



Clinical Teaching Candidate Handbook

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

Weatherford College Educator Preparation
Program (WC EPP)

Program Website

wc.edu/edbachelors

Further Inquiries

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About This Handbook

This handbook serves as the official guide for all teacher candidates enrolled in clinical teaching as part of the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and the Weatherford College Educator Preparation Program (WC EPP). It outlines the structure, expectations, roles, required documentation, professional standards, observation procedures, and evaluation processes associated with the clinical teaching experience.

Clinical teaching is the culminating field experience in the WC EPP and consists of two 14-week half-day placements, one in the early grades (EC–2) and one in the upper elementary grades (3–6). This structure ensures that candidates develop a broad range of competencies across developmental stages and content areas. The combined placements meet the minimum 490-hour requirement for clinical teaching as outlined in 19 TAC §228.2(14) and align with all additional standards established in Chapters 227, 228, 229, and 230 of the Texas Administrative Code.

Candidates are supported by a trained cooperating teacher and a certified field supervisor who conducts formal and informal observations, provides targeted feedback, and collaborates with school-site mentors to monitor candidate progress. The experience is designed to promote excellence in instructional planning, classroom management, student engagement, assessment, and reflection.

This handbook is intended for currently enrolled clinical teaching candidates in EDEL 4311 and EDEL 4312, as well as for their cooperating teachers, field supervisors, and campus administrators. It may be updated periodically to reflect changes in program policy, TEA requirements, or institutional procedures. The most current version will always be available through the BAAS ECET Program webpage:

www.wc.edu/edbachelors

Candidates are responsible for referring to and following the most recent version.

Program Contact

Dr. Leslie Hancock

Legal Authority, WC EPP

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June 25, 2025

Dear Candidate,

Welcome to the Clinical Teaching portion of the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and the Weatherford College Educator Preparation Program (WC EPP). You are now entering the most intensive, immersive, and rewarding stage of your preparation. You will serve students every day not as an observer, but as a teacher.

This handbook will guide you through the expectations, responsibilities, documentation procedures, and professional standards associated with your clinical teaching experience. Your two 14-week, half-day placements provide the opportunity to apply everything you've learned in real classrooms, under the guidance of skilled mentors and supervisors. This is not a rehearsal. This is your debut.

You were chosen for this program because of your calling, your capacity, and your commitment. You are now part of a mission-driven community that believes in preparing educators who are grounded in ethics, skilled in practice, and ready to serve diverse learners with courage and compassion.

Before you begin your placement, you must review this handbook in full and submit your signed Candidate Commitment Form and Liability Insurance Acknowledgment Form. These forms serve as formal acknowledgments that you understand and accept the responsibilities outlined in this document and that you have been informed about securing professional liability insurance prior to entering the classroom.

Both forms can be found in the Appendix of this handbook. Please submit your signed copies to Dr. Leslie Hancock, Program Director, in STSV 111A or via email at lhancock@wc.edu. Your placement will not be finalized until these forms are submitted.

Thank you for embracing this moment. The work ahead will challenge and change you. But it will also shape you into the educator your students deserve. Welcome to the work that matters most.

Kindest,



Dr. Leslie Hancock
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Legal Authority, Educator Preparation Program
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https://wc.edu/programs/all-programs/baas_early-childhood-education-teaching/index.php

Table of Contents

Section	Page
1: BAAS ECET/WC EPP Support Team	6
2: Introduction	7
2.1 What Is Clinical Teaching?	
2.2 Key Roles	
2.3 Placements	
2.4 Records Retention	
3: Scope & Sequence	17
3.1 Clinical Teaching Milestones	
3.2 Co-Teaching Approaches	
3.3 Recommended Activities by Week	
4: Required Assignments	21
4.1 Commitments Form	
4.2 Supervision Schedule	
4.3 Weekly Timesheet & Reflection Log	
4.4 Lesson Plans	
4.5 Informal Observations	
4.6 Formal Observations (POP Cycles)	
4.7 Midpoint & Final Evaluations	
4.8 Dispositions Inventory	
4.9 Representative Exams	
4.10 Recommended Timeline	
5: Professional Standards	33
5.1 Recurring Criminal Background Check	
5.2 Liability Insurance	
5.3 Texas Educator Code of Ethics	
5.4 Dispositions	
5.5 Attendance Requirements	
5.6 Dress Code	
5.7 Social Media Use	
5.8 Communication	
5.9 Substitute Teaching	
5.10 Transportation	
5.11 Meals	
5.12 Healthcare Expenses	

6: Disciplinary Procedures	43
6.1 Voluntary Exit (Withdraw)	
6.2 Growth Plan	
6.3 Probation	
6.4 Removal from Placement	
6.5 Grievances & Appeals	
7: Professional Organizations	50
7.1 General Teacher Associations	
7.2 Content-Specific Organizations	
7.3 Educational Service Centers	
Definitions	56
References	60
Appendix A Clinical Teaching Documentation	61
Texas Educator Code of Ethics	
Commitments Form	
Supervision Schedule	
Weekly Timesheet & Reflection Log	
Lesson Plan Template (blank)	
Lesson Plan Template (explanations included)	
Informal Observation Form	
Pre-Conference Form	
Formal Observation Form	
Post-Observation Reflection Form	
Midpoint Evaluation	
Final Evaluation	
Dispositions Inventory Rubric	
Appendix B Program Accountability & Grievances	88
Complaint Form	
Growth Plan	
Probation Notice	
Dismissal Notice	
Request to Withdraw/Voluntary Exit	

1. BAAS ECET/WC EPP Support Team [Back to Table of Contents](#)

The Bachelor of Arts and Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) is supported by a team of dedicated professionals ready to assist candidates at every stage of the process—from admissions and advising to financial aid, disability services, and career support. Use the contact list below to connect with the appropriate office for your specific needs. For general questions about the program or educator certification, please reach out directly to Dr. Leslie Hancock, Program Director.

Admission to WC

Weatherford College Registrar's Office
registrar@wc.edu
(817) 598-6218

Scholarships

WC Foundation
scholarships@wc.edu
(817) 598-6272

BAAS ECET/WC EPP

Dr. Leslie Hancock, Program Director
lhancock@wc.edu
(817) 598-6488

Title IX Concerns

Title IX Coordinator
titleix@wc.edu
(817) 598-6241

Disability Support Services

Office for Students with Disabilities (OSD)
waccess@wc.edu
(817) 598-6350

Veterans' Services

Veterans Services Office
veterans@wc.edu
(817) 598-6245

Financial Aid

Weatherford College Financial Aid Office
finaid@wc.edu
(817) 598-6295

Workforce Solutions Support

Workforce Solutions Liaison
weworkforce@dfwjobs.com
(817) 598-2806

2. Introduction

[Back to Table of Contents](#)

Clinical teaching is the culminating experience of the Bachelor of Applied Arts & Sciences in Early Childhood Education & Teaching / Weatherford College Educator Preparation Program (BAAS ECET/WC EPP). It represents the final phase of preparation before entering the teaching profession and offers candidates an opportunity to apply everything they have learned in coursework and early field experiences. Over the course of two carefully structured, half-day placements, candidates engage in authentic instructional practice in PreK–6 classrooms under the guidance of experienced mentors. This experience allows candidates to grow as reflective practitioners, develop confidence in classroom leadership, and demonstrate competence in the Texas Teacher Standards. Clinical teaching is also a key requirement for certification, governed by the Texas Administrative Code (TAC), and includes specific expectations for time, supervision, and evaluation. Candidates are expected to conduct themselves as professionals, follow ethical guidelines, and participate fully in school life as apprentice teachers. This section defines clinical teaching, explains how it is structured within the BAAS ECET/WC EPP, and outlines the roles, responsibilities, and requirements that guide this critical phase of your preparation.

The Broader Context of Texas Teacher Licensure and Certification

While clinical teaching is a pivotal milestone, it is important to understand how it fits into the larger context of teacher certification. Completion of EDEL 4311 and EDEL 4312 marks the final, most immersive phase of the Weatherford College Educator Preparation Program, but candidates must also meet several additional requirements to become fully certified. These requirements are established by the Texas Education Agency (TEA) and are enforced through both institutional and state oversight. Together, they ensure that every candidate recommended for certification has not only completed coursework and field experiences, but also demonstrated the ethical standards, content knowledge, and instructional competence expected of Texas educators. The summary below outlines the full pathway to teacher certification and the key benchmarks candidates must complete along the way.

Certification Pathway Overview

Candidates in the BAAS ECET/WC EPP must meet all of the following requirements before they are eligible for recommendation for a Standard Certificate:

- Earn a bachelor's degree from an accredited institution
- Complete all required EPP coursework and field experiences, including both junior-year field placements and two semesters of clinical teaching
- Complete all required state trainings, including those related to dyslexia, youth mental health, suicide prevention, and the Texas Educators' Code of Ethics
- Pass all required certification exams, including the TExES content exam(s) and the Science of Teaching Reading (STR), if applicable
- Submit all documentation and be recommended for certification by EPP through the TEA

2.1 What Is Clinical Teaching?

Clinical teaching is the capstone experience of the BAAS ECET/WC EPP and the final requirement in the teacher certification pathway. It is a supervised, performance-based field experience in which candidates actively teach in real classrooms while receiving structured support and evaluation from experienced educators. As defined by 19 TAC §228.2(14), clinical teaching must include a minimum of 490 clock hours over at least 14 weeks, during which candidates plan and deliver instruction, manage the learning environment, assess student learning, and reflect on their professional practice. In compliance with HB 2, SECTION 2.08, clinical teaching integrates substantial preservice practice with required synchronous training components. All formal observations, conferences, and reflective activities are conducted in real time (in person or via live videoconference) to ensure candidates receive interactive, immediate feedback consistent with statutory requirements. Clinical teaching is more than an opportunity to apply coursework. It is a required state-monitored placement in which candidates demonstrate readiness for certification. Unlike earlier field-based experiences that focus on observation and reflection, clinical teaching challenges candidates to function as instructional leaders under real-world conditions. This critical phase of preparation marks the transition from student to professional, and it is designed to reflect the authentic responsibilities of classroom teachers.

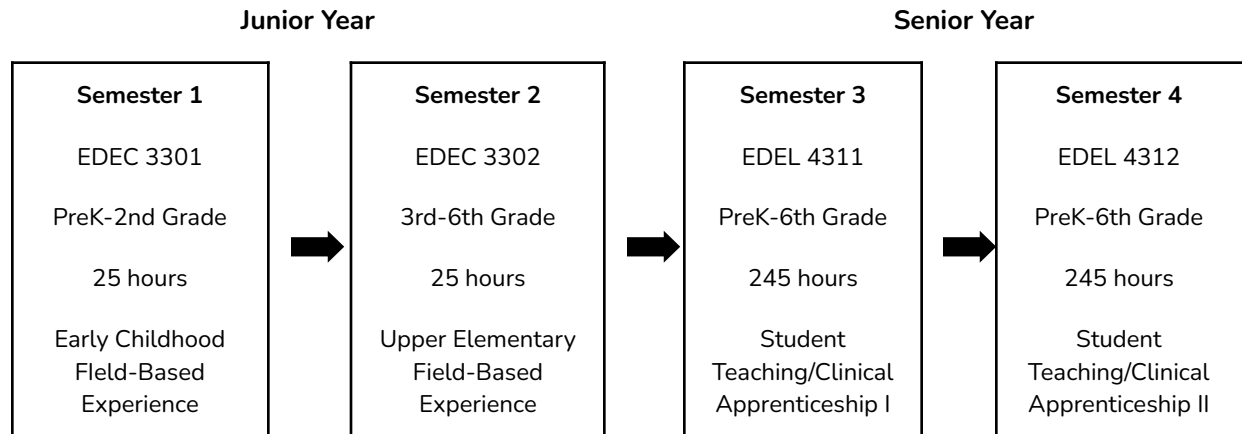
The experience is structured to support gradual growth in responsibility under the mentorship of a certified cooperating teacher and the guidance of a trained field supervisor. Candidates begin by co-planning and co-teaching, then move toward full responsibility for classroom instruction. Along the way, they implement evidence-based strategies aligned with the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS), while also managing classroom routines and addressing student needs. Field supervisors and cooperating teachers provide ongoing feedback and documentation to support candidate growth. Clinical teachers are evaluated against the Texas Teacher Standards and must demonstrate growth in planning, instruction, classroom environment, and professional practices. By the end of the placement, candidates should be functioning at the level of an entry-year teacher, ready to enter the profession with confidence and skill.

At Weatherford College, clinical teaching is not a standalone event. It is the culmination of a thoughtfully designed, developmental sequence that spans the final two years of the BAAS ECET program. Beginning in the junior year, candidates complete two structured field-based placements, one in early childhood (PreK–2nd grade) and one in upper elementary (3rd–6th grade), that introduce them to classroom environments, instructional routines, and the complexities of student development. These early experiences focus on observation, guided interaction, and reflective practice, laying the groundwork for deeper engagement. In the senior year, candidates advance into two clinical teaching placements that require sustained instructional responsibility and active participation in campus life. Over the course of four semesters, candidates steadily build competence in lesson planning, classroom management,

data-informed instruction, and professional decision-making. Each stage of the progression is intentionally scaffolded to promote growth in independence, accountability, and instructional rigor, ensuring that candidates are well-prepared to meet the expectations of Texas classrooms by the time they reach the capstone experience.

The chart below illustrates the full fieldwork sequence within the BAAS ECET/WC EPP program:

Fieldwork Progression



Each field-based experience builds upon the last, increasing in depth, complexity, and responsibility. By the time candidates reach clinical teaching, they have completed over 50 hours of structured fieldwork and multiple semesters of coursework aligned with the Texas Teacher Standards, the Science of Teaching Reading, and the Texas Educators’ Code of Ethics. These experiences are intentionally designed to prepare candidates to manage full instructional responsibility, navigate real-time classroom challenges, and make data-informed decisions about student learning. Candidates enter clinical teaching with a foundation in both theory and practice, ready to develop further under intensive mentorship. The alignment between coursework, field experience, and certification standards ensures candidates are well-prepared to meet the demands of the profession.

Clinical teaching is delivered through two senior-level courses: EDEL 4311 and EDEL 4312. Each course includes a 14-week, half-day placement, with the goal of providing one experience in early childhood (EC–Grade 2) and one in upper elementary (Grades 3–6). While placements in two distinct grade bands are strongly recommended to support developmental breadth and instructional versatility, final placements depend on district capacity and site availability. The program makes every effort to honor the two-level model while remaining responsive to changing campus needs. Regardless of placement, candidates work with a certified cooperating teacher and receive consistent support from a field supervisor. The structure of these two placements helps ensure that candidates have the opportunity to teach across the full PreK–6 certification span and develop confidence in a variety of instructional settings.

Throughout the semester, teacher candidates engage in daily classroom instruction, complete lesson plans and time logs, participate in both formal and informal observations, and reflect regularly on their practice. Field supervisors document progress through observation notes and conferences, while cooperating teachers provide continuous mentorship, instructional modeling, and feedback. Candidates are expected to demonstrate growth in planning, instructional delivery, classroom management, and professional responsibility, with all activities aligned to the Texas Teacher Standards. These experiences culminate in a comprehensive evaluation that determines readiness for certification. Clinical teaching is a transformative apprenticeship, one that prepares future educators for the real demands and rewards of the profession. Candidates are reminded that successful completion of clinical teaching is a requirement for certification recommendation. Failure to meet placement expectations (e.g., maintaining attendance, submitting documentation, demonstrating professionalism, or meeting performance benchmarks) may result in removal from the placement or delay in program completion.

Certification Recommendation Requirement

In accordance with 19 TAC §228.35(e)(2)(B)(iii), clinical teaching is considered successful only when the candidate demonstrates proficiency in all educator standards required for their certification area. Both the cooperating teacher and the field supervisor must recommend the candidate for a Standard Certificate in order for the Educator Preparation Program to proceed with certification. These recommendations are documented through the completion and signing of all final evaluation forms. If either the cooperating teacher or the field supervisor withholds a recommendation, they must provide written documentation to both the candidate and the EPP explaining their decision. Certification cannot proceed without this dual endorsement. Clinical teaching, therefore, is not only a capstone—it is a professional proving ground. Candidates must show they are ready to assume the full responsibilities of the classroom through sustained practice, reflection, and professionalism across the entire placement.

2.2 Key Roles

Clinical teaching is a shared responsibility that depends on intentional coordination among individuals who guide, support, and evaluate the teacher candidate. While the candidate is at the center of the experience, success depends on strong partnerships between Weatherford College, school districts, and campus-based educators who are all invested in the candidate's growth. Each person involved plays a distinct and essential role in helping the candidate develop into a confident, ethical, and effective teacher capable of meeting the diverse needs of today's learners. Field supervisors, cooperating teachers, campus administrators, faculty members, and the Program Director all contribute to the quality of the placement, the integrity of the preparation process, and the readiness of the candidate for certification. These roles are clearly defined by Texas Administrative Code and by the internal standards of the BAAS ECET program to ensure accountability, consistency, and developmental support. As a team, they

foster an environment where candidates can take risks, reflect on feedback, and grow into the professional role they are preparing to assume. The descriptions that follow outline the expectations and responsibilities of each role to ensure a consistent, supportive experience for every candidate.

Teacher Candidate

As the recipient of this handbook, you are the teacher candidate. You are a senior-level student enrolled in EDEL 4311 and EDEL 4312, and you have completed the coursework, field-based experiences, and program benchmarks that have prepared you for this milestone. Clinical teaching is your formal entry into the professional community of educators. This is the moment when theory becomes practice, and when you shift from being a student of teaching to a practitioner in the classroom. Clinical teaching invites you to take everything you've learned and apply it in real time, with real students, under the guidance of real educators. While you will be supported throughout this journey, the responsibility is now yours: to teach, to grow, and to rise to the expectations of the profession.

Responsibilities

Before your placement begins, you must have passed a criminal background check, been fingerprinted through TEA, and submitted documentation of professional liability insurance. You must also complete all state-mandated trainings, including those related to dyslexia, youth mental health and suicide prevention, and the Texas Educators' Code of Ethics. These steps are not optional—they are state requirements and professional obligations that ensure the safety and well-being of students, as well as your readiness to serve. Once your placement is confirmed, you are expected to follow all school district and campus policies without exception. This includes arriving on time, dressing appropriately, maintaining confidentiality, using professional communication, and engaging respectfully with students, families, colleagues, and campus administrators. Your conduct reflects not only on you but on Weatherford College and the teaching profession as a whole.

Throughout the semester, you are responsible for maintaining a detailed time log, completing lesson plans, participating in formal and informal observations, and submitting all required documentation and reflections to the EPP on time. These elements help you track your growth, receive actionable feedback, and demonstrate your competence. As the semester progresses, you will gradually assume greater responsibility for planning instruction, managing the classroom, assessing student understanding, and adapting your teaching to meet learner needs. This is your opportunity to demonstrate proficiency across the Texas Teacher Standards and to model the professionalism, equity-mindedness, and care that define exceptional educators. By the end of your placement, you should be fully prepared to lead your own classroom. This is more than a graduation requirement—it is a proving ground for your passion, skill, and calling as a teacher.

Cooperating Teacher

The cooperating teacher is the teacher candidate's closest daily mentor and the person best positioned to model what excellent teaching looks like in a real classroom. As a full-time educator on the host campus, the cooperating teacher provides the candidate with a front-row seat to the planning, delivery, and decision-making that go into effective instruction. This relationship is foundational to the clinical teaching experience. Candidates rely on their cooperating teachers for support, guidance, accountability, and honest feedback. The cooperating teacher plays a crucial role in helping the candidate internalize routines, respond to student needs, and develop the confidence to step forward as a lead teacher.

Required Qualifications

In accordance with 19 TAC §228.93, cooperating teachers must hold a valid Texas teaching certificate that matches the certification area sought by the candidate, be in good standing with the State Board for Educator Certification (SBEC), and have at least three years of credible teaching experience. Prior to hosting a candidate, each cooperating teacher must complete formal training provided by the WC Educator Preparation Program, which outlines expectations, supervision responsibilities, observation protocols, and procedures for providing feedback. This ensures that all cooperating teachers understand their role as mentors and evaluators within the larger structure of the EPP. Cooperating teachers serve not only as guides but also as models of professionalism, instructional excellence, ethical conduct, and collaborative practice. They are expected to uphold the standards of both the host district and the program at all times.

Responsibilities

Throughout the placement, cooperating teachers provide daily support by modeling lessons, facilitating planning conversations, co-teaching when appropriate, and helping candidates understand how to manage student behavior and support learning goals. As the candidate demonstrates increased competence and confidence, the cooperating teacher gradually releases instructional responsibility, allowing the candidate to assume full leadership of the classroom in a supported, developmentally appropriate way. Cooperating teachers offer frequent formative feedback, complete program-required observation forms, and participate in triad conferences with the field supervisor. At the end of the semester, the cooperating teacher completes a final evaluation that serves as one of the EPP's primary data points in determining certification readiness. The success of the clinical teaching experience is deeply tied to the strength of this mentoring relationship. Cooperating teachers are among the most powerful influences on a candidate's growth as a future educator.

Field Supervisor

The field supervisor is a trained educator appointed by Weatherford College to observe, mentor, and support teacher candidates throughout the clinical teaching semester. This role is

essential to bridging the college-based preparation program with the realities of school-based practice. Field supervisors are evaluators, thought partners, instructional coaches, and advocates who help ensure that each candidate receives the support needed to grow into a capable and confident teacher. Their purpose is to guide and document candidate development while upholding both institutional expectations and state certification requirements. By regularly communicating with both the cooperating teacher and the candidate, the field supervisor helps create a professional triad that promotes feedback, growth, and accountability.

Required Qualifications

In accordance with 19 TAC §228.2(18) and §228.35(h), all field supervisors must hold a valid Texas teaching certificate, possess a master's degree, and have at least three years of relevant teaching or administrative experience. They are also required to complete formal training provided by the Weatherford College Educator Preparation Program before being assigned to candidates. This training ensures consistency in the use of observation instruments, alignment to the Texas Teacher Standards, and clarity in the expectations for written and verbal feedback. Field supervisors are expected to uphold ethical conduct, confidentiality, and professionalism when working with teacher candidates and school partners. They must be available for communication throughout the semester and respond promptly to candidate concerns or questions.

Responsibilities

Each field supervisor is responsible for conducting a minimum of four formal observations for every clinical teaching candidate, with the first observation taking place within the first third of the placement. All formal observations must be at least 45 minutes in length and include both a pre-observation conference and a post-observation conference. Observations are designed to provide formative, actionable feedback on instructional planning, delivery, classroom management, and student engagement. In addition to formal visits, field supervisors often conduct informal check-ins and coaching sessions, which may include reviewing lesson plans, helping candidates navigate challenges, or reflecting on classroom interactions. At the end of the semester, the field supervisor's documented observations and professional judgment contribute to certification decisions and the candidate's overall evaluation. Their partnership with the candidate is one of the most impactful relationships in the clinical teaching experience.

Campus Administrator

Although not formally assigned as supervisors, campus administrators often play a meaningful role in shaping a candidate's clinical teaching experience. Principals and assistant principals help candidates feel welcomed and oriented to the campus by offering an introduction to school policies, procedures, and expectations. They may also conduct informal walkthroughs, observe instruction, and provide feedback that reinforces professional growth and aligns with campus initiatives. In some cases, administrators invite clinical teachers to attend staff

meetings, professional learning communities (PLCs), or campus-wide professional development sessions, allowing candidates to engage in the professional culture of the school. These interactions help candidates understand the broader systems of school leadership, accountability, and instructional decision-making. When administrators actively include candidates in school life, they foster a sense of trust and partnership that reflects the collaborative nature of education. An administrator's engagement can positively influence a candidate's confidence, communication skills, and readiness to join a school team as a future colleague. While participation varies by campus, the presence of an administrator often strengthens the candidate's sense of belonging, professional identity, and understanding of leadership in action.

Program Director

The Program Director serves as the legal authority for the Weatherford College Educator Preparation Program and is responsible for the overall quality, compliance, and coordination of the clinical teaching experience. At Weatherford College, this individual must hold a doctoral degree, a valid Texas teaching certificate, and have experience teaching in both K–12 classrooms and higher education settings. The Program Director oversees all clinical teaching placements, working closely with district partners to ensure that candidates are matched with qualified cooperating teachers in appropriate certification areas. This role also involves verifying licensure credentials, approving placements, addressing candidate or campus concerns, and ensuring compliance with Texas Administrative Code, including requirements in 19 TAC Chapters 227, 228, 229, and 230. The director supports field supervisors and faculty throughout the semester, monitors documentation of candidate progress, and ensures that each candidate is supported equitably and prepared for certification. In addition to administrative oversight, the Program Director plays a hands-on role in fostering relationships with local districts and upholding the mission of preparing confident, ethical, and effective educators. The director also serves as the point of contact for all program stakeholders, ensuring consistency in communication, resolution of concerns, and alignment between institutional goals and state requirements.

WC Faculty

Faculty members in the BAAS ECET program play an essential role in bridging coursework with field-based practice. All WC faculty must hold a master's degree in the field they teach, and the program strongly prefers faculty who also hold valid Texas teaching certification and have a minimum of three years of experience teaching in public schools. Faculty ensure that instructional content aligns with the Texas Teacher Standards, the TEKS, and the expectations of the clinical teaching placement, creating continuity between what is taught in the college classroom and what is expected in PreK–6 schools. Throughout the semester, faculty members may review candidate artifacts, facilitate discussions on instructional strategies and challenges, provide targeted academic support, and encourage thoughtful reflection on teaching practices. They also collaborate closely with field supervisors and the Program Director to monitor candidate progress, address concerns, and ensure consistency across coursework and field

experience. In many cases, WC faculty serve as an additional layer of support and mentorship, particularly when candidates encounter instructional, behavioral, or ethical dilemmas during placement. Their ongoing presence reinforces the integration of research-based pedagogy, applied learning, professional reflection, and ethical responsibility—all essential elements of effective teaching.

Summary

The individuals described in this section form the foundation of a high-quality clinical teaching experience. Each role (teacher candidate, cooperating teacher, field supervisor, campus administrator, WC faculty member, and Program Director) brings unique responsibilities and perspectives that collectively support the professional growth of the candidate. Although their daily interactions and duties may differ, all are aligned in their commitment to preparing future educators who are confident, ethical, and classroom-ready. The effectiveness of clinical teaching depends on this shared partnership: school-based mentors modeling best practices, college faculty bridging theory and application, and field supervisors offering structured feedback. The Program Director ensures that every placement is intentional, compliant, and developmentally appropriate, while campus administrators contribute to the candidate's broader understanding of school culture and leadership. Together, these individuals create a system of support and accountability that mirrors the professional collaboration expected in real school settings. For quick reference, the table on the next page summarizes the primary responsibilities associated with each member of the clinical teaching team.

Summary of Roles and Responsibilities

Role	Primary Responsibilities
Teacher Candidate	Completes all pre-placement requirements (background check, fingerprinting, trainings, liability insurance); teaches under supervision; plans instruction, manages the classroom, assesses student learning; submits reflections, time logs, and documentation; demonstrates professionalism and growth aligned to Texas Teacher Standards.
Cooperating Teacher	Holds required certification and experience; completes EPP training; mentors the candidate; models effective practice; gives feedback; releases instructional responsibility gradually; completes final evaluation.
Field Supervisor	Meets credential and training requirements; conducts a minimum of four formal observations with conferences; provides coaching and written feedback; communicates regularly with the candidate and cooperating teacher; documents progress for certification.
Campus Administrator	Welcomes the candidate; may provide orientation, observe instruction, and offer feedback; invites participation in professional learning and meetings; reinforces school culture and expectations.
Program Director	Oversees all placements and program compliance; verifies cooperating teacher qualifications; supports faculty and field supervisors; monitors candidate progress and documentation; maintains partnerships with districts and upholds the mission of the EPP.
WC Faculty	Delivers coursework aligned to TEKS and certification expectations; collaborates with the field team; supports candidates in applying theory to practice; offers academic and professional guidance throughout the placement.

2.3 Placements

All field-based experience placements for EDEL 4311 and EDEL 4312 are coordinated by the BAAS ECET Program Director in partnership with local school districts. Candidates do not arrange their own placements and may not switch placements without formal approval. Clinical teaching assignments are determined based on several factors, including district availability, certification area alignment, and prior fieldwork experiences. While candidate input is welcomed and considered, final placement decisions rest with the Program Director in consultation with district partners. Once a placement has been confirmed, candidates will receive information about the assigned campus, grade level, and cooperating teacher. If a candidate is contacted directly by a school or district, they should refer the inquiry back to the Program Director to maintain clear communication and uphold the integrity of our district partnerships.

2.4 Records Retention

All documentation related to clinical teaching is subject to official records retention policies required by the Texas Administrative Code (19 TAC §228.40(f)). This includes lesson plans, timesheets, reflection logs, formal and informal observation forms, midpoint and final evaluations, dispositions inventories, and any communication or documentation related to placement, supervision, or disciplinary action. These documents are essential for verifying candidate progress, ensuring certification eligibility, and maintaining program accountability. The BAAS ECET/WC Educator Preparation Program is required to retain clinical teaching records for a minimum of five years following program completion. Teacher candidates are strongly encouraged to keep personal copies of all submitted materials, including digital files, for future reference. In the event of an audit, certification appeal, or grievance, these records may be reviewed by Weatherford College or the Texas Education Agency (TEA). Failure to submit required documentation on time or falsifying records may result in growth plans, removal from placement, or dismissal from the program. Submitting accurate, complete, and timely records is a legal requirement—and a professional standard of practice.

3. Scope & Sequence

[Back to Table of Contents](#)

Although the core expectations of clinical teaching are introduced during the Bachelor of Applied Arts & Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) orientation, this section provides a more detailed view of what to expect across the two-semester experience. Coursework, capstone assignments, certification exam preparation, and required documentation are integrated throughout the experience to support your development across domains of knowledge, pedagogy, and professional behavior. The ultimate goal is not simply to complete 490 hours, but to emerge from clinical teaching ready to lead with clarity, confidence, and care (Feiman-Nemser, 2001). This progression also ensures compliance with HB 2, SECTION 2.08 by embedding synchronous instructional activities (e.g., triad conferences, observation debriefs, and reflective coaching sessions) throughout the experience.

Clinical teaching spans two consecutive semesters (EDEL 4311 and EDEL 4312), each requiring a minimum of 245 hours in a TEA-accredited school and structured to support your progression from guided participation to independent practice. The structure of this experience aligns with the Gradual Release of Responsibility (GRR) model, which supports learners in moving from guided participation to independent mastery (Fisher & Frey, 2013). In Semester 3 (EDEL 4311), you begin by observing, building relationships, and learning classroom routines. Early on, you will participate in instructional support tasks such as taking attendance, reading aloud, or assisting in small groups. As your confidence and competence increase, your role will shift to co-planning and co-teaching, allowing you to share responsibility for instruction while receiving real-time feedback from your cooperating teacher. By Semester 4 (EDEL 4312), your role evolves toward full instructional leadership. You will take the reins in planning and delivering daily lessons, managing the learning environment, assessing student progress, and adapting instruction to meet student needs. This transition reflects principles of situated learning and cognitive apprenticeship, which emphasize learning through authentic practice, reflection, and mentorship (Lave & Wenger, 1991; Collins, Brown, & Holum, 1991). Your field supervisor and cooperating teacher will continue to serve as mentors and thought partners, helping you reflect on your practice, set goals for growth, and prepare for the expectations of a first-year teacher.

3.1 Clinical Teaching Milestones

To be eligible for recommendation for standard certification in the state of Texas, clinical teaching candidates must meet specific performance and documentation milestones established by the Weatherford College Educator Preparation Program and aligned with Texas Administrative Code §228.35. These milestones span both semesters of clinical teaching and serve as formal evidence of a candidate's instructional competence, professionalism, and exam readiness. The requirements listed below are non-negotiable and must be successfully

completed regardless of a candidate's course grades or other assignments. While additional tasks and projects may be assigned as part of the EDEL 4311 and EDEL 4312 syllabi, the items outlined in this section directly impact your certification eligibility and must be completed to the standards set by the program. These expectations ensure that candidates are not only developing the competencies needed for certification but are also positioned to enter the profession with clarity, skill, and confidence.

EDEL 4311: Student Teaching I

During the first semester of clinical teaching, candidates focus on foundational instructional skills, relationship building, and integration into the classroom environment. Candidates must:

- Accrue a minimum of 245 verified clinical teaching hours over 14 weeks in a TEA-accredited school
- Complete and submit all weekly timesheets and reflection logs by published deadlines
- Participate in two informal observations conducted by the field supervisor and complete required follow-up reflections
- Complete two formal POP Cycles, including pre-conference, live observation, and post-conference reflection
- Earn a minimum rating of "Developing" (2 or higher) in all domains on the Midpoint Evaluation
- Achieve a score of 85% or higher on the TExES PPR EC–12 practice exam to gain approval to register for the official exam

EDEL 4312: Student Teaching II

In the second semester, candidates assume greater instructional responsibility and demonstrate readiness for full-time teaching. Candidates must:

- Accrue an additional 245 verified clinical teaching hours, for a total of 490 hours across both semesters
- Continue submitting weekly timesheets and reflection logs as required
- Participate in two additional informal observations and submit associated reflections
- Complete two additional POP Cycles following the same format as in Semester I
- Submit a final Reflective Learning Log aligned with T-TESS Domain 4 and EC–6 content standards
- Earn a minimum rating of "Developing" (2 or higher) in all dimensions on the Final Evaluation
- Achieve a score of 85% or higher on the TExES Core Subjects EC–6 practice exam to gain approval to register for the official exam

3.2 Co-Teaching Approaches

Co-teaching is a collaborative instructional model in which the clinical teacher and cooperating teacher share responsibility for planning, delivering, and assessing instruction. Several co-teaching approaches support meaningful candidate involvement while meeting the diverse needs of students. These include Teach/Observe, where one teacher leads while the other collects data; Teach/Assist, where one provides support to individual students during instruction; and Parallel Teaching, where both teachers deliver the same content to smaller, simultaneous groups. Team Teaching allows both teachers to deliver content together in an integrated way, while Alternative Teaching targets small-group differentiation for remediation or enrichment. In Station Teaching, each teacher facilitates a specific learning station, allowing students to rotate and engage with content in smaller settings (Friend et al., 2010). Candidates should experience multiple co-teaching models during clinical teaching and reflect on how each model impacts student learning and instructional equity (Bacharach et al., 2010). Observations should clearly document the model used and the level of shared responsibility to ensure candidates are not simply assisting but co-instructing as required by effective teacher preparation practice (Cook & Friend, 1995). The various co-teaching approaches described in the table below illustrate the range of collaborative instructional models that may be implemented during clinical teaching to promote active candidate engagement and differentiated student support.

Co-Teaching Approaches

Model	Description
Teach/Observe	One teacher leads instruction while the other observes students to collect data or monitor engagement, behavior, or understanding.
Teach/Assist	One teacher leads while the other provides individual support (e.g., checking in with students, answering questions, managing behavior).
Parallel Teaching	The class is split into two equal groups, and both teachers teach the same content simultaneously.
Team Teaching	Both teachers share equal responsibility for planning and delivering the lesson together, speaking interchangeably.
Alternative Teaching	One teacher works with a large group while the other teaches a small group that needs remediation, enrichment, or pre-teaching.
Station Teaching	Students rotate through stations where teachers lead different activities or content at each station.
No Co-Teaching Observed	Candidate taught solo or the cooperating teacher led instruction alone without shared responsibility.
Other	Use this if the model doesn't fit the listed categories and briefly explain in the notes.

3.3 Recommended Activities by Week

The clinical teaching experience is carefully structured to support candidates' gradual transition from observer to lead instructor, consistent with the GRR model (Fisher & Frey, 2013). The following schedule outlines recommended weekly activities that promote the progressive development of candidates' teaching skills, professional responsibility, and reflective practice. While pacing may vary based on individual readiness and classroom context, all candidates are expected to assume full instructional leadership for a sustained period during the placement. This schedule serves as a guide for candidates, cooperating teachers, and field supervisors to ensure a meaningful, scaffolded experience that prepares teacher candidates for success in their own classrooms.

Weeks	Focus	Recommended Candidate Activities
1–2	Orientation & Observation	<ul style="list-style-type: none"> • Meet campus staff and administrators • Observe classroom routines and instruction • Assist with clerical/instructional tasks • Review lesson plans • Build student rapport
3–4	Initial Teaching & Co-Teaching	<ul style="list-style-type: none"> • Teach one subject or class period with support • Co-plan and co-teach additional lessons • Begin implementing assessments • Continue assisting instructionally
5–6	Expanding Responsibilities	<ul style="list-style-type: none"> • Take over two subjects or class periods • Lead small-group or center-based instruction • Begin assuming non-instructional duties • Show increased independence
7–11	Full Instructional Leadership	<ul style="list-style-type: none"> • Lead all content areas and instructional periods • Manage routines, behavior, and pacing • Adapt lessons to meet student needs • Cooperating teacher provides support as needed
12–14	Gradual Release & Reflection	<ul style="list-style-type: none"> • Transition instructional leadership back to the cooperating teacher • Support classroom instruction flexibly • Observe other classrooms or grade levels • Reflect on personal growth and next steps

[Back to Table of Contents](#)

4. Required Assignments

[Back to Table of Contents](#)

To qualify for Texas teacher certification, the Bachelor of Applied Arts & Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) requires candidates to successfully complete a series of performance assessments (19 TAC §228.35). The required assignments represent essential documentation of your instructional readiness and professional competence as defined by Texas educator standards. While additional course-based assignments may be assigned in EDEL 4311 and EDEL 4312, the components outlined below span both semesters and form the foundation of clinical teaching evaluation. These assignments are intentionally designed to assess your growth in planning, instruction, reflection, and professional collaboration - skills widely recognized as essential for effective teaching (Feiman-Nemser, 2001; Darling-Hammond et al., 2005). Candidates are expected to approach each task with professionalism, intentionality, and a commitment to continuous improvement. Your ability to demonstrate competence in these areas is not only a program requirement but also a reflection of your readiness to meet the demands of the classroom and the responsibilities of certification.

The following elements form the backbone of the clinical teaching evaluation process:

- Clinical Teaching Commitments Form
- Supervision Schedule
- Timesheet & Reflection Log
- Lesson Plans
- Formal Observations (POP Cycles)
- Informal Observations
- Midpoint/Final Evaluation
- Representative Exams
- Dispositions Inventory

Note: The assignments outlined in this section represent the core performance assessments required for certification through the BAAS ECET / WC Educator Preparation Program. Additional assignments, discussions, reflections, and instructional tasks may be required as part of your enrollment in EDEL 4311 and EDEL 4312. While those course-based assignments support your professional growth and grade in the course, the critical assignments listed here are non-negotiable and must be successfully completed to be recommended for certification.

4.1 Commitments Form

Appendix A

Commitments Form

Before beginning any field-based experience, all candidates are required to review, sign, and submit the BAAS ECET/WC EPP Candidate Commitments Form. This signed document affirms that the candidate understands and agrees to uphold the professional expectations outlined in this handbook, including those

related to ethics, attendance, communication, confidentiality, dress code, social media use, and dispositions. The commitments form functions as a formal acknowledgment of professional accountability and reinforces the program's alignment with the Texas Educators' Code of Ethics (19 TAC §247.2) and other relevant TAC requirements for educator preparation programs. By signing this form, candidates acknowledge their responsibility to represent the teaching profession and Weatherford College with professionalism, comply with program, campus, and state expectations during fieldwork, respond appropriately to feedback and maintain accurate documentation, and protect student confidentiality while upholding ethical conduct both in person and online. The signed Candidate Commitments Form must be submitted to the course instructor before any field hours are completed. Failure to submit the form may result in removal from the placement schedule and a delay in fulfilling program requirements.

4.2 Supervision Schedule

Appendix A

Supervision Schedule

The Supervision Schedule is a required planning tool used to document the anticipated dates, times, and formats of all observation and evaluation activities throughout clinical teaching, in accordance with 19 TAC §228.35(e).

This form ensures that the candidate, cooperating teacher, and field supervisor establish a shared understanding of when and how key supervision events (e.g., informal observations, formal POP Cycles, and midpoint/final evaluations) will occur. While this schedule is considered tentative, all parties are expected to collaborate in completing it at the beginning of the semester and to update it as needed. All supervision activities, including informal observations, POP Cycles, and midpoint/final evaluations, must be conducted synchronously in accordance with HB 2, SECTION 2.08. This requirement ensures that candidates engage in real-time, interactive professional dialogue as part of their preservice preparation. Any changes must be clearly communicated and reflected in the official observation documentation submitted to the Educator Preparation Program (EPP). Each party should retain a copy and refer to it throughout the semester.

The Supervision Schedule form includes two parts:

- **Weekly Clinical Teaching Schedule:** Candidates must provide a weekly breakdown of their instructional responsibilities, planning periods, and any atypical events (e.g., testing, assemblies). This schedule helps field supervisors coordinate observation visits and monitor the candidate's teaching role throughout the placement. A completed copy must be submitted at the beginning of each week.
- **Tentative Evaluation Plan:** This section outlines the projected dates, times, and locations for all required supervision activities.

These include -

- Two informal observations, which may be conducted in person or via Zoom and must include written feedback.

- Two POP Cycles (Pre-Observation Conference, Formal Observation, Post-Observation Conference), with formal observations conducted in real time (in person or via live Zoom) and lasting a minimum of 45 minutes.
- One Midpoint/Final Evaluation Meeting, conducted synchronously and including the candidate, cooperating teacher, and field supervisor. This meeting may be held in person or via Zoom.

The completed Supervision Schedule must be signed by the candidate, cooperating teacher, and field supervisor. These signatures affirm that all parties have reviewed the plan and agree to the expectations outlined. Maintaining this schedule helps ensure transparency, accountability, and alignment with state requirements for clinical supervision.

4.3 Weekly Timesheet & Reflection Log

Appendix A Educator preparation programs must document the clinical teaching hours of all certification candidates (19 TAC §228.35(e)(2)(B)(iii)). To meet this requirement, all teacher candidates in the BAAS ECET/WC EPP must complete a Weekly Timesheet & Reflection Log to verify active participation in clinical teaching. This document tracks your instructional hours, classroom responsibilities, cooperating teacher feedback, and professional reflection on a week-by-week basis. Submitting an accurate and thoughtful timesheet demonstrates your accountability, helps your field supervisor and course instructor monitor progress, and ensures compliance with state certification requirements. The log also fosters regular, meaningful conversations with your cooperating teacher and encourages you to reflect on your growth as an emerging educator. Completing it thoroughly and on time each week is not just a program requirement—it is a professional habit that mirrors the timekeeping and reflection practices of working teachers. Failure to submit the form, obtain required signatures, or accurately log hours may result in documentation concerns or remediation plans.

Each week, the candidate must:

- Print the weekly timesheet and reflection log
- Log daily hours by hand.
- Check off instructional activities.
- Meet with your cooperating teacher
- Document glows, grows, and suggestions for improvement.
- Write a weekly reflection.
- Obtain required signatures.
- Scan and upload the completed form to Canvas.

4.4 Lesson Plans

Appendix A Lesson Plan Template

Lesson planning is a foundational skill for all effective educators. During clinical teaching, you are expected to submit weekly lesson plans that reflect your growing instructional responsibility. These lesson plans serve multiple purposes: they prepare you to deliver TEKS-aligned, developmentally appropriate instruction; they document your readiness to lead classroom learning; and they provide a basis for coaching and feedback from your cooperating teacher and field supervisor. Your ability to plan thoughtfully and responsively is a key component of your professional preparation and certification readiness.

Submission Expectations

Lesson plans are required each week beginning in Week 3 and must align with the instructional duties you are leading. The table below outlines the required number of lesson plans based on your instructional phase.

Planning Progression

Week(s)	Instructional Focus	Lesson Plans Due
Weeks 1–2	Orientation and Observation	0 required
Weeks 3–4	Initial Teaching & Co-Teaching	1 plan/week
Weeks 5–6	Expanding Responsibilities	2 plans/week
Weeks 7–11	Full Instructional Leadership	4 plans/week
Weeks 12–14	Gradual Release and Reflection	2 plans/week

Lesson plans must be submitted via Canvas by Sunday at 11:59 p.m. each week. All lesson plans must be reviewed and initialed by your cooperating teacher before the lesson is taught and before submission. Lesson plans must reflect instruction that is appropriate for the specific students in your classroom and aligned with both the Texas Essential Knowledge and Skills (TEKS) and the certification area you are seeking. For example, candidates pursuing EC–6 certification may not submit lesson plans focused on special education or English as a Second Language (ESL) unless those lessons are directly tied to content instruction within the general education curriculum.

The purpose of lesson planning is twofold: procedural and instructional. Your plans should be designed to support student learning, anticipate classroom realities, and reflect thoughtful decision-making about pacing, differentiation, and engagement. Submissions that are

incomplete, lack cooperating teacher initials, are submitted late, or do not reflect appropriate content may result in a remediation plan and impact your standing in the program.

Important: If one of your submitted lesson plans is being used for a formal POP Cycle, it must follow all observation formatting requirements and be clearly labeled as your observation plan.

Lesson Plan Format

Each submitted lesson plan must follow the official BAAS ECET/WC EPP Lesson Plan Template and include the following components:

- **TEKS Alignment:** Identify the grade-level standards addressed during instruction
- **Learning Objectives:** Clearly state what students will know and be able to do
- **Materials and Resources:** List all instructional materials and technology used
- **Procedures:** Provide a step-by-step outline of the lesson, including:
 - Introduction and motivation
 - Prior knowledge activation
 - “I Do” (Modeling)
 - “We Do” (Guided Practice)
 - “You Do” (Independent Practice)
 - Closure and review
- **Assessment:** Describe how you will monitor learning
 - Formative assessment strategies during instruction
 - Summative assessment if applicable
- **Differentiation and Accommodations:** Include instructional supports for:
 - Students with IEPs or 504 plans
 - English learners and students with specific language needs
 - Students needing enrichment or remediation

Cooperating Teacher Support

Cooperating teachers play a key role in mentoring candidates through the planning process. Ultimately, cooperating teachers maintain instructional oversight and authority in the classroom. Candidates must defer to their cooperating teacher’s judgment regarding what is appropriate to teach, when to introduce new content, and how to manage instructional pacing. This ensures that all teaching aligns with the needs of the students, the goals of the classroom, and the scope of the candidate’s certification.

Cooperating teachers are expected to:

- Provide instructional guidance and co-planning support
- Review each lesson plan prior to instruction for accuracy, alignment, and appropriateness

- Initial each lesson plan to confirm it has been reviewed and approved before implementation
- Determine, in collaboration with campus leadership if needed, what content and instructional duties are appropriate for the candidate to teach

4.5 Informal Observations

Appendix A Informal Observation Form

Teacher candidates receive ongoing support through two informal observations per semester conducted by their assigned field supervisor as part of the clinical experience. Informal observations must take place in real time and may be conducted either in person or via Zoom. They may include classroom walkthroughs, virtual check-ins, or observation of candidate-led instruction. Unlike formal observations, they do not require a pre- or post-conference or meet a minimum duration, but they must result in documented feedback and candidate reflection (19 TAC §228.35(e)(2)(B)(ix)). These interactions provide valuable feedback and coaching aligned with the Texas Teacher Evaluation and Support System (T-TESS) domains thereby shaping candidate growth, providing mid-course corrections, and promoting a reflective, responsive approach to teaching. Candidates are encouraged to treat these interactions as professional learning opportunities and to use feedback constructively to refine their practice.

Steps

1. **Observation Conducted:** The field supervisor observes the candidate teaching or supporting instruction during a scheduled or unscheduled visit (in person or via Zoom).
2. **Feedback Form Completed and Delivered:** The field supervisor completes Part I (Sections A–E) of the Informal Observation Form, providing brief but specific feedback.
 - If conducted in person, the form may be given to the candidate at the end of the visit.
 - If conducted via Zoom, the form must be emailed to the candidate within 24 hours.
3. **Candidate Reflection:** The candidate completes Part 2 of the form by responding to three structured reflection questions. These prompts help candidates analyze the feedback, consider their instructional impact, and identify a goal or strategy for improvement.
4. **Submission to Canvas:** The candidate uploads the completed form (Parts I and II) to the designated Canvas assignment within one week of receiving it.

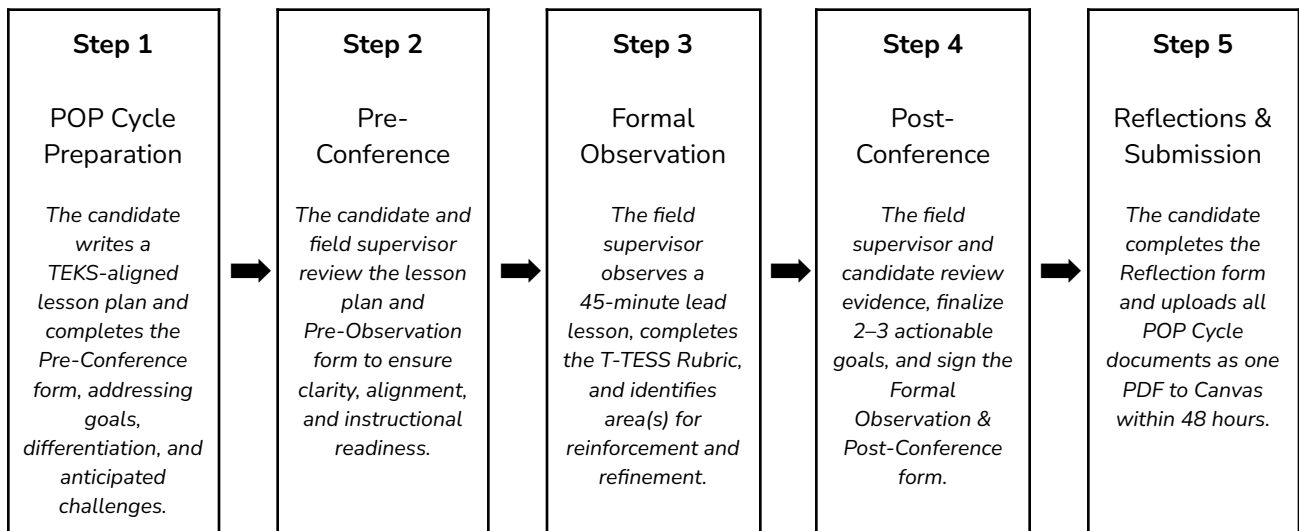
4.6 Formal Observations (POP Cycles)

Appendix A Clinical teaching must include a series of structured, standards-based observations conducted by a qualified field supervisor (19 TAC Pre-Conference Form observations conducted by a qualified field supervisor (19 TAC §228.35(e)(2)(B)(viii)). Within the BAAS ECET/WC Educator Preparation Program (EPP), these structured observations are known as POP Cycles, which stands for Pre-Conference, Observation, and Post-Conference. Each teacher candidate completes two POP Cycles per semester, for a total of four formal observations across the clinical teaching experience. POP Cycles are aligned to the Texas Teacher Evaluation and Support System (T-TESS) and are designed to provide high-quality feedback that strengthens instructional planning, delivery, reflection, and professional growth.

POP Cycle Process

The infographic below outlines the five key steps in the POP Cycle process from preparation through final documentation. This structured approach ensures consistency across observations and supports clear communication between the candidate and field supervisor.

Formal Observation Workflow



Step 1. Preparation: The candidate collaborates with their cooperating teacher to develop a detailed, TEKS-aligned lesson plan. The lesson plan must be initialed by the cooperating teacher to verify it has been reviewed and approved. The candidate also completes the Pre-Conference Form, addressing instructional goals, differentiation strategies, and anticipated challenges. Both documents must be brought to the pre-conference to guide discussion and receive feedback.

Step 2. Pre-Conference: To ensure shared understanding before the observation occurs, the candidate and field supervisor meet to review the Pre-Conference form and lesson plan. The supervisor may offer coaching, adjustments, or clarifications.

Step 3. Observation: The field supervisor observes the candidate teaching a full, uninterrupted 45-minute lesson in real time (either in person or via Zoom). The lesson must be the same one discussed in the pre-conference and reflect the candidate serving in a lead teaching role, not merely assisting or co-teaching. The field supervisor uses the first page of the Formal Observation & Post-Conference form, which aligns with T-TESS Domains I–IV, to provide evidence-based feedback. After the observation, the field supervisor reviews the T-TESS Rubric and identifies areas for reinforcement and refinement.

Step 4. Post-Conference: Following the observation, the candidate and field supervisor hold a collaborative Post-Conference either in person or via Zoom. The field supervisor reviews their notes from the observation, T-TESS Rubric ratings, as well as areas for reinforcement and refinement. Then, the field supervisor and candidate work together to design 2-3 actionable goals to improve the candidate’s instructional practice. The Post-Conference concludes when the candidate and field supervisor sign and date the Acknowledgements section of the Formal Observation & Post-Conference form. Should a candidate disagree with their field supervisor’s assessment of their teaching, they may request another formal observation by the Program Director.

Step 5. Reflection & Submission: After the Post-Conference, the candidate completes the Reflection form to synthesize feedback and identify next steps. Within 48 hours, the candidate must bundle and upload all POP Cycle materials to Canvas as a single PDF. The bundle must include:

- The final, TEKS-aligned lesson plan (with any relevant student artifacts)
- The completed Pre-Observation Form
- The signed Formal Observation/Post-Conference Form
- The Post-Observation Reflections Form

4.7 Midpoint & Final Evaluations

The BAAS ECET / WC EPP utilizes a developmental evaluation model to assess clinical teaching performance at two formal checkpoints: the Midpoint Evaluation and the Final Evaluation. These evaluations are structured using the T-TESS framework and are aligned with all four domains to promote reflection, foster professional growth, and support evidence-based decisions about certification readiness (19 TAC §228.35(e)(2)(B)). All evaluation forms must be signed by the candidate, cooperating teacher, and field supervisor, and are submitted to the EPP as part of the required certification documentation. These evaluation checkpoints provide essential opportunities for mentoring, reflection, and accountability as candidates move from guided practice toward confident, independent instructional leadership.

Midpoint Evaluation

Appendix A The Midpoint Evaluation is administered at the conclusion of EDEL 4311:
Midpoint Evaluation Form Student Teaching I. It is conducted through a collaborative, real-time conference involving the teacher candidate, the cooperating teacher, and the WC field supervisor. During this meeting, the candidate receives targeted feedback, a summary of performance to date, and, when needed, an action plan for continued development during the next phase of student teaching. To successfully advance from EDEL 4311 to EDEL 4312, candidates must earn a minimum rating of “Developing” (2 or higher) in all T-TESS domains and complete a minimum of 245 clinical teaching hours distributed over a 14-week, half-day placement. Hours may include observation, planning, instruction, and reflection, as documented in the candidate’s verified timesheets (19 TAC §228.35(e)(2)(B)). If a candidate does not meet these requirements, they may be required to complete additional fieldwork, participate in a targeted growth plan, or delay enrollment in EDEL 4312, pending further review by the EPP. Candidates who wish to appeal a non-progression decision must follow the formal grievance procedures outlined in this handbook.

Final Evaluation

Appendix A The Final Evaluation is administered during the final weeks of EDEL 4312:
Final Evaluation Form Student Teaching II and serves as a comprehensive, summative assessment of the candidate’s instructional performance, professionalism, and overall readiness for standard certification. A collaborative conference is conducted with the teacher candidate, cooperating teacher, and WC field supervisor. During this conference, the team reviews growth across all four T-TESS domains and discusses the candidate’s effectiveness in real-world classroom practice. To be recommended for certification, candidates must earn a minimum rating of “Developing” (2 or higher) in all T-TESS dimensions and complete an additional 245 hours of clinical teaching over a second 14-week, half-day placement, for a combined total of 490 verified hours across both semesters (19 TAC §228.35(e)(2)(B)). Hours may include observation, planning, instruction, and reflection and must be documented through EPP-approved timesheets. Candidates who do not meet the required standards for certification may be referred for additional fieldwork, assigned a targeted remediation plan, or deemed ineligible for recommendation. Any appeals related to certification decisions must follow the formal grievance procedures outlined in this handbook.

4.8 Dispositions Inventory

Appendix A In accordance with expectations outlined in 19 TAC §228.35(e), candidates in
Dispositions Inventory Rubric the BAAS ECET/WC EPP will be evaluated on their professional dispositions during clinical and early field-based experiences. The Dispositions Survey, which includes indicators aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, Texas Teacher Standards, and the Texas Educator Code of Ethics, will be sent directly to cooperating teachers by the BAAS ECET/WC EPP Director via

email. This rubric-based survey asks cooperating teachers to evaluate the candidate's demonstration of key professional behaviors such as responsibility, collaboration, communication, adaptability, ethical conduct, and commitment to diversity and equity. The results offer valuable insight into candidates' professional growth, highlighting both strengths to build on and areas in need of development. This process also helps ensure that teacher candidates are meeting the professional expectations of the field and are prepared to enter the classroom as reflective, ethical, and responsive educators. Feedback collected through the Dispositions Survey contributes to ongoing program improvement and fulfills part of the state's requirement for continuous evaluation of candidate readiness.

This survey is not punitive and is not used to determine grades. Instead, it functions as an early checkpoint to ensure that all candidates are developing the foundational habits and ethical responsibilities expected of Texas educators. Candidates are encouraged to reflect on their feedback in partnership with their instructors and field supervisors. Candidates are expected to exhibit at least a "Meets Expectations" level across all standards. Survey responses are used to support formative feedback, guide professional reflection, and uphold program accountability as required by the Texas Administrative Code.

Standards

1. The teacher candidate is prepared and punctual [INTASC: 9O; TTS: 6A].
2. The teacher candidate develops appropriate relationships with peers, colleagues, and students [INTASC: 3O, 7O, 9B, 9C, 10G, 10I, 10R; TTS: 6B(1), 6C(1), 6D(2)].
3. The teacher candidate communicates in a manner appropriate to the learning environment [INTASC: 3F, 8M, 8Q; TTS: 6C(1), 6D(2), 6D(4)].
4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs [INTASC: 6P, 6U, 7B, 9G; TTS: 1B(3), 2B(3), 3B(2), 4B(2), 5A(2)].
5. The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers [INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G; TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)].
6. The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines [INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R; TTS: 2A(3), 5C(1), 5D(2)].
7. The teacher candidate accepts and acts upon constructive criticism [INTASC: 10T; TTS: 6A(1), 6A(2)].
8. The teacher candidate seeks out professional growth opportunities [INTASC: 9A, 9B, 9K; TTS: 6A(3), 6B(1), 6B(2)].
9. The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.
10. The teacher candidate maintains high expectations for self and all others [INTASC: 10O; TTS: 1E(1), 2B(1), 4C(2), 4D(1)].
11. The teacher candidate complies with educational laws and policies [INTASC: 9J, 9O; TTS: 6D(1)].
12. The teacher candidate demonstrates ethical and scholastic integrity [INTASC: 5K, 6V, 9F, 9O; TTS: 6D(1)].

4.9 Representative Exams

In addition to performance-based evaluations, clinical teaching includes structured support for certification exam readiness. Educator preparation programs must ensure that candidates demonstrate proficiency in the Texas educator standards and are fully prepared to meet all certification requirements, including passing the required TExES exams (19 TAC §228.35(a)(5),(h)). At Weatherford College, exam readiness is intentionally embedded into both semesters of clinical teaching. Candidates complete a full-length diagnostic practice exam during each semester and must earn a minimum score of 85% to receive approval to register for the official certification exam. This process ensures that candidates approach high-stakes testing with confidence and a solid foundation in both content and pedagogy. In EDEL 4311, candidates prepare for the TExES Pedagogy and Professional Responsibilities (PPR EC–12) exam. In EDEL 4312, candidates focus on the TExES Core Subjects EC–6 (391) exam, covering English Language Arts, Mathematics, Science, Social Studies, and Fine Arts/Health/PE. These structured checkpoints help ensure that all teacher candidates are academically prepared, instructionally confident, and eligible for certification upon successful program completion.

4.10 Recommended Timeline

The following timeline outlines the certification-critical assignments that must be completed, documented, and submitted in accordance with Texas Administrative Code and Weatherford College EPP requirements (19 TAC §228.35(e)). These non-negotiable tasks span both semesters of clinical teaching and serve as the foundation for performance evaluation and certification eligibility. The timeline is designed to help candidates pace their work, anticipate upcoming responsibilities, and integrate observation, reflection, and instructional planning into their weekly practice. By following this schedule, candidates can balance classroom duties with required documentation while ensuring steady progress toward meeting all program and state standards. It also provides transparency for cooperating teachers and field supervisors, clarifying when key activities (e.g., POP Cycles, evaluations, and representative exams) must occur. Careful attention to this timeline not only supports compliance but also reinforces the professional habits of organization, accountability, and consistency that define effective educators.

Because clinical teaching is the capstone of the preparation program, these deadlines are intentionally structured to mirror the professional expectations teachers face in the field. Staying current with submissions, reflections, and evaluations allows candidates to maximize feedback opportunities, avoid last-minute stress, and demonstrate their readiness for the ongoing responsibilities of classroom teaching. The following chart provides a week-by-week overview of required submissions and milestones. Candidates should use it as both a checklist and a pacing guide to remain in good standing and to demonstrate steady progress toward certification readiness.

Required Submissions by Week

Week 1 Timesheet & Reflection Log Commitments Form Supervision Schedule	Week 8 Timesheet & Reflection Log 4 Lesson Plans
Week 2 Timesheet & Reflection Log	Week 9 Timesheet & Reflection Log 4 Lesson Plans Informal Observation #2
Week 3 Timesheet & Reflection Log 1 Lesson Plan Informal Observation #1	Week 10 Timesheet & Reflection Log 4 Lesson Plans POP Cycle 2: Lesson Plan, Pre-Conference Form, & Pre-Conference
Week 4 Timesheet & Reflection Log 1 Lesson Plan	Week 11 Timesheet & Reflection Log 4 Lesson Plans POP Cycle 2: Formal Observation, Post-Conference, Post-Observation Reflection Form, & bundled submission to Canvas)
Week 5 Timesheet & Reflection Log 2 Lesson Plans POP Cycle 1: Lesson Plan, Pre-Conference Form, & Pre-Conference	Week 12 Timesheet & Reflection Log 2 Lesson Plans
Week 6 Timesheet & Reflection Log 2 Lesson Plans POP Cycle 1: Formal Observation, Post-Conference, Post-Observation Reflection Form, & bundled submission to Canvas)	Week 13 Timesheet & Reflection Log 2 Lesson Plans
Week 7 Timesheet & Reflection Log 4 Lesson Plans	Week 14 Timesheet & Reflection Log Midpoint/Final Evaluation Representative Exam (PPR or EC-6)

[Back to Table of Contents](#)

5. Professional Standards

[Back to Table of Contents](#)

Clinical teaching is your professional debut. During this culminating phase of the Bachelor of Applied Arts & Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP), you are no longer preparing to become a teacher. You are becoming one. As a daily presence in the classroom, you are expected to uphold the same ethical standards, professionalism, and instructional responsibility as a certified Texas educator. Participation in the BAAS ECET/WC EPP is about demonstrating the habits of mind, communication skills, and ethical decision-making required to lead a classroom with confidence and care. Every lesson plan, email, conversation, and classroom interaction is an opportunity to show that you are ready to step into this role. The expectations outlined in this section are grounded in the Texas Educators' Code of Ethics (19 TAC §247.2) and reflect Weatherford College's commitment to preparing candidates who are competent, reflective, ethical, and trustworthy. These standards apply not only to your instruction but also to your appearance, attendance, punctuality, communication, online presence, and ability to accept and apply feedback. Failure to meet professional expectations may result in a formal growth plan, removal from placement, or dismissal from the program. What follows are the core professional responsibilities you are expected to fulfill throughout your clinical teaching semester. These expectations exist to protect the students and schools that welcome you into their classrooms as well as to ensure you become a teacher that others can trust.

In addition to program and institutional standards, all clinical teachers must comply with legislative requirements established in HB 2 (89th Legislature). These include participation in synchronous preservice training and adherence to instructional content prohibitions outlined in SECTION 2.09, TEC §21.0443, and TEC §28.0022. Candidates who fail to comply with these provisions may face disciplinary action, including removal from placement or dismissal from the program.

5.1 Recurring Criminal Background Check

All clinical teaching candidates must undergo a criminal background check prior to beginning their placement (19 TAC §227.1(b)). This check is conducted by the school district and may include fingerprinting or electronic identity verification. Weatherford College will coordinate the submission of candidate names to the district, but candidates are responsible for responding to district instructions in a timely manner. If your background check is delayed or denied, you may not begin your placement until the matter is resolved. Weatherford College does not guarantee placement for candidates who are denied access to schools due to criminal history or background check issues. Candidates with concerns about their eligibility should consult with the BAAS ECET/WC EPP Director before the clinical teaching semester.

In alignment with state regulations and local school district policies, the BAAS ECET/WC EPP requires all candidates to successfully complete a criminal background check prior to the start of each of the four semesters in the educator preparation program. This recurring requirement ensures that candidates remain eligible for placement in schools and maintain good standing with partnering districts. Background check clearance is required for all field experiences, including early placements and the full semester of clinical teaching. Weatherford College will submit candidate information to school districts as needed, but candidates are responsible for promptly following all district instructions regarding fingerprinting, identification, or verification. Failure to complete the background check on time may result in a delayed placement, missed instructional days, or ineligibility to continue in the program. Candidates should plan ahead, check their email regularly, and notify the EPP immediately if they anticipate any issues related to background clearance. Because school access is dependent on district approval, the program cannot guarantee placement for candidates who are denied clearance due to criminal history or other disqualifying factors.

5.2 Liability Insurance

While liability coverage is not currently required by all partner districts, Weatherford College strongly recommends that all clinical teaching candidates obtain professional liability insurance prior to beginning their placement. Clinical teachers are not covered under the college's liability policies, and having your own coverage is a wise step in protecting yourself as a preservice educator operating in real classrooms with real responsibilities. One of the most accessible options is the Association of Texas Professional Educators (ATPE), which offers a free Teacher Trainee Membership that includes professional liability insurance, legal support, and access to teaching resources. You may join online at www.atpe.org/en/My-Account/Join by selecting the Teacher Trainee option. Other organizations, such as the Texas State Teachers Association (TSTA, <https://www.tsta.org/>) or Texas Classroom Teachers Association (TCTA, <https://www.tcta.org/>), also offer similar student memberships. You are free to choose the provider that best meets your needs.

5.3 Texas Educator Code of Ethics

Appendix A All teacher candidates must abide by the Texas Educators' Code of Ethics ([19](#)
Texas Educator Code of Ethics [TAC §247.2](#)), which outlines the professional responsibilities and moral obligations of all certified educators in the state of Texas. Ethical conduct includes maintaining appropriate and respectful boundaries with students, families, and colleagues; protecting student confidentiality both in class and on social media; communicating truthfully, professionally, and constructively; and avoiding any behavior (online or in person) that could damage your professional credibility or the reputation of your cooperating teacher or school. These responsibilities apply at all times—before, during, and after school hours—including in-person interactions, email communication, and digital platforms such as

group chats, messaging apps, or shared documents. Ethical lapses, even unintentional ones, can erode trust, harm student well-being, and impact your future in the profession. These standards are the foundation of public trust in schools and serve as a safeguard for students and teachers alike. As a clinical teacher, you are operating in real classrooms under the mentorship of certified educators who are held to these same expectations. You are expected to uphold the Code with the same level of responsibility, discretion, and care as a full-time teacher. Violations may result in a professional dispositions referral, formal growth plan, probation, or dismissal from the program, depending on the nature and severity of the concern.

Requirements

- Demonstrate honesty, integrity, and professionalism at all times.
- Protect the confidentiality of students and staff, including in casual conversation and on social media.
- Avoid gossip, sarcasm, or judgmental comments about teachers, students, schools, or districts.
- Maintain respectful, appropriate relationships with students, families, staff, and fellow candidates.
- Follow all campus safety protocols and procedures without exception.
- Refrain from using school devices or platforms (e.g., email, Google Classroom, Seesaw) without permission.
- Immediately report any concerns related to student safety, suspected abuse, or misconduct to your cooperating teacher or instructor.

5.4 Dispositions

In addition to demonstrating competence in academic and instructional tasks, clinical teachers are expected to consistently model the professional dispositions required of effective educators. Dispositions are the habits of mind, behaviors, and attitudes that influence how you engage with students, colleagues, families, and the broader school community. These include not only outward professionalism, but also your mindset, openness to feedback, emotional maturity, and ability to build trust with others. The way you respond to challenges, manage your emotions, and navigate professional relationships reflects directly on your readiness to lead a classroom. Instructors and cooperating teachers will assess your professionalism using the Professional Dispositions for Preservice Teachers Rubric, which is aligned with the InTASC standards, the Texas Teacher Standards, and internal program expectations. Dispositional evaluations may occur formally (e.g., midpoint and final evaluations) or informally through daily interactions and feedback. Your development as a teacher is about how you carry yourself as a professional across all settings. Concerns about professional dispositions may result in a written professionalism referral, a growth plan, or a required conference with the BAAS ECET/WC EPP Director.

Expectations

BAAS ECET/WC EPP clinical teachers expected to demonstrate the following throughout all coursework and field experiences:

- Arrive on time, ready to participate, with all necessary materials and assignments.
- Build rapport through respect, inclusiveness, and empathy.
- Use professional tone and language in speech, writing, and online platforms.
- Adjust to feedback, changes in plans, or challenges with a growth mindset.
- Uphold the Code of Ethics, engaging in reflection, and seeking ways to improve.

5.5 Attendance Requirements

Your cooperating teacher, field supervisor, and students are relying on you to show up consistently, on time, and fully prepared each day. Clinical teaching is a semester-long, high-stakes professional assignment (19 TAC §228.35(e)). You are stepping into the role of a daily instructional leader, and with that comes the responsibility to model the attendance, reliability, and time management expected of certified educators. Being present, punctual, and dependable is a core aspect of your professional identity and instructional readiness. Once your clinical teaching schedule is confirmed, you are expected to attend every assigned day in full, arrive early, and remain on-site for the duration of your scheduled hours. Plan to be in your cooperating teacher’s classroom at least five minutes before your start time. This means factoring in time for parking, signing in at the front office, and walking to the classroom. Telling your mentor you will “arrive at 8:00” and pulling into the lot at 8:00 does not demonstrate readiness or respect for the rhythms of a school day. Teachers begin their work before the bell rings and so should you. Arriving late, leaving early, or missing time without advance notice and a valid reason will be treated as a professional conduct concern.

Clinical Teaching Absence Policy

Because attendance is not only a program requirement but also a direct reflection of your professional readiness, the following absence policy outlines the formal limits and procedures that must be followed. All clinical teaching candidates must complete a minimum of 490 verified hours to be eligible for standard certification (19 TAC §228.35(e)). Candidates may not miss more than two days (or the equivalent number of hours) across the entire semester. All absences must be communicated in advance to both the cooperating teacher and course instructor. All missed hours must be made up within two weeks of the absence, unless otherwise approved in writing. Additional absences may require a formal growth plan or result in removal from placement. Candidates who do not make up required time will not be recommended for certification. This policy is in place to ensure that every clinical teacher meets the instructional time requirements necessary for state certification while also demonstrating the professionalism, reliability, and responsibility expected of future educators. Failure to meet this requirement may jeopardize your certification eligibility and standing within the program.

5.6 Dress Code

As a clinical teacher, you are a daily presence in the classroom and a visible member of the school community. This phase of your preparation marks a professional transition. You are expected to model the conduct, appearance, and credibility of a certified educator. Your appearance communicates respect for your students, your cooperating teacher, your field supervisor, and the broader school community. Clinical teachers must dress in a way that is modest, professional, and appropriate for working closely with children. Your attire should align with the expectations of the staff dress code at your assigned campus and reflect the high standards of the teaching profession. When in doubt, err on the side of caution. It is far easier to adjust to a more relaxed campus culture once you've made a strong impression than to recover from appearing underdressed or unprofessional. If you are ever unsure what is appropriate, ask your cooperating teacher or course instructor before you arrive on campus in questionable attire.

Guidelines

- Follow your assigned campus's staff dress code
- Wear modest, professional clothing such as slacks, khakis, professional tops, and closed-toe shoes
- If you wear leggings, they must be paired with a tunic-length top or dress
- Wear shoes that are comfortable and safe for working around young children (no flip-flops, stilettos, or slides)
- Cover visible tattoos unless you have confirmed that the campus permits them

What NOT to Wear

- Jeans, unless your school specifically allows them (e.g., on spirit days)
- Shorts, crop tops, or overly tight or revealing clothing
- Graphic tees, political slogans, or any messaging that may be considered unprofessional or controversial
- Pajama-style clothing, workout wear, or excessively casual items—even if they're "cute"
- Clothing that exposes midriffs, undergarments, or cleavage

5.7 Social Media Use

As a teacher candidate, your social media presence is an extension of your professional identity. While you are not yet certified, you are stepping into the role of an educator. Your in person and online conduct must reflect that. What you post, comment on, or react to can be seen by students, families, school staff, future employers, and certification reviewers. You are responsible for maintaining a professional digital footprint at all times (19 TAC §247.2).

Student privacy is non-negotiable. As a teacher candidate, you are legally and ethically bound to protect the confidentiality of all students, families, and school personnel you encounter during your field-based experiences. Under the Family Educational Rights and Privacy Act (FERPA), personally identifiable information about students (e.g., names, photos, videos, and details about behavior, academic performance, or family circumstances) must be kept strictly confidential. This applies not only in formal documentation, but also in any personal or professional communication, including class discussions, shared drives, private group chats, and all forms of social media. You may not post, share, or transmit any photos, videos, names, or identifying details related to your placement, school, classroom, cooperating teacher, or students regardless of your privacy settings or intent. Even vague or “anonymous” posts (e.g., “you wouldn’t believe what happened in my classroom today...”) can violate ethical standards if they reference student behavior, instructional decisions, or district personnel. Sarcasm, passive-aggressive complaints, or humorous takes on field experiences (even if intended innocently) can do real harm to your credibility, the trust placed in you by schools, and your future in the profession. Violating this expectation may result in immediate removal from your field placement, a professional dispositions referral, and possible dismissal from the program.

Do NOT

- Post or share photos of students, classrooms, bulletin boards, or school buildings
- Mention your cooperating teacher or school in captions, comments, or hashtags
- Describe student behavior, learning challenges, or incidents—even in private posts or “anonymous” teacher groups
- Use social media to vent, joke, or express dissatisfaction about your placement
- Friend, follow, message, or tag students, families, or staff from your assigned school
- Use school devices, Wi-Fi, or digital platforms (email, Seesaw, Google Classroom, etc.) without explicit permission

You May

- Reflect privately (e.g., in a journal or with your instructor) on your experiences
- Discuss your field placement in class or assignments designed for reflection and learning
- Ask your cooperating teacher or instructor if you can use certain tools for observation or assignments
- Maintain a professional, private online presence that reflects your growth as a future educator

Reminder: Once it’s online, it’s permanent. Screenshots can be shared. Context can be lost. Good intentions won’t erase poor judgment. When in doubt, don’t post. Violations of this policy may result in immediate removal from your field placement and may lead to program probation or dismissal.

5.8 Communication

As a clinical teacher, you are a daily member of the professional learning community at your assigned school. Your verbal and written communication should reflect the professionalism, maturity, and instructional responsibility expected of an emerging educator. This includes how you speak with your cooperating teacher, interact with students and families, respond to your field supervisor, and communicate with Weatherford College faculty and staff. In every email, text, or hallway conversation, you are modeling your readiness to step fully into the role of teacher. You are not expected to know everything. But you are expected to communicate clearly, respectfully, and proactively. You must take initiative to ask questions, clarify expectations, and respond in a timely manner to all communication related to your placement. This includes managing logistics (e.g., attendance, observations, conferences), responding to feedback, and acknowledging the time and mentorship provided by your cooperating teacher and others. When you communicate well, you build trust. When you ignore messages, respond late, or use an overly casual tone, you signal a lack of readiness for professional responsibilities. Schools notice and so do we. Your communication is part of your professional reputation.

Guidelines

- Use formal greetings and closings in emails and messages (e.g., “Dear Mrs. Johnson,” “Sincerely,” “Best regards”).
- Refer to yourself as a teacher candidate, not a student or intern.
- Proofread your messages for correct grammar, punctuation, tone, and clarity before sending.
- Communicate in complete sentences using professional language and formatting.
- Maintain a courteous, respectful, and clear tone. Avoid sarcasm, slang, or emojis.
- Respond to emails and messages from your cooperating teacher or instructor within 24 hours.
- Notify your cooperating teacher and course instructor as soon as possible if you will be late, absent, or need to reschedule a visit.
- Acknowledge receipt of important messages or schedule confirmations promptly.
- Ask questions or request clarification professionally, especially when uncertain about expectations.
- Avoid overly casual language such as “hey,” “you guys,” “my bad,” or “no worries” in professional correspondence.
- Do not use text-message shorthand (e.g., “u,” “2day,” “lol”) in any written communication.
- Refrain from asking personal questions or engaging in gossip about teachers, staff, students, or placements.
- Do not leave emails unanswered or delay responding to school personnel or instructors.
- Always express appreciation for feedback, time, and support from your cooperating teacher and school staff.

5.9 Substitute Teaching

While clinical teaching provides opportunities to take on increasing instructional leadership, you may not serve as a paid substitute teacher during your clinical teaching placement. You are not yet certified, and your official role is that of a supervised teacher candidate, not a district employee. Even if you feel confident managing the classroom independently, state regulations prohibit clinical teachers from being used as substitute teachers under any circumstances (19 TAC §228.35(e)(2)(B)(iv)). If your cooperating teacher is unexpectedly absent, you may continue with the scheduled lesson only if another certified staff member is present in the room and providing supervision. In some cases, you may be reassigned for the day to observe or assist another teacher, depending on the school's protocol. At no point may you be left alone with students, assume sole instructional responsibility, or receive payment for substitute teaching services. These boundaries are in place to protect both you and the school, and to preserve the integrity of your role as a developing educator.

5.10 Transportation

As a clinical teacher, you are responsible for providing your own reliable transportation to and from your assigned placement each day. Weatherford College and the partnering school district do not provide transportation, nor do they reimburse mileage, fuel, tolls, parking fees, or vehicle-related expenses. Transportation challenges, car trouble, or traffic delays do not excuse tardiness or absences. You must ensure that your transportation arrangements support your full participation in clinical teaching. Failure to meet expectations related to punctuality, attendance, or on-site presence due to transportation issues may result in a growth plan, probation, or removal from placement.

Arrival

You are expected to arrive on time every day, allowing yourself enough margin for morning routines, traffic, parking, and check-in procedures. Simply pulling into the parking lot at your scheduled start time does not meet professional expectations. Plan your route in advance and confirm directions, parking locations, and front office protocols with your cooperating teacher before your placement begins. In most cases, you should arrive at least 10–15 minutes before your scheduled start time to ensure you have time to check in, walk to the classroom, and begin the day smoothly. Arriving early shows respect for your cooperating teacher's schedule, allows you time to get mentally prepared, and signals that you understand how schools operate.

Departure

You are expected to remain on campus for the full duration of your scheduled clinical teaching hours. This includes staying through instructional transitions, assisting with end-of-day

routines, cleaning up materials, and supporting any responsibilities outlined by your cooperating teacher. Leaving early, stepping off campus for personal errands, or ending your day prematurely is not permitted unless you have received explicit approval from both your cooperating teacher and field supervisor. These expectations apply even on shortened schedule days, special event days, or when students are dismissed early. Your consistent presence demonstrates reliability and professionalism, two qualities that directly influence how school leaders, staff, and students perceive you. Being visible, helpful, and engaged until the very end of your assigned hours builds trust with your cooperating teacher and reflects your understanding of a teacher’s full-day commitment. Treat each day of clinical teaching as a full instructional responsibility.

Transportation of Students

As a clinical teacher, you are not permitted to transport students at any time for any reason. This includes the use of your personal vehicle, participation in carpools, or volunteering to assist with school-related trips or errands—regardless of your relationship with the students or how brief the trip may seem. Even with parent or staff permission, transporting students is a legal and liability risk and falls outside the responsibilities and protections of your role. All transportation arrangements for students must be coordinated, authorized, and supervised by certified school personnel following district protocols. Attempting to transport a student—even with good intentions—can result in immediate removal from placement and a referral for unprofessional conduct. Maintaining appropriate boundaries in this area is essential to protecting student safety and preserving trust with your placement campus.

5.11 Meals

How you plan, store, and consume your meals matters. Your routines around food not only reflect your personal wellness but also shape how students, staff, and future colleagues perceive your professionalism. The following guidance addresses three important areas: modeling healthy habits, following campus-specific expectations, and showing courtesy in shared spaces.

Healthy Habits

As a clinical teacher, you are expected to model the behaviors and routines of a full-time educator including how you fuel your body throughout the day. Children notice what adults eat, how they talk about food, and how they take care of themselves during the school day. When possible, choose meals and snacks that are balanced, easy to manage, and reflect a healthy relationship with food. Avoid bringing energy drinks, large sugary treats, or fast food packaging that may send mixed messages to students about nutrition and wellness. Stay hydrated throughout the day by keeping a refillable water bottle on hand and drinking water regularly to stay alert and focused. If you have food allergies or dietary sensitivities, it’s a good

idea to communicate that to your cooperating teacher or a staff member so accommodations or precautions can be made in shared spaces.

Campus Expectations

You are responsible for providing your own meals and snacks and must remain on campus for the entire duration of your assigned clinical teaching schedule including lunch and break times. Most clinical teachers eat in a staff lounge, break room, or other shared area designated for employees. Be sure to confirm your campus's expectations regarding food storage, refrigerator or microwave use, and where eating is permitted. In some placements, access to appliances may be limited or unavailable, so plan ahead when packing meals. Bring food that can be stored safely and consumed efficiently without disrupting others or creating logistical challenges.

Etiquette

School lounges and break rooms are shared professional spaces where you will be surrounded by teachers and staff. It is essential that you conduct yourself respectfully and attentively in these environments. Faculty and staff should be given priority access to appliances like microwaves and refrigerators, especially during short lunch breaks. Avoid bringing meals that produce strong or lingering odors when reheated, as these can be unpleasant in confined spaces. Always clean up after yourself, avoid leaving food behind, and be considerate of how your mealtime routines affect the people around you. These small decisions contribute to the overall impression you make as a future colleague and professional member of the school community.

5.12 Healthcare Expenses

Clinical teaching is a demanding full-time commitment that places you in a real-world educational setting. During this experience, you are not considered an employee of the school district or Weatherford College and therefore are not covered by the school's or college's health insurance policies. You are strongly encouraged to maintain your own personal health insurance coverage during the clinical teaching semester. If you become ill or are injured during your placement, you are responsible for any associated medical expenses, including doctor's visits, prescriptions, urgent care, or emergency services. Candidates should plan ahead, know where to seek care, and communicate with both their cooperating teacher and instructor if illness affects their ability to attend.

6. Disciplinary Procedures

[Back to Table of Contents](#)

The Bachelor of Applied Arts & Sciences in Early Childhood Education & Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) is committed to supporting candidates in becoming ethical, capable, and reflective educators who meet the high expectations of the teaching profession. While the vast majority of candidates consistently demonstrate professionalism and instructional readiness, there are times when concerns arise that require formal intervention. These concerns may relate to academic performance, unprofessional conduct, repeated attendance issues, or violations of the Texas Educators' Code of Ethics (19 TAC §247.2). When such issues occur, the program follows a tiered disciplinary process that emphasizes growth, transparency, and due process. This developmental process is designed to give candidates the opportunity to reflect on their actions, receive targeted support, and return to good standing if expectations are met. Each level of the process is documented and aligned with state regulations (19 TAC §§ 228.40(a), 228.50), ensuring fairness while upholding the safety of PK–12 students and the integrity of the profession. What follows are the key steps in that process, beginning with the issuance of a Growth Plan and, when necessary, progressing to probation, removal from placement, or dismissal.

6.1 Voluntary Exit (Withdrawal)

Appendix B
Voluntary Exit Form

In accordance with 19 TAC §227.10(a)(9), candidates admitted to the BAAS ECET/WC Educator Preparation Program may elect to voluntarily exit either the educator certification component or the entire program, depending on their academic goals, personal circumstances, or evolving career plans. Because the WC EPP is embedded within the BAAS ECET degree, participation in the certification pathway is contingent upon active enrollment in the BAAS ECET. Candidates may not remain in the WC EPP if they are no longer pursuing the degree.

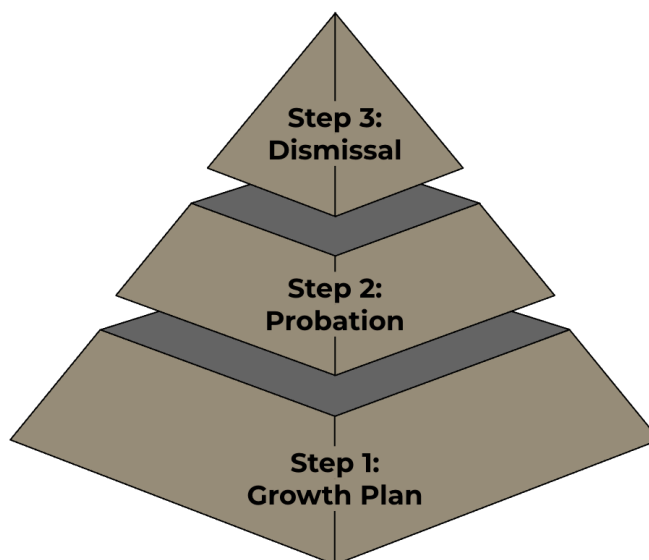
To initiate a voluntary exit, candidates must complete and submit the official Request to Withdraw Form to the Program Director. The form allows candidates to indicate whether they are exiting the certification pathway only (while continuing in the BAAS ECET degree) or withdrawing from both programs. Upon receipt of the form, the Program Director will review the candidate's file, confirm their status at the time of exit (Good Standing, Growth Plan, or Probation), and document the effective date of withdrawal. Students exiting the certification pathway will receive a modified degree plan to ensure they can complete the BAAS ECET without clinical teaching or field placements. Alternate coursework may be assigned based on individual graduation needs and long-term goals.

6.2 Tiered Accountability Process

Teacher candidates are held to rigorous standards aligned with the Texas Educator Code of Ethics (19 TAC §247.2) and the professional expectations outlined in this handbook. These expectations include meeting academic requirements (GPA, attendance, assignment completion), demonstrating professionalism in coursework and field placements, complying with program documentation and certification processes, responding constructively to feedback, as well as respecting the learning environment and maintaining ethical behavior. Most candidates meet these expectations consistently. However, when concerns arise, the program follows a three-tiered support and 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 candidates in meeting expectations through targeted feedback, individualized plans, and documented interventions. The goal is to equip future educators with the dispositions, competencies, and decision-making capacity required to succeed in the classroom and earn standard teacher certification in Texas. Specifically, the program applies a three-tier model: Step 1: Growth Plan → Step 2: Probation → Step 3: Dismissal. Each tier represents a progressive level of support and documentation. Candidates may begin at any tier depending on the nature and severity of the concern (19 TAC §§ 228.40(a), 228.50, and 247.2).

Tiered Accountability Process



Step 1. Growth Plan

Appendix B Growth Plan

A Growth Plan is a formal support tool used when a candidate shows early signs of difficulty in meeting program expectations. It serves as an intervention to provide targeted guidance and promote professional improvement before more serious action is taken. Growth Plans are typically issued when concerns arise in areas such as professionalism, attendance, preparedness, communication, or academic performance during fieldwork. Examples include repeated tardiness or absences from a field placement, incomplete assignments that affect participation, unprofessional interactions with school staff, or difficulty applying feedback and demonstrating expected behaviors with students. In some cases, a Growth Plan may also be issued in response to minor violations of the Texas Educators' Code of Ethics (19 TAC §247.2). The purpose of a Growth Plan is developmental, not punitive. It gives the candidate a structured opportunity to address specific concerns, reflect on their performance, and demonstrate their commitment to growth.

Each Growth Plan outlines a clear explanation of the concern, specific goals for improvement, targeted supports, and a timeline for completion. The plan will also include progress checkpoints, where the candidate meets with program faculty or field supervisors to discuss performance and provide documentation. Candidates must meet with the Program Director to review the Growth Plan and sign an agreement that outlines the expectations and next steps. These plans are documented formally and kept on file as part of the candidate's program record (19 TAC §228.50). If the plan is successfully completed by the assigned deadline, the candidate returns to good standing without penalty. If the candidate fails to meet the conditions of the plan, the concern may escalate to Probation, and field placement privileges may be suspended or restricted. Growth Plans are designed to support success while upholding the high standards required of future Texas educators.

Step 2. Probation

Appendix B Probation Notice

Probation is a formal status assigned when a candidate either fails to meet the expectations outlined in a Growth Plan or engages in serious behavior that requires immediate program intervention. While on probation, the candidate is no longer in good standing and is not permitted to participate in field-based experiences. Although the candidate may remain enrolled in coursework, they must meet all conditions outlined in the probation documentation before becoming eligible to return to their field placement. Probation may include temporary or permanent removal from a field site, increased oversight or required check-ins with program faculty, reflective writing assignments or professionalism training, and clearly defined benchmarks for regaining eligibility. Probation is not intended as punishment; rather, it is a final opportunity to demonstrate the professionalism, judgment, and accountability expected of future educators. If the terms of probation are not successfully met within the designated time frame, the candidate may be dismissed from the program.

Step 3. Dismissal

Appendix B

Dismissal Notice

If a candidate fails to meet the expectations outlined in a probationary plan, they may be dismissed from the BAAS ECET/WC EPP (19 TAC §§ 228.40(a) and 228.50). Dismissal marks the final tier in the accountability process and reflects the candidate's inability or unwillingness to demonstrate the growth required to remain in good standing. Dismissal decisions are made by the BAAS ECET/WC EPP Director in consultation with the Dean of Academics and Vice President of Academics. Dismissed candidates will receive a formal dismissal notice documenting the rationale and outcome. They will be withdrawn from program coursework, field experiences, and certification-related activities and will receive written documentation outlining the decision.

Candidates who wish to reapply following dismissal must:

- Submit a formal letter of request for readmission
- Meet all current admissions criteria under 19 TAC §227.10
- Receive written approval from the Program Director

6.2 Removal from Placement

Removal from placement may occur in more serious cases or when a Growth Plan does not result in meaningful improvement. A candidate may be temporarily or permanently removed from their field placement if their 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. Removal may be initiated as part of a formal Probation or Dismissal decision. Once removed, the candidate is no longer permitted to participate in any classroom-based hours until the issue is resolved and reinstatement is approved by the Program Director. Examples of behavior that could 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 the cooperating teacher or instructor, breach of student confidentiality, or violation of school rules and the Texas Educator Code of Ethics.

6.5 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, the program recognizes that conflicts or misunderstandings may occasionally arise. In such cases, candidates have the right to seek resolution through a structured, transparent, and fair grievance process. The procedures outlined below are designed to support candidates in resolving concerns related to coursework, field placements, program policies, professional standing, or any action that affects their status in the program.

This process complies with 19 TAC §228.20(h), which requires educator preparation programs to provide written policies outlining candidate expectations, and 19 TAC §228.70 and §228.31(i), which require programs to retain documentation of all formal complaints and their resolution. Candidates are expected to model the professionalism and ethical communication required of future educators throughout this process.

Grievance & Appeals Process



Step 1: Address the Concern Directly

Whenever possible, candidates are expected to address concerns informally and professionally at the earliest level. This aligns with the expectations of the teaching profession, where educators are responsible for initiating respectful dialogue, seeking clarification, and resolving misunderstandings constructively. Most issues related to coursework, field placement, or communication can be resolved quickly and effectively through honest, solution-focused conversation. Candidates should begin by communicating directly with the individual involved—this might be a course instructor, field supervisor, or cooperating teacher. Attempting to resolve concerns at this level demonstrates initiative, maturity, and professionalism. It also helps prevent minor issues from escalating into formal disputes. Candidates are strongly encouraged to:

- Request a meeting (in person, by phone, or via video conference) rather than relying solely on email
- Use clear, respectful, and collaborative language during the conversation
- Ask for clarification and listen actively before drawing conclusions
- Take notes during the meeting to capture key points and areas of agreement
- Send an email after the meeting that briefly summarizes the concern and conversation, confirms any actions steps or agreement, as well as expresses appreciation for the discussion and willingness to move forward professionally.

The follow-up email serves as informal documentation and a record of the candidate's proactive effort to resolve the issue at the lowest level. If the concern remains unresolved and further steps are required, this message may be submitted with the formal Complaint Form in Step 2 to demonstrate that the candidate followed appropriate procedures.

Step 2: Submit a Formal Complaint

Appendix B
Complaint Form

If the concern is not resolved through direct communication, the candidate may submit a formal complaint to the BAAS ECET/WC EPP Director, who also serves as the WC EPP Legal Authority (19 TAC §228.20(c)). Candidates

must complete the official Complaint Form, which is available on the program website, in the Candidate Handbook, or upon request from program staff. The form must include a clear summary of the concern; relevant dates, individuals involved, and contextual information; a description of prior efforts to resolve the issue (including a copy of the follow-up email from Step 1); any supporting documentation (such as assignments, emails, or evaluations); and a professional statement of the desired outcome or resolution. All complaint documentation will be retained in the candidate's file for accountability and compliance (19 TAC §228.31(i)). Once the Program Director receives the completed complaint, they will acknowledge receipt within three (3) business days, conduct a timely review (which may include meetings, interviews, and examination of documentation), and provide a written response to the candidate within ten (10) business days. This response will summarize the findings and outline the proposed resolution or action plan.

Step 3: Request a Review by the Dean of Academics

If the candidate is not satisfied with the resolution provided by the Program Director, they may request a formal review by the Dean of Academics. This step ensures that decisions made at the program level are reviewed for fairness, consistency, and alignment with institutional and state policy. The request must be submitted within ten (10) business days of receiving the Program Director's written response.

To initiate the review, candidates must email the Dean of Academics and include the following materials:

- Original Complaint Form
- Program Director's written response
- Brief statement explaining the reason for requesting further review
- Additional documentation the candidate believes is relevant to the unresolved issue

The Dean will review the complete grievance record—including all submitted materials, communication history, and any supporting evidence—and may contact the candidate or other involved parties to clarify information if needed. A written decision will be issued within ten (10) business days of receiving the request. This step is consistent with the program's obligation to support due process under 19 TAC §228.20(h) and Weatherford College grievance policy.

Step 4: File an Institutional Appeal

If all internal program and departmental steps have been exhausted and the issue remains unresolved, candidates may submit a formal grievance to the Executive Vice President of Academics and Chief Academic Officer by filling out the [Student Complaint or Grievance Form](#) online. This final institutional review is conducted in accordance with Weatherford College's official grievance and appeals policy, ensuring that candidates receive due process at the

highest level of academic administration. The decision of the Executive Vice President constitutes the final institutional response.

Step 5: File a Complaint with the Texas Education Agency (TEA)

If a candidate believes the BAAS ECET/WC EPP has violated state rules or failed to follow proper procedures, and all institutional grievance steps have been exhausted, they may file a written complaint with the Texas Education Agency (TEA). TEA will only review complaints that fall under its regulatory authority and jurisdiction. More information:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs>

[Back to Table of Contents](#)

7. Professional Organizations

[Back to Table of Contents](#)

As you prepare to enter the teaching profession, engaging with professional organizations is a powerful way to invest in your future as an educator. These groups provide access to valuable teaching resources, liability insurance, mentorship opportunities, and professional development all while helping you stay informed about educational trends, policy shifts, and best practices. General teacher associations offer broad support across the profession, advocating for educators' rights, offering legal protections, and fostering a statewide community. Content-area organizations allow you to connect with others in your certification field and deepen your expertise in subjects like math, science, reading, and bilingual education. In addition, educational service centers play an important role by providing region-specific support, job search platforms, and professional learning tailored to the districts they serve. Getting involved in these communities during clinical teaching demonstrates initiative, professionalism, and a commitment to continuous growth. While participation is optional, it is strongly encouraged for all candidates seeking to build a strong foundation as future Texas educators.

7.1 General Teacher Associations

Joining a general teacher association is a smart way for clinical teachers to begin building professional confidence and awareness. These statewide organizations advocate for educators' rights, provide legal protection, and offer access to teaching resources, policy updates, and professional learning. Most offer low-cost or free student memberships that include liability insurance and mentorship. While not required, membership is strongly encouraged as part of your professional development. These organizations support teachers at every stage of their careers. What follows is a summary of five respected associations that serve educators across Texas.

Texas American Federation of Teachers (Texas AFT)

www.texasaft.org

The American Federation of Teachers, Texas (AFT Texas) is a statewide affiliate of the national AFT that advocates for the rights, working conditions, and professional interests of educators in Texas. AFT Texas supports teachers by negotiating for fair pay, benefits, and safe working environments, while also promoting high standards for public education. For preservice teachers, joining AFT Texas provides early access to professional resources, advocacy tools, and union support. Many local chapters offer liability insurance, classroom management resources, and first-year teacher mentorship. Membership helps candidates stay informed about state-level education legislation and teacher rights—critical knowledge for anyone preparing to enter the profession. Joining AFT Texas as a clinical teacher can empower you to become an informed and protected educator from day one.

Texas State Teachers Association (TSTA)

<https://www.tsta.org/>

The Texas State Teachers Association (TSTA) is a statewide professional organization affiliated with the National Education Association (NEA), the largest labor union for educators in the United States. TSTA advocates for the rights and well-being of public school employees, focusing on fair pay, professional respect, and safe learning environments for all. Preservice teachers who join TSTA gain access to professional liability insurance, legal services, classroom resources, and opportunities to participate in advocacy efforts that shape state education policy. TSTA also offers student members discounted conference rates, mentorship from veteran educators, and leadership development opportunities within local chapters. For clinical teachers, TSTA membership demonstrates a proactive commitment to educator rights and public education as a whole. Becoming a TSTA member early in your career helps you stay informed, protected, and connected to a statewide community of educators working for positive change

Association of Texas Professional Educators (ATPE)

<https://www.atpe.org>

The Association of Texas Professional Educators (ATPE) is the largest independent educator association in Texas, serving public school employees with a focus on professionalism, protection, and advocacy. Unlike traditional unions, ATPE operates as a non-partisan, non-union organization and offers members access to professional liability insurance, legal resources, and continuing education. Preservice teachers can join for free as Teacher Trainee members, gaining access to a wealth of teaching tools, legal coverage during field placements, and insight into current educational legislation. ATPE also provides webinars, articles, and a strong statewide support network for both new and veteran teachers. For clinical teachers, ATPE membership offers peace of mind and professional guidance as you navigate your first classroom experiences. Joining ATPE helps preservice teachers build a solid foundation of knowledge, advocacy, and protection without political affiliation.

United Educators Association (UEA)

<https://www.ueatexas.com/>

The United Educators Association (UEA) is a professional organization serving educators in North Texas, with a strong focus on legal protection, member advocacy, and direct support for school employees. UEA offers professional liability insurance, legal assistance, and one-on-one help with employment-related concerns such as contracts, evaluations, grievances, and certification. For preservice teachers, joining UEA provides early access to these protections as well as opportunities to learn about teacher rights and responsibilities within Texas schools. While UEA is especially active in districts across the Dallas–Fort Worth area, membership is available to educators and teacher candidates across the region. Clinical teachers who join

UEA gain peace of mind knowing they are supported by experienced professionals who understand local district policies and school culture. UEA membership reflects a proactive approach to professionalism, legal awareness, and educator advocacy in Texas public schools.

Texas Classroom Teachers Association (TCTA)

<https://www.tcta.org/>

The Texas Classroom Teachers Association (TCTA) is a statewide, member-driven organization that represents classroom teachers and instructional personnel in Texas public schools. TCTA is known for its strong legal support, expert guidance on education law and policy, and commitment to preserving the professional autonomy of teachers. Unlike unions, TCTA does not participate in collective bargaining or strikes, instead focusing on direct member services and legislative advocacy. Preservice teachers who join benefit from professional liability insurance, access to legal consultation, and timely updates on state policies affecting classrooms and certification. TCTA also offers resources to help clinical teachers navigate classroom challenges, understand teacher rights, and prepare for their first year of teaching. Membership demonstrates a commitment to professionalism, educator protections, and policy awareness.

7.2 Content-Area Specific Organizations

As a clinical teacher, deepening your understanding of subject-area pedagogy is an important part of your professional growth. Joining a content-specific professional organization helps you connect theory to practice by offering access to discipline-aligned resources, expert guidance, and a community of educators committed to teaching excellence in your certification area. Whether you plan to teach math, science, English language arts, social studies, early childhood, or work with emergent bilingual learners, these organizations provide targeted support, conference opportunities, and classroom-ready tools that align with the Texas Essential Knowledge and Skills (TEKS). Many offer reduced-rate student memberships, mentorship programs, and liability insurance as part of their benefits. Engaging with these organizations as a preservice teacher demonstrates initiative, builds confidence, and helps you stay current on state standards, policy shifts, and best practices in your content area. While membership is optional, it is strongly encouraged during clinical teaching and can enhance your resume, instructional planning, and readiness for certification. What follows is a curated list of Texas-based professional organizations organized by content area.

Science Teachers Association of Texas (STAT)

<https://www.statweb.org/>

The Science Teachers Association of Texas (STAT) is a statewide professional organization dedicated to supporting and advancing excellence in science education. STAT provides a robust

network of educators committed to sharing resources, instructional strategies, and innovations in teaching science across grade levels. Membership benefits for preservice teachers include access to the *STATosphere* digital resource hub, discounted registration to the annual Conference for the Advancement of Science Teaching (CAST), and opportunities to connect with experienced science educators and mentors. Through STAT, preservice teachers can deepen their content knowledge, stay informed about best practices and curriculum updates, and begin building a professional identity within the science education community. Many districts recognize STAT membership as a sign of professional engagement and initiative. Joining STAT during clinical teaching can strengthen your confidence in planning science instruction and demonstrate your commitment to the field. Membership is optional but highly encouraged for candidates pursuing EC–6 or 4–8 certification in Texas.

Texas Association for Bilingual Education (TABE)

<https://www.tabe.org/>

The Texas Association for Bilingual Education (TABE) is a statewide organization dedicated to promoting effective bilingual and multilingual education for students across Texas. TABE advocates for linguistically and culturally responsive teaching practices and provides resources that support emergent bilingual learners in diverse classroom settings. Preservice teachers who join TABE gain access to professional development opportunities, bilingual instructional strategies, research-based best practices, and networking with educators committed to language equity. Membership also includes discounted registration to the annual TABE conference, where teachers can attend workshops, hear from national leaders, and connect with mentor educators. For clinical teachers, TABE membership demonstrates a strong commitment to serving English learners and fostering inclusive classrooms. It is especially valuable for those pursuing ESL or bilingual certification, but also benefits general education candidates who want to strengthen their capacity to teach in culturally and linguistically diverse classrooms. Joining TABE signals advocacy, professionalism, and a readiness to support all learners.

Texas Association for the Education of Young Children (TXAEYC)

<https://texasaeyc.org/>

The Texas Association for the Education of Young Children (TXAEYC) is a statewide professional organization committed to advancing high-quality early learning for children from birth through age eight. TXAEYC supports early childhood educators by providing access to research-based resources, professional development, advocacy initiatives, and networking opportunities. Preservice teachers who join TXAEYC gain valuable insight into developmentally appropriate practices, play-based learning, and child-centered instructional strategies aligned with national standards. Membership also includes access to local affiliate groups and reduced rates for state and national conferences, including the NAEYC Annual Conference. For clinical teachers focused on early childhood education, TXAEYC membership demonstrates a deep

commitment to young learners and the profession. It also offers a supportive community of early childhood educators who share resources, mentorship, and advocacy efforts. Joining TXAEYC as a preservice teacher helps you stay informed, connected, and inspired as you begin your teaching journey.

Texas Council for Social Studies (TCSS)

<https://txcss.net/>

The Texas Council for Social Studies (TCSS) is a professional organization committed to promoting quality social studies education throughout the state. TCSS supports educators by providing access to standards-aligned resources, lesson ideas, and up-to-date information on curriculum and policy developments impacting social studies instruction in Texas. Preservice teachers who join TCSS benefit from networking opportunities with experienced teachers, access to the annual TCSS Conference, and insight into effective strategies for teaching history, geography, civics, and economics. Membership demonstrates a strong commitment to civic education and instructional excellence, qualities valued by mentor teachers and future employers. As a member, you'll stay informed about TEKS-aligned content and professional issues that directly affect your classroom practice. TCSS also offers a platform for advocating for social studies in an era of evolving standards and priorities. Joining during clinical teaching helps build your content knowledge and professional credibility as a future social studies educator.

Texas Council of Teachers of English Language Arts (TCTELA)

<https://www.tctela.org/>

The Texas Council of Teachers of English Language Arts (TCTELA) is a professional organization dedicated to advancing the teaching and learning of English language arts at all grade levels across Texas. TCTELA offers valuable resources for preservice teachers, including access to lesson ideas, position statements on best practices, and professional journals such as *English in Texas*. Members can attend the annual TCTELA Conference, where they can participate in workshops, hear from nationally recognized speakers, and connect with experienced ELA educators. For clinical teachers, membership in TCTELA provides insight into current trends in literacy instruction and a strong foundation in Texas ELA standards and pedagogy. It also signals professional commitment, which is valued by hiring principals and mentor teachers alike. Joining TCTELA helps preservice teachers begin building a network of colleagues and mentors who are passionate about literacy, language, and learning.

Texas Council of Teachers of Mathematics (TCTM)

<https://tctmonline.org/>

The Texas Council of Teachers of Mathematics (TCTM) is a statewide organization dedicated to supporting high-quality mathematics instruction at all grade levels. TCTM provides preservice

teachers with access to teaching resources, current research, and professional development opportunities tailored to Texas math standards and classrooms. Members receive updates on best practices in math education and may attend regional and statewide conferences where they can learn from experienced educators and instructional leaders. For clinical teachers, joining TCTM offers a valuable window into effective math pedagogy and helps build confidence in lesson planning, differentiation, and assessment. Membership also includes access to a network of supportive professionals who are passionate about making mathematics engaging and meaningful for students. Becoming a member of TCTM during clinical teaching demonstrates initiative, content-area commitment, and a desire to grow as a math educator. It is highly recommended for candidates pursuing EC–6 or 4–8 certification.

Texas Teachers of English to Speakers of Other Languages (TexTESOL)

<https://textesolv.org/affiliates/>

The Texas Teachers of English to Speakers of Other Languages (TexTESOL) is a statewide professional organization dedicated to supporting educators who work with English learners in a variety of instructional settings. TexTESOL provides access to research-based strategies, multilingual resources, and ongoing professional development to help teachers meet the linguistic and academic needs of emergent bilingual students. Preservice teachers who join TexTESOL benefit from regional affiliate networks, discounted conference registration, and opportunities to learn from experienced ESL and bilingual educators. Membership also includes exposure to current trends in language acquisition, culturally responsive instruction, and Texas policies affecting English learners. For clinical teachers, TexTESOL offers a valuable foundation for building inclusive classrooms and developing language-rich teaching practices. Membership signals a strong commitment to equitable instruction and professional growth in support of multilingual learners. It is especially recommended for candidates pursuing ESL certification or working in linguistically diverse classrooms.

7.3 Educational Service Centers

Texas is divided into 20 Educational Service Center (ESC) regions, each offering localized support, training, and resources to school districts and educators. As a clinical teacher in the BAAS ECET/WC EPP, most of your placements will fall within ESC Region 11 (<https://www.esc11.net/>), which serves Tarrant County and the surrounding western counties. Region 11 provides professional development, certification resources, and educator job postings through systems like SchoolSpring (<https://region11.schoolspring.com/>). Familiarizing yourself with your local ESC is a great way to stay connected to certification pathways, continuing education, and job search tools. Though Region 10 serves Dallas-area schools and may be relevant if you're seeking employment outside the western region, Region 11 should be your primary focus as a Weatherford College teacher candidate.

[Back to Table of Contents](#)

Definitions

[Back to Table of Contents](#)

Active Engagement: Direct instructional participation in the classroom, such as working with students in small groups, tutoring, helping with classroom routines, or assisting during lessons. A minimum of 80% of early field-based experience hours must be active engagement (19 TAC §228.43(c)(2)).

BAAS ECET/WC EPP: The Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching / Weatherford College Educator Preparation Program, which prepares teacher candidates for certification in Texas.

Candidate Commitments Form: A signed agreement in which teacher candidates formally acknowledge their understanding of and responsibility for upholding the expectations outlined in the Early Field-Based Experience Handbook.

Clinical Teaching: The capstone, full-time placement in which teacher candidates assume daily instructional responsibilities under the supervision of a certified cooperating teacher and a field supervisor. Clinical teaching is a certification requirement that must total at least 490 verified hours (19 TAC §228.35(e)(2)(B)).

Complaint Form: A formal document submitted by a candidate to initiate a written grievance about a program-related issue. The form must include a summary of the concern, efforts to resolve it, supporting documentation, and a professional request for resolution. It is required to begin Step 2 of the formal complaints process.

Cooperating Teacher: A certified classroom teacher who serves as a mentor and instructional guide for clinical teachers. Cooperating teachers model effective practice, provide ongoing feedback, and approve lesson plans and timesheets.

Criminal Background Check: A mandatory screening process conducted by the school district prior to each semester of fieldwork or clinical teaching.

Dispositions Inventory: An evaluation tool used by cooperating teachers to assess the professional behaviors, attitudes, and ethical conduct of candidates during field placements.

Dress Code: The standard of professional appearance teacher candidates are expected to follow during field placements. It includes modest, school-appropriate attire aligned with campus policies and reflects respect for students, colleagues, and the teaching profession.

EDEL 4311 Student Teaching/Clinical Apprenticeship I: The first semester of the clinical teaching experience in the BAAS ECET/WC EPP. Candidates begin taking on instructional responsibilities, participate in two formal POP Cycles, and submit weekly lesson plans, timesheets, and reflections.

EDEL 4312 Student Teaching/Clinical Apprenticeship II: The second semester of clinical teaching, building on the foundations established in EDEL 4311. Candidates demonstrate increased independence and mastery of planning, instruction, and professional conduct while completing a second set of formal POP Cycles.

Field Placement: A supervised assignment in a public or accredited private school where teacher candidates complete required observation and instructional hours. Placements are arranged by the program and provide candidates with real-world teaching experience under the guidance of a cooperating teacher.

Field Supervisor: A qualified and certified educator employed by Weatherford College who conducts formal and informal observations, provides coaching and feedback, monitors candidate progress, and supports cooperating teachers throughout the clinical teaching experience (19 TAC §228.35(e)).

Final Evaluation: The culminating performance review completed at the end of the semester. It evaluates overall candidate growth and readiness for certification based on the Clinical Teaching Evaluation Rubric and field documentation. Successful completion is required for program recommendation.

Formal Complaint: A written grievance submitted using the official Complaint Form after an issue cannot be resolved informally. It triggers a formal review process by the Program Director and is documented in accordance with 19 TAC §228.31(i).

Formal Observation: A structured, standards-based observation conducted by the field supervisor using the T-TESS-aligned Formal Observation Form. Each observation is part of a complete POP Cycle and includes a pre-conference, observation, and post-conference.

Gradual Release of Responsibility: An instructional and developmental model in which clinical teachers begin by observing, then co-teaching, and eventually taking full responsibility for daily instruction. This approach ensures that candidates grow in confidence, independence, and competence over time while still being supported by their cooperating teacher.

Grievance: A formal complaint initiated by a candidate to address unresolved concerns related to coursework, field placement, evaluation, or program expectations. Grievances must follow the multi-step process outlined in the Clinical Teaching Handbook and include documentation of prior attempts to resolve the issue informally, in accordance with 19 TAC §228.70 and §228.31(i).

Growth Plan: A formal support tool issued when a candidate exhibits early signs of difficulty meeting program expectations. The plan outlines specific goals, supports, and timelines for improvement. It is monitored by the Program Director and may escalate to probation if not successfully completed.

Intent Form: A required planning document that outlines the candidate's field schedule and proposed instructional activities. It must be signed by the cooperating teacher and submitted before beginning fieldwork.

Lesson Plan: A structured, written document outlining the objectives, procedures, materials, assessments, and differentiation strategies for a single instructional lesson. Clinical teachers must submit weekly lesson plans that are TEKS-aligned, reviewed and initialed by their cooperating teacher, and prepared using the official program template.

Midpoint Evaluation: A formal performance review conducted halfway through the semester using the Clinical Teaching Evaluation Rubric. The evaluation is completed by the cooperating teacher and field supervisor and includes feedback on planning, instruction, professionalism, and learning environment.

Observation: Purposeful watching of instruction, classroom management, or student behavior without interacting with students. May account for no more than 20% of total fieldwork hours (19 TAC §228.43(c)(2)).

POP Cycle (Pre-Observation, Observation, Post-Observation): The process used for each formal observation during clinical teaching. Each POP Cycle includes a detailed lesson plan, pre-conference, real-time observation (minimum 45 minutes), post-conference, and a candidate reflection. Candidates must complete two POP Cycles per semester (19 TAC §228.35(e)(2)(B)(viii)).

Probation: A formal status assigned when a candidate fails to meet the expectations of a Growth Plan or engages in a serious professional or ethical violation. Candidates on probation are not in good standing and are typically removed from field placements until conditions for reinstatement are met.

Professional Accountability: The responsibility teacher candidates have to uphold ethical, legal, and professional standards throughout their preparation. This includes behavior in the classroom, communication, attendance, responsiveness to feedback, and compliance with program expectations.

Professional Dispositions: The attitudes, behaviors, and habits of mind that demonstrate a candidate's professionalism, including preparedness, communication, flexibility, ethical conduct, and commitment to student learning.

Professional Organization: A membership-based association that supports educators through resources, networking, advocacy, and professional development. These may be general (serving all educators) or content-specific (focused on a particular subject or population).

Regional Service Center (ESC): One of twenty state-designated agencies that provide support, training, and resources to public schools and educator preparation programs. Clinical

teachers in the BAAS ECET/WC EPP are primarily placed in ESC Region 11, which offers certification support, professional development, and job search tools.

Removal from Placement: The temporary or permanent withdrawal of a candidate from a field assignment due to unprofessional behavior, ethical violations, or failure to meet program expectations. Candidates may not resume classroom-based hours until the issue is resolved.

Representative Exam: A practice version of the required state certification exams (e.g., EC–6 Core Subjects or Pedagogy and Professional Responsibilities [PPR]). Representative exams are used to determine readiness for certification testing and are often required for test approval.

Social Media: Any digital platform used for personal or public communication, including Instagram, Facebook, X (formerly Twitter), TikTok, and group chats. Teacher candidates must avoid posting any photos, names, or identifying information about students, schools, or field placements, and must maintain a professional online presence.

Structured Observation: A formal observation task using a program-aligned protocol that guides candidates to analyze lesson delivery, classroom management, student engagement, and instructional materials.

Supervision Schedule: A required planning form completed at the start of the clinical teaching semester that outlines the candidate’s weekly teaching schedule and the anticipated dates, times, and formats of supervision activities.

Teaching Demonstration: A required field-based assignment in which candidates plan and deliver a lesson under the supervision of a cooperating teacher, followed by feedback and written reflection.

Texas Administrative Code (TAC): The collection of state regulations that govern public education in Texas, including the standards and requirements for educator preparation programs. Relevant rules for candidates are found in Chapter 228.

Texas Educator Code of Ethics: A set of legal and ethical standards adopted by the State Board for Educator Certification (19 TAC §247.2) that all certified educators and teacher candidates are required to follow. It includes rules on professional conduct, confidentiality, relationships, and responsible communication.

T-TESS: The Texas Teacher Evaluation and Support System, used statewide to evaluate teacher effectiveness.

Timesheet: An official document used to track daily attendance, instructional tasks, and engagement type during early field-based experience. It must be signed daily by the cooperating teacher and submitted at the end of the placement.

[Back to Table of Contents](#)

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[Back to Table of Contents](#)

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Appendix A

Clinical Teaching Documentation

Texas Educator Code of Ethics

Commitments Form

Supervision Schedule

Weekly Timesheet & Reflection Log

Lesson Plan Template

Informal Observation Form

Pre-Conference Form

Formal Observation Form

Midpoint Evaluation

Final Evaluation

Dispositions Inventory Rubric

[Back to Table of Contents](#)



CLINICAL TEACHING Supervision Schedule

Course EDEL 4311 EDEL 4312

This form documents the planned observation and evaluation schedule for clinical teaching in accordance with 19 TAC §228.35(e). Copies should be retained by the candidate, cooperating teacher, and field supervisor. Any changes to this schedule must be communicated promptly to all parties and reflected in observation documentation.

CANDIDATE INFORMATION

Candidate Name _____ WC ID # _____ TEA ID # _____

Cooperating Teacher Name _____ Field Supervisor Name _____

District _____ Campus _____ Grade Level _____

WEEKLY CLINICAL TEACHING SCHEDULE

This schedule helps your field supervisor coordinate observation visits and track your weekly responsibilities. Please list the subject areas, instructional times, and your specific role for each period or block. Be sure to include planning periods, testing days, assemblies, and any changes to the regular routine. A completed copy must be shared with your field supervisor at the beginning of each week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

CANDIDATE REFLECTION

Write a short reflection (5-7 sentences minimum). Consider responding to one or more 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?*
- *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, or 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 on this weekly timesheet accurately reflects the teacher candidate's participation in clinical teaching. We confirm that the hours, activities, and responsibilities documented were completed as stated, and that this record meets the expectations set forth by the Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) and the Texas Administrative Code. We understand that accurate documentation is required for program completion and certification eligibility.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



BAAS ECET/WC EPP LESSON PLAN

Course EDEL 4311 EDEL 4312 Week # _____

Cooperating Teacher Verification

_____ *Initials* The candidate's weekly lesson plans have been reviewed, discussed, and meet the instructional expectations of the clinical placement.

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

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

LEARNING GOALS
Lesson Focus <i>T-TESS 1.1 Standards & Alignment</i>
Grade Level:
Subject:
Topic:
Standards <i>T-TESS 1.1 Standards & Alignment</i>
Texas Essential Knowledge & Skills/Prekindergarten Guidelines
English Language Proficiency Standards
Objectives <i>T-TESS 1.1 Standards & Alignment</i>
MATERIALS
PROCEDURES
Introduction <i>T-TESS 1.1 Standards & Alignment, 1.3 Knowledge of Students, 1.4 Activities, 2.2 Content Knowledge & Expertise, 3.3 Classroom Culture</i>

Motivation
Prior Learning
Statement of Objective
Purpose
Model (I Do) T-TESS 2.2 Content Knowledge and Expertise, 2.3 Communication
Guided Practice (We Do) T-TESS 2.3 Communication, 2.5 Monitor and Adjust
Independent Practice (You Do) T-TESS 1.4 Activities
Closure T-TESS 1.1 Standards and Alignment; 2.3: Communication
Review
Future Learning
Wrap Up
ASSESSMENT
Formative Assessment <i>T-TESS 1.2 Data and Assessment</i>
Summative Assessment T-TESS 1.2 Data and Assessment

ACCOMMODATIONS

Students with IEPs/504 Plans

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture

Needs

Accommodations

Students with Specific Language Needs

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture

Needs

Accommodations

Students with Other Learning Needs

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture

Remediation

Enrichment



BAAS ECET/WC EPP LESSON PLAN

Course EDEL 4311 EDEL 4312 Week # _____

Cooperating Teacher Verification

_____ *Initials* The candidate's weekly lesson plans have been reviewed, discussed, and meet the instructional expectations of the clinical placement.

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

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

LEARNING GOALS
Lesson Focus <i>T-TESS 1.1 Standards & Alignment</i>
Grade Level: <i>Specify the grade level for the lesson (e.g., kindergarten, 1st grade, 2nd grade).</i>
Subject: <i>Identify the subject (e.g., math, science, social studies, English/language arts and reading).</i>
Topic: <i>Name the specific topic of the lesson (e.g., adding whole numbers, scientific measurement, community helpers, CVCe patterns).</i>
Standards <i>T-TESS 1.1 Standards & Alignment</i>
Texas Essential Knowledge & Skills/Prekindergarten Guidelines <i>List the specific Texas Essential Knowledge and Skills that this lesson addresses. Be precise and include the numbers and text of the standards to ensure alignment.</i> Resource(s) <ul style="list-style-type: none">• Texas Essential Knowledge and Skills• Texas Prekindergarten Guidelines
English Language Proficiency Standards <i>List the specific English Language Proficiency Standards the lesson addresses. Be precise and include the numbers and text of the standards to ensure alignment</i> Resource(s): English Language Proficiency Standards

Objectives

T-TESS 1.1 Standards & Alignment

What do you want students to know or be able to do by the end of the lesson? Write specific, measurable objectives that describe what you want students to know or be able to do at the end of the lesson. Use action verbs (e.g., “explain,” “identify”) to make objectives clear and measurable. Ensure these objectives align with the TEKS/PreK Guidelines/ELPS and are relevant to the lesson’s focus.

Resource(s): [Tips for Writing Instructional Objectives](#)

MATERIALS

List all materials and resources needed for the lesson (e.g., textbook, reference materials, technology resources, manipulatives, art supplies, lab equipment). Ensure that materials are engaging, flexible, and appropriate for diverse learners. Include any handouts, worksheets, etc. at the end of the lesson plan. If there are videos, PowerPoints, etc. include hyperlinks.

PROCEDURES

Introduction

T-TESS 1.1 Standards&Alignment, 1.3 Knowledge ofStudents, 1.4 Activities, 2.2 Content Knowledge&Expertise, 3.3 Classroom Culture

Motivation

Engage students with a hook that captures their attention and builds curiosity, setting the tone for an enthusiastic and collaborative learning environment. Use visuals, riddles, real objects, thought-provoking questions, stories, or role-playing to spark interest (e.g., “Imagine you were [scenario]! What would you do? Today we’re going to learn how to [specific concept] so you’d know exactly what to do!”

Prior Learning

Connect the lesson to background knowledge or previous lessons by prompting students to recall relevant prior learning or experiences (e.g., “Yesterday, we explored [topic]. Who can remind us what [specific concept] means? Great! Today, we’ll build on that by learning [new concept].”).

Statement of Objective

Clearly communicate the learning goal in student-friendly terms so students understand the purpose of the lesson. State what students will learn and how they will demonstrate their understanding (e.g., “By the end of today’s lesson, you’ll be able to [specific skill or knowledge]. This is important because [reason it matters].”).

Purpose

Show the real-world relevance of the lesson and how it applies to students' lives. Provide concrete examples of how this skill or knowledge is useful (e.g., "Know how to [objective] will help you when you [real-world scenario]. For example, have you ever [related situation]? This skill will help you with that!").

Model (I Do)

T-TESS 2.2 Content Knowledge and Expertise, 2.3 Communication

Provide a step-by-step explanation or demonstration of the concept or skill. Describe how you will explicitly teach the new concept or skill, using examples, visuals and questioning to guide understanding. Include specific questions you will ask to encourage critical thinking (e.g., "What would happen if we [adjust scenario]?").

Resource(s):

- [Input](#)
- [Teacher Modeling](#)

Guided Practice (We Do)

T-TESS 2.3 Communication, 2.5 Monitor and Adjust

Describe how students will practice the skill with your support. Plan activities where students work collaboratively or with your support. Explain how you will monitor understanding and provide feedback during this phase (e.g., observing group work, asking questions, providing feedback).

Resource(s): [Guided Practice](#)

Independent Practice (You Do)

T-TESS 1.4 Activities

Explain how students will apply their learning independently to reinforce the objective. Explain how the activity reinforces the objective. Describe how you will differentiate this activity to support diverse learners.

Resource(s): [Independent Practice](#)

Closure

T-TESS 1.1 Standards and Alignment; 2.3: Communication

Review

Write questions or activities that will help students recall the main points of the lesson and reflect on their learning. List specific questions to help students summarise what they learned (e.g., "What did you learn today? Why is it important? How will this help you?")

Future Learning

Describe how you will preview the next lesson or explain how today's learning connects to future topics (e.g., "Tomorrow, we'll use this skill to solve...").

Wrap Up

Explain how you will officially end the learning session by inviting students to share one thing they enjoyed from the day's activities, encouraging positive reflection, and applauding their efforts.

ASSESSMENT

Formative Assessment

T-TESS 1.2 Data and Assessment

Describe how you will measure student understanding of the lesson objective DURING the lesson to monitor progress (e.g., questioning, observation, quick checks).

Resource(s): [Formative Assessment Ideas](#)

Summative Assessment

T-TESS 1.2 Data and Assessment

Describe how you will evaluate the mastery of the lesson objective(s) (e.g., quizzes, projects, student work samples). Include relevant rubrics, checklists, etc.

Resource(s): [Summative Assessment Ideas](#)

ACCOMMODATIONS

Students with IEPs/504 Plans

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture

Needs

List the needs of students (but not the students themselves) with documented accommodations.

Accommodations

Describe how you will support them (e.g., close monitoring, large print, extra time, use of graphic organizers).

Resource(s): [Recommended IEP/504 Accommodations](#)

Students with Specific Language Needs

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3

Needs

Identify the needs of English Learners (but not the ELs themselves).

Accommodations

Describe how you will support ELs. Explain what linguistic supports you will use to support them (e.g., pre-teaching vocabulary or using visual aids). Be specific (e.g., identify which words you will preteach and how; naming the visual aids that will be used and including a link to that in the “Materials” section of this lesson plan).

Resource(s): [Linguistic Supports](#)

Students with Other Learning Needs

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture

Remediation

Describe the strategies and support you will use to help students who are struggling with the material (e.g., additional practice, simplified instructions, peer tutoring, or small group work).

Resource(s): [Remediation Strategies](#)

Enrichment

Outline activities for students who have already mastered the material or need a greater challenge (e.g., higher-level questions, independent projects, opportunities to explore topics in greater depth).

Resource(s): [Enrichment Strategies](#)



CLINICAL TEACHING

Informal Observation & Reflections

Course EDEL 4311 EDEL 4312

Field supervisors record the background information, general notes, co-teaching model(s) observed, reinforcement, and refinement sections of this form (Part 1, A-E) during each informal observation and email it to the candidate. Candidates review the feedback, write a reflection (Part 2), and upload both the completed form and their reflection to Canvas within one week of receipt.

PART I. INFORMAL OBSERVATION

A. Background Information

Include the candidate's identifying information, observation site, and the field supervisor's name, date, as well as time in/time out.

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

District/Campus _____ Grade Level/Subject Area _____

Field Supervisor Name _____ Date _____ Time In / Time Out _____

B. General Notes

Record key details about the lesson observed, student interactions, instructional content, or relevant context.

C. Co-Teach Model(s) Observed

Refer 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.

- | | |
|---|---|
| <input type="checkbox"/> One Teach, One Observe | <input type="checkbox"/> Alternative Teaching |
| <input type="checkbox"/> One Teach, One Assist | <input type="checkbox"/> Station Teaching |
| <input type="checkbox"/> Parallel Teaching | <input type="checkbox"/> Not Observed |
| <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Other |

D. Reinforcement

Referring to [T-TESS Look-Fors](#) select one or two key areas of strength demonstrated by the candidate. Add brief comments as evidence.

T-TESS Domain			
1. Planning <input type="checkbox"/> 1.1 Standards & Alignment <input type="checkbox"/> 1.2 Data & Assessment <input type="checkbox"/> 1.3 Knowledge of Students <input type="checkbox"/> 1.4 Activities	2. Instruction <input type="checkbox"/> 2.1 Achieving Expectations <input type="checkbox"/> 2.2 Content Knowledge <input type="checkbox"/> 2.3 Communication <input type="checkbox"/> 2.4 Differentiation <input type="checkbox"/> 2.5 Monitor & Adjust	3. Learning Environment <input type="checkbox"/> 3.1 Routines & Procedures <input type="checkbox"/> 3.2 Managing Student Behavior <input type="checkbox"/> 3.3 Classroom Culture	4. Professional Practices <input type="checkbox"/> 4.1 Demeanor & Ethics <input type="checkbox"/> 4.2 Goal-Setting <input type="checkbox"/> 4.3 Professional Development

Evidence

What did the candidate do well? How did it support student learning, engagement, or classroom culture?



POP CYCLE Pre-Conference

Course: EDEL 4311 EDEL 4312

Complete this form and bring it to your Pre-Observation Conference along with your lesson plan. Your responses should reflect thoughtful preparation and alignment to the [T-TESS Rubric](#).

CANDIDATE INFORMATION

_____ Candidate/WC Student Name	_____ WC ID #	_____ TEA ID #
_____ Cooperating Teacher	_____ Field Supervisor	
_____ District / Campus	_____ Grade Level	_____ Subject

LESSON OVERVIEW

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 & Post-Conference Form

Course EDEL 4311 EDEL 4312

The first formal observation must take place in person within the first six weeks of the clinical placement and last ≥45 minutes (TAC §228).

Candidate Information

Candidate Name _____

Field Supervisor Name _____

District/Campus _____

Grade/Subject _____

Date _____ Start Time _____

End Time _____ Observation Minutes (≥45 min.) _____

Pre-Obs. Conference *24 hours prior to formal observation

In-Person Zoom Phone Email

Date _____ Time _____

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
<small>Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.</small>	<small>Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.</small>	<small>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.</small>	<small>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.</small>

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

Post-Obs. Conference *Summarize post-conference discussion.*

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.

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



POP CYCLE Reflections

Course: EDEL 4311 EDEL 4312

This form supports reflective practice and professional growth following a formal observation (19 TAC §228.35(e)(2)(B)(viii)). Complete this form after your Post-Conference with your field supervisor. Your responses should demonstrate thoughtful reflection on your instructional decisions, student learning, and classroom environment. Use specific examples from your lesson and incorporate feedback from your field supervisor and cooperating teacher. Your reflection will support goal setting and ongoing alignment with the Texas Teacher Standards and [T-TESS Rubric](#).

CANDIDATE INFORMATION

_____	_____	_____
Candidate/WC Student Name	WC ID #	TEA ID #
_____	_____	
Cooperating Teacher	Field Supervisor	
_____	_____	_____
District / Campus	Grade Level	Subject

REFLECTIONS

General

Successes: What aspects of your lesson were most successful? What evidence supports this?

Challenges: What challenges arose during your lesson? How did you respond in the moment?

Revisions: Identify and explain what revisions you would make to the instruction of this lesson.

T-TESS Domains

I. Planning: How did your lesson demonstrate alignment with standards (1.1), use of student data (1.2), and knowledge of your students' strengths and needs (1.3)? How did you select activities (1.4) that supported learning?

II. Instruction: How did you monitor student understanding (2.5) and adjust instruction as needed? Provide an example of how your communication strategies (2.3) supported student engagement or persistence.

III. Learning Environment: What routines or procedures (3.1) contributed to a productive environment? How did you reinforce expectations for behavior (3.2), and what did you do to build classroom culture (3.3)?

IV. Professional Practices and Responsibilities: What feedback from your field supervisor or cooperating teacher are you considering most seriously? How will you use this observation to guide your goal setting and next steps for growth (4.2, 4.3)?



Clinical Teaching Midpoint Evaluation

BAAS ECET/WC EPP student teaching is structured as two 14-week, half-day placements across two semesters in EDEL 4311 Student Teaching/Clinical Apprenticeship I and EDEL 4312 Student Teaching/Clinical Apprenticeship II. The Midpoint Evaluation assesses the candidate's progress toward meeting the educator standards and determines readiness to advance to EDEL 4312 (19 TAC §228.35(e)&(h)).

Candidate Information

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

Verification of Clinical Teaching Hours

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.

_____ I reviewed all submitted timesheets and confirmed they are complete, accurate, and meet certification requirements. Total EDEL 4311 _____

Initials Met Standard (≥245hrs)
 Did NOT Meet Standard (<245hrs)

T-TESS Checklist

For each dimension below, rate the candidate's current level of performance using the scale provided. Refer to the [T-TESS Rubric](#). Candidates must receive ratings of developing or higher on all domains and dimensions to move on the Clinical Teaching II.

(A) Accomplished <i>Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.</i>	(P) Proficient <i>Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.</i>	(D) Developing <i>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.</i>	(IN) Improvement Needed <i>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>
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T-TESS DOMAINS & DIMENSIONS	A	P	D	IN
I. PLANNING				
1.1 Standards and Alignment: Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Data and Assessment: Formal and informal methods measure student progress; student data to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Knowledge of Students: Student knowledge & proven practices ensure learning, social-emotional develop. & achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Activities: Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. INSTRUCTION				
2.1 Achieving Expectations: Supports all learners in their pursuit of high levels of academic and social-emotional success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Content Knowledge & Expertise: Content & pedagogical expertise used to design/deliver lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Communication: Clearly and accurately communicates to support persistence, deeper learning, and effective effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Monitor & Adjust: Formally & informally collects, analyzes, and uses student progress data and makes adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. LEARNING ENVIRONMENT				
3.1 Classroom Environment, Routines, & Procedures: Organizes a safe, accessible, and efficient classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Managing Student Behavior: Establishes, communicates, and maintains clear expectations for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Classroom Culture: Leads a mutually respectful and collaborative class of actively engaged learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES				
4.1 Professional Demeanor&Ethics: Meets district expectations for professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Goal Setting: Reflects on his/her practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Professional Development: Enhances the professional community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Feedback

Provide a narrative summarizing candidate's strengths, areas for growth, and readiness for EDEL 4312 Student Teaching/Clinical Apprenticeship II.

Cooperating Teacher

Field Supervisor

Recommendations

Initial and indicate whether the candidate is recommended to continue to EDEL 4312: Student Teaching / Clinical Apprenticeship II. If "Recommend with Reservations" or "Do NOT Recommend" is selected, written justification and supporting documentation must be submitted to the EPP.

Cooperating Teacher

_____ *Initials*

- Recommend Continuance of Clinical Teaching
- Recommend with Reservations
- Do NOT Recommend

Notes:

Notes:

Field Supervisor

_____ *Initials*

- Recommend Continuance of Clinical Teaching
- Recommend with Reservations
- Do NOT Recommend

Acknowledgements

By signing below, all parties affirm that the information in this midpoint evaluation accurately reflects the candidate's performance during the first semester of student teaching and supports the EPP's determination regarding readiness for continued clinical experiences.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



Clinical Teaching Final Evaluation

BAAS ECET/WC EPP student teaching is structured as two 14-week, half-day placements across two semesters in EDEL 4311 and EDEL 4312. The Final Evaluation assesses whether the candidate has successfully met the educator standards and field experience requirements for standard certification in accordance with 19 TAC §228.35 (c), (e), (g), & (h).

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

Verification of Clinical Teaching Hours		
Field Supervisor records the candidate's total hours and initial to verify that all timesheets have been submitted, reviewed, and meet TEA and program documentation standards.		
I confirm that all timesheets are complete, accurate, and meet certification requirements.	$\frac{\quad}{/245\text{hrs EDEL4311}}$	$+$ $\frac{\quad}{/245\text{hrs EDEL4312}}$ $=$ $\frac{\quad}{/490\text{hrs.TOTAL}}$
Initials		<input type="checkbox"/> Met Standard (≥490hrs) <input type="checkbox"/> Did NOT Meet Standard (<490hrs)

T-TESS Checklist						
For each dimension below, rate the candidate's current level of performance using the scale provided. Refer to the T-TESS Rubric . Candidates must receive ratings of developing or higher on all domains and dimensions to move on the Clinical Teaching II.						
(A) Accomplished	(P) Proficient	(D) Developing	(IN) Improvement Needed			
<i>Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.</i>	<i>Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.</i>	<i>Displays a partial understanding of the dimension with inconsistent or moderately successful implementation. Requires moderate guidance and implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.</i>	<i>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>			
T-TESS DOMAINS & DIMENSIONS			A	P	D	IN
I. PLANNING						
1.1 Standards and Alignment: Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Data and Assessment: Formal and informal methods measure student progress; student data to inform instruction.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Knowledge of Students: Student knowledge & proven practices ensure learning, social-emotional develop. & achievement.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Activities: Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. INSTRUCTION						
2.1 Achieving Expectations: Supports all learners in their pursuit of high levels of academic and social-emotional success.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Content Knowledge & Expertise: Content & pedagogical expertise used to design/deliver lessons.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Communication: Clearly and accurately communicates to support persistence, deeper learning, and effective effort.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Monitor & Adjust: Formally & informally collects, analyzes, and uses student progress data and makes adjustments.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. LEARNING ENVIRONMENT						
3.1 Classroom Environment, Routines, & Procedures: Organizes a safe, accessible, and efficient classroom.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Managing Student Behavior: Establishes, communicates, and maintains clear expectations for student behavior.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Classroom Culture: Leads a mutually respectful and collaborative class of actively engaged learners.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES						
4.1 Professional Demeanor&Ethics: Meets district expectations for professionalism.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Goal Setting: Reflects on his/her practice.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Professional Development: Enhances the professional community.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Feedback

Provide a brief narrative summarizing the candidate's strengths, areas for growth, and overall readiness for certification.

Cooperating Teacher

Field Supervisor

Recommendations

Initial and indicate whether the candidate is recommended for Texas teacher certification. If "Recommend with Reservations" or "Do NOT Recommend" is selected, written justification and supporting documentation must be submitted to the EPP.

Cooperating Teacher

_____ *Initials*

- Recommend for Certification
 Recommend with Reservations
 Do NOT Recommend

Notes:

Field Supervisor

_____ *Initials*

- Recommend for Certification
 Recommend with Reservations
 Do NOT Recommend

Notes:

Acknowledgements

By signing below, all parties affirm that the information in this midpoint evaluation accurately reflects the candidate's performance during the first semester of student teaching and supports the EPP's determination regarding readiness for continued clinical experiences.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date

Dispositions Inventory Rubric

Standard	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The teacher candidate is prepared and punctual [INTASC: 90; TTS: 6A].	The teacher candidate does not adequately manage resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and others (e.g., students, peers, etc.) and does not adequately plan and prepare to fulfill responsibilities.	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals, anticipates needs and assists others in obtaining or managing resources, and effectively seeks and obtains additional resources beyond those readily available.
The teacher candidate develops appropriate relationships with peers, colleagues, and students [INTASC: 30, 70, 9B, 9C, 10G, 10I, 10R; TTS: 6B(1), 6C(1), 6D(2)].	The teacher candidates' relationships with colleagues and/or students lack respect, sensitivity, and caring.	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students.	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students and intentionally models these behaviors for others.
The teacher candidate communicates in a manner appropriate to the learning environment [INTASC: 3F, 8M, 8Q; TTS: 6C(1), 6D(2), 6D(4)].	The teacher candidate does not take the appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students and peers. The teacher candidate fails to provide extra assistance or alternative learning experiences when needed, excludes some students from learning experiences, and gives preferential treatment to some students or peers.	The teacher candidate uses professional oral and written communication that is clear and correct. The teacher candidate also establishes classroom practices that provide opportunities for students to communicate effectively with the teacher and their peers.	The teacher candidate uses professional oral and written communication that is clear and correct and provides explanations that are clear and coherent. The teacher candidate also establishes classroom practices that provide for the use of visual tools and technology and encourage all students to communicate effectively.
The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs [INTASC: 6P, 6U, 7B, 9G; TTS: 1B(3), 2B(3), 3B(2), 4B(2), 5A(2)].	The teacher candidate displays behaviors that are discriminatory or intolerant of diversity (race, gender, culture, exceptionalities). The teacher candidate also selects materials, designs activities, or interacts in ways that promote stereotypes or demeans others.	The teacher candidate consistently seeks a variety of perspectives in exploring issues. The teacher candidate selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).	The teacher consistently models respect for all people, prepares written work and other expressions to reflect an understanding of diversity (race, gender, culture, exceptionalities), seeks a variety of perspectives on exploring issues, and selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity. The teacher candidate also seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.
The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers [INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G; TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)].	The teacher candidate does not take the appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students and peers. The teacher candidate fails to provide extra assistance or alternative learning experiences when needed, excludes some students from learning experiences, and gives preferential treatment to some students or peers.	The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students or peers.	The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students and peers. The teacher candidate also works to influence others' provision of services for those beyond those in his/her immediate setting.
The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines [INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R; TTS: 2A(3), 5C(1), 5D(2)].	The teacher candidate frequently misses or is late to meetings, makes errors in records, and/or misses paperwork deadlines, lacks initiative, and shows little interest in learning or improving skills.	The teacher candidate fulfills all responsibilities, is reliable with paperwork, duties, and assignments, and demonstrates initiative suitable to the context.	The teacher candidate consistently fulfills all responsibilities to the highest standards, can model this behavior for others, and demonstrates a high level of initiative suitable to the context.
The teacher candidate accepts and acts upon constructive criticism [INTASC: 10T; TTS: 6A(1), 6A(2)].	The teacher candidate wants exceptions to be made for him/her, or tries to get around established rules of behavior and thinks rules are for others and/or blames others for mistakes or errors. The teacher candidate does not provide any substantive suggestions for positive self-improvement, fails to see the need for positive change, and rejects suggestions from others directly or by failing to act.	The teacher candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate is open-minded and positive when receiving feedback from others and demonstrates the ability to act on suggestions.	The teacher candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate also actively seeks further information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.
The teacher candidate seeks out professional growth opportunities [INTASC: 9A, 9B, 9K; TTS: 6A(3), 6B(1), 6B(2)].	The teacher candidate does not use feedback from others to inform professional growth and does not actively participate in professional learning opportunities.	The teacher candidate accesses a variety of current research-based resources, feedback from others, and professional learning opportunities and applies the newfound knowledge and skills gained from professional learning to his or her practice.	The teacher candidate seeks out and accesses relevant current research-based resources, feedback from others, and designs and implements professional learning opportunities to support his or her professional growth. The teacher candidate consistently applies knowledge and skills gained from professional learning to his or her practice.
The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.	The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.	The teacher candidate demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. The teacher candidate participates only in required activities to gain expertise in teaching.	The teacher candidate consistently seeks new learning opportunities that improve technological practice and is up-to-date on emerging technology and ways to incorporate technology into lesson plans and instructional strategies.
The teacher candidate maintains high expectations for self and all others [INTASC: 100; TTS: 1E(1), 2B(1), 4C(2), 4D(1)].	The teacher candidate demonstrates little or no responsibility by indicating low expectations of learning for some students or peers, and/or does little to adjust instruction or teaching practices in ways that would benefit students' learning or their own.	The teacher candidate demonstrates responsibility by setting high expectations for their learning and student learning, uses data to adjust instruction or teaching practices to meet students' needs and their own needs.	The teacher candidate demonstrates responsibility by setting high expectations for student learning and their own learning and by following through using continuous cycles of data analysis to tailor instruction and teaching practices.
The teacher candidate complies with educational laws and policies [INTASC: 9J, 9O; TTS: 6D(1)].	The teacher candidate demonstrates a lack of knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, or imposition of personal religious or political views upon others.	The teacher candidate frequently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, and appropriate separation of personal and professional domains.	The teacher candidate consistently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator and models these behaviors to others. The teacher candidate also seeks or leads opportunities to select or create appropriate new forums to advocate for students or the teaching profession.
The teacher candidate demonstrates ethical and scholastic integrity [INTASC: 5K, 6V, 9F, 9O; TTS: 6D(1)].	The teacher candidate lacks the understanding of the importance of ethical behavior as outlined by the WC Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate also exhibits an insufficient commitment to academic integrity by lacking documentation of original sources and not fulfilling assignment guidelines.	The teacher candidate understands the importance of ethical behavior as outlined by the WC Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate demonstrates sufficient commitment to academic integrity by attempting to use appropriately documented original sources and illustrating an acceptable level of fulfillment of assignment guidelines as specified by the instructor.	The teacher candidate consistently demonstrates an understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics and models these behaviors for others. The teacher candidate is committed to academic integrity as evidenced by appropriately documenting original sources and illustrating complete fulfillment of assignment guidelines.

[Back to Table of Contents](#)

Appendix B

Program Accountability & Grievances

Texas Educators Code of Ethics

Growth Plan

Probation Notice

Dismissal Notice

Request to Withdraw/Voluntary Exit

Complaint Form

[Back to Table of Contents](#)

Texas Educators Code of Ethics

The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b)(8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(l) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.

Statement of Purpose

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

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.



BAAS ECET/WC EPP Growth Plan

This form documents a concern related to academic performance, attendance, professionalism, fieldwork, or other program expectations. It serves as both an intervention and improvement plan under the tiered accountability process described in the BAAS ECET/WC EPP Student Handbook (19 TAC §228.50). The goal is to define measurable objectives, provide structured supports, and monitor progress toward resolution (19 TAC §228.40(a), §247.2). This form and all supporting documentation will be retained in the candidate's official file for a minimum of five years (19 TAC §228.31(i)).

Candidate Information		
Student Name _____	Weatherford College ID # _____	
Date of Notice _____	Issued by (Name/Role) _____	
Documented Concern(s) <i>(Check all that apply)</i>		
<input type="checkbox"/> Academic Performance <input type="checkbox"/> Attendance <input type="checkbox"/> Dispositions/Professionalism <input type="checkbox"/> Fieldwork Documentation <input type="checkbox"/> Communication/Responsiveness <input type="checkbox"/> Other: _____	Description: <i>(specific incident, context, or pattern observed)</i> _____	
Behavioral/Academic Objective(s) <i>Use specific, observable, measurable goal(s).</i>		
	Evidence of Growth <i>(Check all that apply)</i> <input type="checkbox"/> Assignment completion logs <input type="checkbox"/> Attendance records (class/fieldwork) <input type="checkbox"/> Observation notes/fieldwork evaluations <input type="checkbox"/> Communication records (emails, logs) <input type="checkbox"/> Disposition rubric/professional feedback <input type="checkbox"/> Other: _____	
Improvement Plan <i>For each strategy or intervention, list what will be done, when it will be completed, and who is responsible. At least one action must be tied to a support structure such as faculty mentorship or academic tutoring.</i>		
Strategy/Action	Timeline/Deadline	Responsible Party
Signatures By signing below, I acknowledge that I understand the concern, the expectations for improvement, and the support provided. I agree to work in good faith to meet the outlined goals. I understand that failure to comply may result in program-level probation or dismissal.		
Student _____	Date _____	
BAAS ECET/WC EPP Director _____	Date _____	
Outcome <input type="checkbox"/> Met Standard: Conclude Growth Plan <input type="checkbox"/> Approaching Standard: Extend/Modify Growth Plan <input type="checkbox"/> Did NOT Meet Standard: Probation Recommended		
Reviewed by: _____ Date: _____ Initials: _____		



BAAS ECET/WC EPP Probation Notice

This form documents formal probation status following unresolved concerns or serious infractions of program expectations under the BAAS ECET/WC EPP tiered accountability system (19 TAC §228.50). It outlines the conditions and timeline for reinstatement to good standing, ensuring that the candidate has clear expectations and support for remediation (19 TAC §228.40(a), §247.2). This form and all related documentation will be retained in the candidate's official file for a minimum of five years (19 TAC §228.31(i)).

Candidate Information	
Student Name _____	Weatherford College ID # _____
Date of Notice _____	Issued by (Name/Role) _____

Reason for Probation	Description:
<input type="checkbox"/> Failure to fulfill a Growth Plan (Dated: _____) <input type="checkbox"/> Academic ineligibility (< 2.75 GPA, course failure) <input type="checkbox"/> Professional misconduct or ethics violation <input type="checkbox"/> Fieldwork performance issues <input type="checkbox"/> Unprofessional communication or behavior <input type="checkbox"/> Other: _____	

Terms of Probation		
You are currently not in good standing in the BAAS ECET/WC EPP. The following conditions must be met to regain eligibility for fieldwork, clinical teaching, and certification recommendation.		
Condition	Deadline	Responsible Party
Progress Monitoring Requirements <input type="checkbox"/> Weekly check-in <input type="checkbox"/> Dispositions evaluations <input type="checkbox"/> Assignment tracking <input type="checkbox"/> Attendance verification <input type="checkbox"/> Fieldwork observation reports <input type="checkbox"/> Other: _____		

Signatures	
By signing below, I acknowledge that I understand I am on program probation, that I am currently not in good standing, and that I must meet the conditions outlined above to continue in the BAAS ECET/WC EPP. I understand that failure to fulfill this plan may result in dismissal.	
Student _____	Date _____
BAAS ECET/WC EPP Director _____	Date _____
Dean of Academics _____	Date _____

Outcome of Probation	<input type="checkbox"/> Met Standard: Reinstated to good standing	<input type="checkbox"/> Approaching Standard: Probation extended	<input type="checkbox"/> Did NOT Meet Standard: Dismissal recommended
Reviewed by: _____	Date: _____	Initials: _____	



BAAS ECET/WC EPP Dismissal Notice

This form documents a candidate's formal dismissal from the BAAS ECET/WC EPP following unresolved probation or a serious infraction of program expectations. It fulfills the documentation and due process requirements outlined in the tiered accountability system (19 TAC §228.50). It also outlines the grounds for dismissal, the implications for certification eligibility, and the candidate's right to appeal. This form and all related documentation will be retained in the candidate's official file for a minimum of five years (19 TAC §228.31(i)).

Candidate Information

Student Name _____

Weatherford College ID # _____

Date of Notice _____

Issued by (Name/Role) _____

Grounds for Dismissal

In accordance with program policy and 19 TAC §§ 228.40(a), 228.50, and 247.2, this letter serves as official notification that you are being dismissed from the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and the Weatherford College Educator Preparation Program (WC EPP), effective immediately. Documentation related to this decision has been reviewed by the Director and, where applicable, in consultation with the Dean of Academics.

This decision has been made based on the following grounds:

- Failure to meet the conditions of program probation
- Major violation of the Texas Educator Code of Ethics
- Falsification of fieldwork or certification documentation
- Academic disqualification (e.g., GPA below 2.75 or course failures)
- Unprofessional conduct in coursework or PK–12 settings
- Insubordination, harassment, or conduct jeopardizing student or school safety
- Other: _____

Terms of Dismissal

In accordance with 19 TAC §§ 228.40(a), 228.50, and 247.2, this notice confirms your dismissal from the BAAS ECET and WC EPP, effective immediately. Grounds for dismissal include unresolved probation, ethical violations, academic ineligibility, falsified documentation, or conduct that compromises student or program safety.

- You will be withdrawn from all certification-related courses and placements.
- Your status will be recorded as Dismissed – Ineligible for Certification Recommendation.
- To continue in a degree-only pathway, you must request a modified plan in writing.
- Reapplication in a future cycle requires written approval and full compliance with current admission standards (19 TAC §227.10(a)(9)).
- This record will be retained in your file for five years, per 19 TAC §228.31(i).

Right to Appeal

Dismissed candidates have the right to appeal this decision by following the institutional grievance process outlined in the BAAS ECET/WC EPP Student Handbook and Weatherford College policy.

1. **Initial Appeal to Program Director:** A letter of appeal must be submitted within 10 business days of receiving the dismissal notice, including a clear rationale and any supporting documentation.
2. **Review by Dean of Academics:** If the issue remains unresolved, candidates may request a secondary review by the Dean, who will evaluate all relevant materials.
3. **Final Review by Executive Vice President of Academics:** Candidates may submit a formal grievance using the Weatherford College Student Complaint or Grievance Form.

If all institutional procedures have been exhausted and the candidate believes the program is in violation of TAC, a formal complaint may be submitted to the Texas Education Agency (19 TAC §228.70).

Signatures

By signing below, I acknowledge receipt of this dismissal notice and understand the conditions outlined above.

Student _____

Date _____

BAAS ECET/WC EPP Director _____

Date _____

Dean of Academics _____

Date _____

Executive Vice President of Academics _____

Date _____



BAAS ECET/WC EPP Request to Withdraw/Voluntary Exit

Complete this form if you wish to voluntarily exit either the educator certification component or the entire BAAS ECET/WC EPP program. Submit the completed form via email to the Director at lhancock@wc.edu. This form will be reviewed and retained in your candidate file per 19 TAC §228.31(i).

Candidate Information	
_____ Student Name	_____ Weatherford College ID #
Withdrawal Type	
<input type="checkbox"/> I am requesting to exit the WC EPP, but will remain enrolled in the BAAS ECET degree program.	<input type="checkbox"/> I am requesting to exit BOTH the BAAS ECET degree and the WC EPP.
Reason for Withdrawal	
Acknowledgement	
By signing below, I acknowledge that:	
<ul style="list-style-type: none">● I am voluntarily exiting the program as indicated above.● I understand that exiting the certification component may affect my eligibility for field placements and clinical teaching.● I understand that reapplication is not guaranteed and is subject to current admissions standards, program capacity, and approval by the Program Director.● I have reviewed any applicable impacts on my degree plan or financial aid with my academic advisor or financial aid counselor, as needed.	
_____ Student Signature	_____ Date
For Program Use Only - To Be Completed by BAAS ECET/WC EPP Director	
Form Received _____ / _____ / _____	Candidate's Status at Time of Exit
File Reviewed _____ / _____ / _____	<input type="checkbox"/> Good Standing
Effective Date of Exit _____ / _____ / _____	<input type="checkbox"/> Growth Plan
	<input type="checkbox"/> Probation
	Comments:
_____ Director Signature	_____ Date



BAAS ECET/WC EPP Complaint Form

The BAAS ECET/WC EPP encourages candidates to first attempt to resolve concerns through direct communication with the individual(s) involved. If the issue remains unresolved, complete all sections of this form and submit it to the Program Director in person (STSV 111A) or via email (lhancock@wc.edu). All complaints will be reviewed in accordance with Weatherford College and BAAS ECET/WC EPP grievance procedures.

Candidate Information

Student Name

Weatherford College ID #

Summary of the Concern

Submission Date

Date of Incident/Concern

Name and Role of Person(s) Involved

Location/Context (e.g., course name, field site)

Documented Resolution Attempts

Did you attempt to resolve the concern by speaking directly with the individual involved?

Yes No

If yes, summarize the discussion and outcome.

Requested Outcome or Resolution

Please describe what you hope will result from submitting this complaint.

Acknowledgement

By signing below, I affirm that the information provided in this complaint is accurate to the best of my knowledge. I understand that this form and any attached documentation will be kept confidential and retained in accordance with FERPA and 19 TAC §228.31(i).

Candidate/Student Signature

Date

For Program Use Only

Program Actions

Form Received _____ / _____ / _____
Receipt Acknowledged _____ / _____ / _____
Review of Materials _____ / _____ / _____
Review of Materials _____ / _____ / _____

Outcome

- Resolved at Program Level
- Corrective Action Issued
- Referred for Escalation
- No Action Taken
- Other: _____

Candidate Standing at Time of Complaint

- Good Standing
- Growth Plan
- Probation
- Dismissed
- Voluntary Exit

Notes:

Director Signature

Date

[Back to Table of Contents](#)