evidence supporting the decision to the Candidate and the other evaluator.

COOPERATING TEACHER

Initials

- ☐ Recommend successful completion of Clinical Teaching and recommendation for standard certificate.
- ☐ Do NOT recommend successful completion or recommendation for a standard certificate.

Notes:

FIELD SUPERVISOR

Initials

- ☐ Recommend successful completion of Clinical Teaching and recommendation for standard certificate.
- ☐ Do NOT recommend successful completion or recommendation for a standard certificate.

ACKNOWLEDGEMENTS

By signing below, the Cooperating Teacher and Field Supervisor confirm the ratings, comments, and recommendations are based on evidence of the Candidate's performance across the complete Clinical Teaching assignment. The Candidate's signature confirms receipt and review of the Final Evaluation and does not necessarily indicate agreement. WC retains final authority over successful completion and certification recommendation eligibility.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date

DISPOSITIONS INVENTORY RUBRIC

STANDARD	EXCEEDS EXPECTATIONS (3)	MEETS STANDARD (2)	APPROACHING STANDARD (1)
1. PREPARED & PUNCTUAL The teacher candidate is prepared and punctual. <i>INTASC: 9O; TTS 5(A)(ii)</i>	The teacher candidate consistently demonstrates exemplary preparation and punctuality, anticipates responsibilities and resource needs, and takes appropriate initiative to ensure that instructional, academic, and professional activities proceed efficiently.	The teacher candidate consistently arrives on time, is prepared for assigned responsibilities, manages required materials and resources appropriately, and completes necessary preparation before instructional, academic, and professional activities.	The teacher candidate is frequently unprepared, late, or absent; does not manage time, materials, or responsibilities effectively; or fails to complete required preparation before instructional, academic, or professional activities.
2. PROFESSIONAL RELATIONSHIPS The teacher candidate develops and maintains appropriate professional relationships with students, peers, colleagues, and school personnel. <i>INTASC: 3O, 7O, 9B, 9C, 10G, 10I, 10R; TTS: 4, 5(A)(i), 5(B)(iii)-(vi), 5(C)(i)</i>	The teacher candidate consistently develops strong, respectful, and productive professional relationships, contributes positively to collaborative work, and models appropriate interpersonal conduct for others.	The teacher candidate interacts respectfully and professionally with students, peers, colleagues, and school personnel and maintains cooperative relationships that support teaching and learning.	The teacher candidate interacts with others in ways that are disrespectful, uncooperative, inappropriate, or inconsistent with professional expectations and has difficulty maintaining productive working relationships.
3. PROFESSIONAL COMMUNICATION The teacher candidate communicates clearly, appropriately, and professionally within the learning environment. <i>INTASC: 3F, 8M, 8Q; TTS: 2(A)(i), 5(C)</i>	The teacher candidate consistently communicates with clarity, professionalism, and purpose; adapts communication appropriately to the situation and audience; and models effective professional communication for others.	The teacher candidate communicates clearly, accurately, respectfully, and appropriately in oral, written, and interpersonal interactions with students, peers, colleagues, and school personnel.	The teacher candidate's oral, written, or interpersonal communication is frequently unclear, inappropriate, inaccurate, or inconsistent with professional expectations.
4. ADAPTATIONS & ACCOMMODATIONS The teacher candidate makes appropriate adaptations and accommodations to address individual learning needs. <i>INTASC: 6P, 6U, 7B, 9G; TTS: 1(D)(i)-(iii); 1(E)(iii)-(iv), 2(A)(v)-(viii), 3(B)(v)</i>	The teacher candidate consistently anticipates individual learning needs, selects and implements appropriate supports, monitors their effectiveness, and adjusts instructional practices as needed to improve student access, participation, and learning.	The teacher candidate identifies individual learning needs and appropriately adjusts instruction, materials, supports, scaffolds, or assessment practices to provide students access to grade-level learning.	The teacher candidate does not adequately identify or respond to individual learning needs. Instruction, materials, supports, scaffolds, or assessment practices are not appropriately adjusted when needed, resulting in barriers to student access, participation, or learning.
5. PROFESSIONAL FLEXIBILITY The teacher candidate demonstrates professional flexibility by adjusting plans, practices, and responses when circumstances, feedback, or student needs require change. <i>INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G; TTS: 1(D)(iii), 2(A)(v), 2(C)(iii), (vi), 5(B)(i)-(iv)</i>	The teacher candidate has difficulty adjusting plans or practices when circumstances change, feedback is provided, or evidence indicates that a different approach is needed.	The teacher candidate has difficulty adjusting plans or practices when circumstances change, feedback is provided, or evidence indicates that a different approach is needed.	The teacher candidate has difficulty adjusting plans or practices when circumstances change, feedback is provided, or evidence indicates that a different approach is needed.
6. INITIATIVE & RESPONSIBILITY The teacher candidate demonstrates initiative and responsibility in planning, completing tasks, maintaining records, and meeting deadlines. <i>INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R; TTS: 1, 2, 5(A)(ii), 5(B)(iii)</i>	The teacher candidate consistently completes responsibilities accurately and ahead of or within required timelines, anticipates needs, takes appropriate initiative, and demonstrates a high level of reliability and accountability.	The teacher candidate reliably completes assigned responsibilities, maintains required documentation, meets deadlines, and demonstrates appropriate initiative without excessive prompting.	The teacher candidate frequently misses deadlines, fails to complete assigned responsibilities, submits incomplete or inaccurate documentation, requires repeated reminders, or demonstrates limited initiative.
7. RESPONSE TO FEEDBACK The teacher candidate accepts, reflects upon, and acts on constructive feedback. <i>INTASC: 10T; TTS: 5(B)(i)-(iii)</i>	The teacher candidate actively seeks feedback, thoughtfully evaluates multiple sources of information about their performance, identifies specific opportunities for growth, and consistently applies feedback to strengthen future practice.	The teacher candidate responds defensively to feedback, resists suggestions for improvement, places responsibility for concerns primarily on others, or fails to make appropriate changes after feedback is provided.	The teacher candidate responds defensively to feedback, resists suggestions for improvement, places responsibility for concerns primarily on others, or fails to make appropriate changes after feedback is provided.
8. PROFESSIONAL GROWTH The teacher candidate actively pursues professional growth opportunities. <i>INTASC: 9A, 9B, 9K; TTS: 5(B)(iii)-(v)</i>	The teacher candidate actively identifies and pursues relevant professional learning opportunities, establishes meaningful growth goals, applies new learning consistently, and contributes appropriately to the professional learning of others.	The teacher candidate participates appropriately in professional learning opportunities, establishes relevant professional goals, and applies new knowledge and skills to improve practice.	The teacher candidate demonstrates limited interest in professional learning, does not meaningfully engage in available growth opportunities, or does not apply new learning to professional practice.
9. TEACHING EXPERTISE The teacher candidate continually develops and refines their knowledge and expertise in teaching. <i>INTASC: 4(O), 9(A), 9(B), 9(D), 9(K), 9(N); TTS: 3(A)(v), 5(B)(i)-(iv)</i>	The teacher candidate consistently seeks current research, instructional resources, and professional learning; critically evaluates new approaches; and integrates relevant knowledge and practices to strengthen instructional effectiveness.	The teacher candidate develops and applies appropriate content knowledge, pedagogical knowledge, instructional methods, and research-based practices and uses available resources to strengthen teaching effectiveness.	The teacher candidate demonstrates limited effort to strengthen content knowledge, pedagogical knowledge, or instructional practice and makes little use of current research, resources, feedback, or professional learning.
10. HIGH EXPECTATIONS The teacher candidate maintains high expectations for student learning and professional performance. <i>INTASC: 10O; TTS: 2(B)(i), 4(B)(i), 5(B)(iii)</i>	The teacher candidate consistently communicates and maintains rigorous expectations, monitors progress toward those expectations, and uses evidence, reflection, and purposeful adjustment to strengthen student learning and professional performance.	The teacher candidate establishes and maintains appropriately high expectations for student learning and their own professional performance and uses evidence and reflection to support continued improvement.	The teacher candidate demonstrates inconsistent or unnecessarily low expectations for student learning or their own professional performance and makes limited effort to improve outcomes when expectations are not met.
11. LAWS, POLICIES, & PROFESSIONAL RESPONSIBILITIES The teacher candidate complies with applicable educational laws, policies, procedures, and professional responsibilities. <i>INTASC: 9I, 9O; TTS: 5(A)(i)-(ii)</i>	The teacher candidate consistently demonstrates thorough knowledge of and adherence to applicable laws, policies, procedures, and professional responsibilities and appropriately models compliant and professional practice for others.	The teacher candidate understands and complies with applicable federal, state, and local laws; Weatherford College requirements; school-placement policies and procedures; confidentiality expectations; and professional standards.	The teacher candidate demonstrates insufficient knowledge of or compliance with applicable laws, institutional requirements, school-placement policies, professional standards, confidentiality expectations, or other educator responsibilities.
12. ETHICAL & SCHOLASTIC INTEGRITY The teacher candidate demonstrates ethical conduct and scholastic integrity. <i>INTASC: 5K, 6V, 9F, 9O; TTS: 5(A)(i)-(ii)</i>	The teacher candidate consistently demonstrates exemplary ethical conduct and scholastic integrity, maintains accurate and trustworthy academic and professional work, appropriately documents sources, protects confidential information, and models ethical decision-making and professional responsibility for others.	The teacher candidate demonstrates ethical conduct consistent with the Weatherford College Student Code of Conduct and the Texas Educators' Code of Ethics and demonstrates scholastic integrity through honest work, appropriate documentation of sources, accurate records, and adherence to assignment and program requirements.	The teacher candidate demonstrates conduct inconsistent with the Weatherford College Student Code of Conduct, the Texas Educators' Code of Ethics, academic-integrity expectations, or other applicable professional standards. Examples may include academic dishonesty, failure to appropriately acknowledge sources, breach of confidentiality, falsification of records, or other unethical conduct.