



EDUCATOR PREPARATION PROGRAM



Cooperating Teacher Handbook

2026-2028

About This Handbook

This handbook is the official guide for Cooperating Teachers collaboratively assigned by the Weatherford College Educator Preparation Program (WC EPP) and a campus or district administrator to support a Candidate during Clinical Teaching. It explains the Clinical Teaching structure, Cooperating Teacher responsibilities, communication and documentation requirements, evaluation processes, and procedures for reporting concerns.

The Cooperating Teacher provides daily school-based guidance through co-teaching, feedback, and the gradual release of instructional responsibility. The Cooperating Teacher works in partnership with the Candidate, Field Supervisor, campus or district personnel, and WC EPP.

This handbook applies only to the Cooperating Teacher role during Clinical Teaching (EDEL 4311 and EDEL 4312). The FBE Coordinating Teacher and Field Supervisor are separate roles governed by separate WC EPP guidance.

This handbook is aligned with the applicable provisions of the Texas Administrative Code (TAC), Title 19, Part 7, as in effect August 2026, including the State Board for Educator Certification rules governing educator preparation programs, the accountability system for educator preparation programs, educator certification, public school personnel assignments, and the Educators' Code of Ethics. It provides written guidance regarding the qualifications, responsibilities, support, communication, documentation, and evaluation processes associated with the Cooperating Teacher role during Clinical Teaching. The WC EPP may revise this handbook to reflect changes in state requirements, College policy, district procedures, or program operations. Current materials are available at wc.edu/edbachelors.

Program Contact

Dr. Leslie Hancock

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

1. Program Overview

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

1.1 Mission, Vision, & Goals

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

Mission

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

Vision

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

Goals

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

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

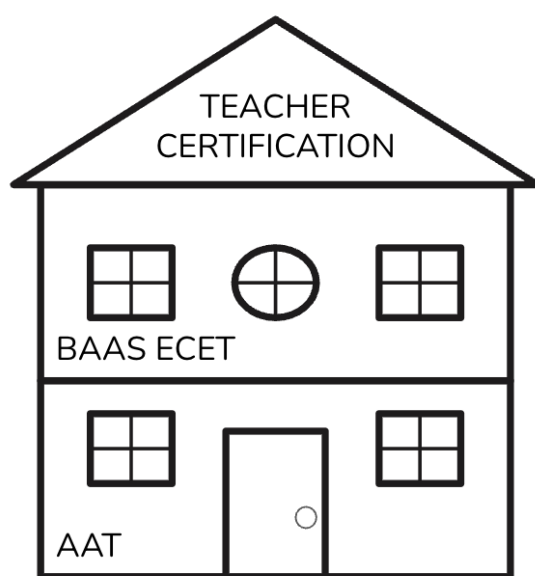
3. **Support Candidate Success.** Maintain high rates of course completion, certification exam passage, and on-time graduation.
4. **Strengthen Workforce Impact.** Partner with regional districts to place graduates in high-need EC-6 positions and improve teacher retention in local schools.
5. **Lead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

1.2 Credential Pathway

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

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

Figure 1
Stackable Credentials



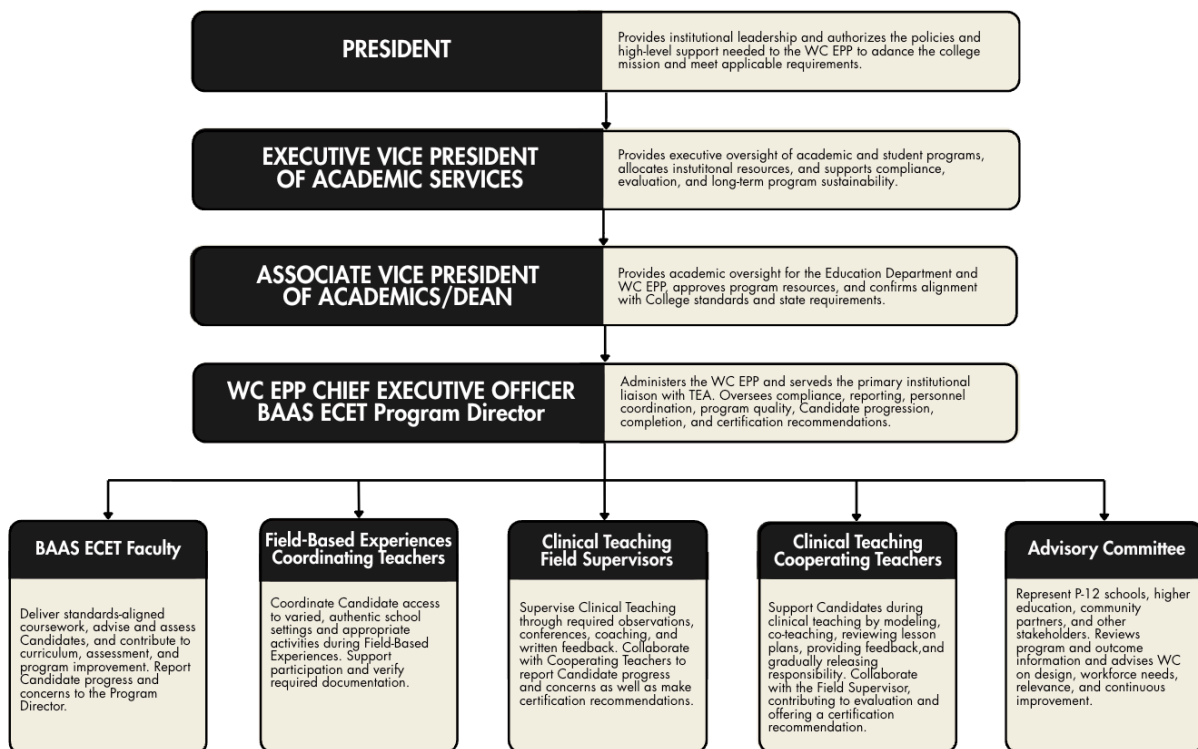
Note. This intentional stackable structure increases access for paraprofessionals and first-generation college students by offering a local, affordable, and high-quality pathway into the teaching profession without duplicating prior coursework.

1.3 Governance

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

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

Figure 2
BAAS ECET/WC EPP Organizational Structure



2. Clinical Teaching

Successful Clinical Teaching depends on clearly defined roles, purposeful instructional support, and consistent communication among the Candidate, Cooperating Teacher, Field Supervisor, campus or district personnel, and WC EPP. Through co-teaching, gradual release of responsibility, ongoing feedback, required documentation, and structured evaluation, the Candidate develops increasingly independent professional practice while the Cooperating Teacher maintains appropriate oversight of student learning, safety, and instructional quality. Together, these elements create a coherent experience in which expectations are clear, progress is documented, and successful completion is determined through evidence of performance.

2.1 What Is Clinical Teaching?

Clinical Teaching is a supervised, in-person capstone experience completed through WC EPP in the classroom of a qualified Cooperating Teacher at an approved school. During Clinical Teaching, the Candidate applies knowledge and skills developed through educator-preparation coursework and demonstrates the professional judgment, performance, and dispositions required for certification.

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

Table 1
Clinical Teaching Phases

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

At least 280 hours must be completed in the subject area and grade level of the certification sought under the supervision of the Cooperating Teacher. Planning periods may be included in these hours. The remaining required hours may include additional instructional activities completed during the school day; TEKS-based extracurricular activities directly related to the grade level and subject area of the certification sought; and professional development completed between the official beginning and ending dates of the Clinical Teaching assignment. The Candidate must remain under the supervision of an appropriately certified educator while participating in all activities counted toward the required hours.

State rules permit the minimum Clinical Teaching requirement to be reduced to no fewer than 455 hours in a documented instance of parental leave, military leave, medical leave, or bereavement. Any reduction must be reviewed, approved, and documented by WC EPP. A Cooperating Teacher may not independently waive or reduce the Candidate's required hours.

WC EPP fulfills the start-of-school-year requirement through the Clinical Teaching assignment. Each Candidate must participate in the first 15 instructional days of a school year during one of the two Clinical Teaching course phases. Across both phases, the Candidate is provided opportunities to engage in the full range of professional responsibilities expected of an educator, including planning, instruction, assessment, classroom management, family communication, professional collaboration, and compliance with campus and district procedures.

2.2 The Clinical Teaching Team

Clinical Teaching is a shared responsibility among the Candidate, Cooperating Teacher, Field Supervisor, campus or district personnel, and WC EPP. Each member of the Clinical Teaching team has a distinct but complementary role in supporting the Candidate's development, protecting student learning and safety, and ensuring that the assignment meets campus, district, program, and state requirements.

Table 2
Key Roles

Team Member	Primary Role
Candidate	Participates actively in the assignment, completes required hours and documentation, applies feedback, demonstrates professional growth, and complies with WC EPP and campus or district requirements.
Cooperating Teacher	Provides daily school-based guidance, co-teaches with the Candidate, gradually releases instructional responsibility, retains responsibility for the classroom and students, reports progress to the Field Supervisor, and participates in evaluation and recommendation decisions.
Field Supervisor	Provides structured guidance and regular, ongoing support on behalf of WC EPP; makes initial contact within the first three weeks; conducts required informal and formal observations with pre- and post-observation conferences; provides written feedback to the Candidate and Cooperating Teacher; requests and documents the Cooperating Teacher's feedback; and monitors Candidate progress. The Field Supervisor is hired by WC EPP, is not employed at the Candidate's campus, and is never the same person as the Cooperating Teacher.
Campus or District Administrator	Collaborates with WC EPP in assigning the Cooperating Teacher and supports implementation of the Clinical Teaching assignment.
WC Educator Preparation Program	Approves and oversees the assignment, verifies qualifications, provides training and evaluation instruments, monitors compliance, maintains records, and determines program completion and certification recommendation eligibility.

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

Any proposed change to the approved assignment, including a change in the Cooperating Teacher, school, grade level, subject area, schedule, or other placement condition, must be reported to WC EPP. A change may be made only after it has been authorized by WC EPP in collaboration with the campus or district, as appropriate. Neither the Candidate nor the Cooperating Teacher may independently alter the approved Clinical Teaching assignment.

2.3 The Cooperating Teacher

The Cooperating Teacher is selected and assigned collaboratively by WC EPP and the appropriate campus or district administrator. The prospective Cooperating Teacher must agree to the assignment. Each Cooperating Teacher must satisfy the applicable state and WC EPP qualification requirements before the Clinical Teaching assignment is approved.

Required Qualifications

To qualify for assignment, the Cooperating Teacher must:

- have at least three creditable years of teaching experience, as defined by state rule;
- be an accomplished educator, as shown by student learning;
- hold a valid educator certificate in the certification category for the Clinical Teaching assignment in which the Candidate is seeking certification (for a WC EPP Candidate, a certificate appropriate to an elementary Prekindergarten-Grade 6 general education assignment, such as Core Subjects EC-6, Core Subjects with Science of Teaching Reading EC-6, Generalist EC-6, or an equivalent legacy elementary certificate);
- not also be assigned to the same Candidate as an intern mentor teacher, Field Supervisor, or site supervisor, to preserve appropriate separation among supervisory roles;
- not be related to the Candidate within the degrees prohibited by state rule, and not be supervised by the Candidate; and
- complete the required training during the 12 weeks before, or no later than three weeks after, being assigned to the Candidate.

If an educator who meets every requirement is not available, WC EPP and the campus or district administrator collaborate to assign the individual who most closely meets the criteria, and WC EPP documents the reasons for that selection.

Credential Verification. Before the Candidate begins Clinical Teaching, WC EPP uses the *Cooperating Teacher Credential Verification* (Appendix A) to document and verify the proposed Cooperating Teacher's qualifications. The verification includes the Cooperating Teacher's creditable years of teaching experience, evidence of accomplishment as shown by student learning, applicable certification category, confirmation of appropriate separation among supervisory roles, and training status. WC EPP does not approve the assignment until it has verified the Cooperating Teacher's qualifications and confirmed that required training has either been completed or is scheduled for completion within the permitted timeframe. If required training has not been

completed at the time of verification, the form must identify the training deadline. Documentation of completion must be provided to WC EPP no later than three weeks after the Cooperating Teacher is assigned. WC EPP retains the completed verification and supporting documentation for at least five years in accordance with applicable records-retention requirements.

Required Training

WC EPP is responsible for providing and documenting Cooperating Teacher training grounded in scientifically based research. The training prepares Cooperating Teachers to coach and mentor educator Candidates effectively and addresses co-teaching, the gradual release of instructional responsibility, lesson planning, instructional oversight, observation and actionable feedback, Candidate evaluation, required documentation, professional communication, and procedures for identifying and reporting concerns. WC EPP may accept equivalent training provided by the school, district, or regional education service center when the training is documented. Completion of the required training must be documented by WC EPP within the required timeframe.

Responsibilities

The Cooperating Teacher's role combines the development of the Candidate with continuing responsibility for student learning, safety, and instructional quality. By creating supported opportunities for the Candidate to plan, teach, assess, and reflect, the Cooperating Teacher helps translate educator-preparation coursework into effective classroom practice. Fulfilling this role requires intentional collaboration, professional modeling, co-teaching, timely feedback, evidence-based progress monitoring, prompt communication of concerns, and appropriate instructional oversight in coordination with the Field Supervisor, campus personnel, and WC EPP.

Daily Guidance & Collaboration. The Cooperating Teacher is the Candidate's primary source of daily, school-based guidance and is the member of the Clinical Teaching team most directly involved in the Candidate's day-to-day development. Working collaboratively with the Candidate, Field Supervisor, campus personnel, and WC EPP, the Cooperating Teacher helps the Candidate connect educator-preparation coursework and educator standards with the practical responsibilities of classroom teaching. This role includes modeling effective practice, supporting professional growth, monitoring performance, and maintaining a learning environment centered on the safety and success of students.

Co-Teaching. Co-teaching is the primary structure used to support gradual release. Through co-teaching, the Cooperating Teacher and Candidate share responsibility for planning, instruction, assessment, and reflection. This structure allows the Candidate to participate meaningfully from the beginning of the assignment while the Cooperating Teacher maintains appropriate classroom oversight and provides support matched to the Candidate's readiness.

The Cooperating Teacher and Candidate should determine their respective roles before instruction begins, including who will lead each component, how student learning will be monitored, and how assistance will be provided. Following instruction, they should reflect together on student responses, the effectiveness of the selected approach, and any adjustments needed for future lessons. The Candidate should experience multiple co-teaching approaches selected purposefully according to the learning objectives, content, student needs, and classroom context.

Table 3
Co-Teaching Approaches

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

Gradual Release of Responsibility. Clinical Teaching must provide a meaningful increase in the Candidate's instructional responsibility, including leading classroom instruction. The stages below describe a general developmental progression rather than a prescribed calendar. A Candidate may demonstrate responsibilities from more than one stage at the same time, and the appropriate level of responsibility may vary across subjects, instructional settings, or classroom situations. Movement through the stages should be based on direct evidence of the Candidate's planning, instruction, classroom management, responsiveness to students, professional conduct, and progress toward mastery of the applicable educator standards.

Table 4
Stages of Clinical Teaching

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

The Cooperating Teacher maintains instructional oversight during every stage of gradual release. Sustained lead instruction does not mean that the Candidate is left without supervision or that the Cooperating Teacher relinquishes responsibility for the classroom. The Cooperating Teacher continues to review plans, monitor classroom conditions and student learning, provide feedback, and intervene when necessary.

The progression may be accelerated, slowed, paused, or temporarily reversed based on the Candidate's performance, student needs, changes in the classroom context, or the beginning of a new school year. When a Clinical Teaching phase includes the opening of a school year, a temporary return to orientation, observation, or shared instruction may be appropriate while routines are established and the Candidate becomes familiar with a new classroom context. This adjustment should be treated as a purposeful part of the developmental process rather than as a failure to progress.

The Candidate must not be assigned instructional responsibility solely because a particular week of the assignment has been reached. When the Candidate is not ready for increased responsibility, the Cooperating Teacher should provide clear feedback, identify the required improvement, document concerns as appropriate, and communicate with the Field Supervisor. Likewise, a Candidate who demonstrates readiness should receive meaningful opportunities to plan, teach, assess learning, and assume sustained instructional responsibility with appropriate supervision and support.

Lesson Planning Progression. Beginning in Week 3, the Candidate completes weekly lesson plans for instruction they are responsible for delivering. Routine lessons are documented using the Clinical Teaching Weekly Lesson Plans Template. Lessons taught during a formal observation require the full BAAS ECET/WC EPP Lesson Plan Template and may count toward that week's requirement.

Table 5
Recommended Lesson Planning Progression

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

The Cooperating Teacher provides co-planning support and reviews, approves, and initials each required lesson plan before implementation. Plans requiring revision should be returned to the Candidate with clear guidance. Lesson plans submitted without the Cooperating Teacher's initials are incomplete. The number shown above is the minimum number of plans the Candidate must submit to WC EPP; it does not limit the Candidate's instructional participation. The Candidate may teach or co-teach additional lessons based on demonstrated

readiness, student needs, classroom conditions, and the Cooperating Teacher's professional judgment. The Cooperating Teacher may require additional written planning when needed to maintain instructional quality.

Instructional Support. The Cooperating Teacher guides the Candidate in lesson preparation, classroom management, instruction, assessment, responsiveness to student needs, use of instructional materials and technology, professional collaboration, family communication, and compliance with campus and district policies. The Cooperating Teacher reviews and approves the Candidate's instructional plans before implementation and may require revisions when a plan does not adequately address required standards, curriculum expectations, student needs, instructional quality, or classroom conditions. The Candidate's participation in communication with students' families must occur with the knowledge and guidance of the Cooperating Teacher and in accordance with campus or district procedures.

Modeling. The Cooperating Teacher models the professional practices expected of an educator. These practices include effective and responsive instruction, ethical conduct, appropriate confidentiality, respectful communication, sound professional judgment, responsiveness to feedback, and productive collaboration with families and school personnel. Through daily interactions and intentional discussion, the Cooperating Teacher helps the Candidate understand how professional responsibilities are carried out within the classroom, across the campus, and throughout the larger school community.

Feedback & Evaluative Input. The Cooperating Teacher provides frequent, timely, specific, and actionable feedback based on direct observation of the Candidate's performance. Feedback should identify effective practices and areas requiring improvement, explain how the Candidate's decisions affect instruction and student learning, and establish clear next steps. It may be provided through daily conversations, lesson debriefs, written comments, scheduled conferences, and other appropriate forms of coaching. The Candidate should be given a reasonable opportunity to understand expectations, apply feedback, and demonstrate growth.

In addition to ongoing feedback, the Cooperating Teacher provides documented input by contributing glows, grows, and suggestions to the Candidate's weekly reflections; completing two Cooperating Teacher Feedback Checkpoints during each Clinical Teaching course, which the Field Supervisor requests and documents; participating in the Midpoint Evaluation at the conclusion of EDEL 4311 and the Final Evaluation at the conclusion of EDEL 4312; and contributing to conferences or intervention meetings when additional support is required. This input should be supported by specific evidence and communicated to the Field Supervisor. It informs WC EPP's decisions regarding Candidate progression, successful completion of Clinical Teaching, and certification recommendation eligibility; however, final program decisions remain with WC EPP.

Instructional Oversight. The Cooperating Teacher maintains instructional oversight throughout the Clinical Teaching assignment. The Cooperating Teacher may modify, postpone, or stop a Candidate's planned lesson or activity when necessary to protect students, preserve instructional quality, respond to classroom conditions, or comply with campus or district expectations. The Candidate must follow this direction immediately and address any resulting questions or concerns with the Cooperating Teacher and Field Supervisor through the appropriate professional process.

Reporting Concerns. Concerns involving attendance, punctuality, preparation, performance, professionalism, conduct, documentation, student learning, or compliance with campus, district, or WC EPP requirements must be communicated promptly to the Field Supervisor. Concerns should be reported when they arise rather than delayed until a scheduled feedback checkpoint, observation, or evaluation. When a concern involves an immediate risk to student safety, well-being, or learning, the Cooperating Teacher must intervene, follow

applicable campus or district procedures, and notify the appropriate campus personnel, Field Supervisor, and WC EPP representatives as soon as practicable.

2.4 Required Documentation & Supervision Schedule

The Candidate is responsible for preparing and submitting all required Clinical Teaching records. The Cooperating Teacher supports this process by reviewing information within their direct knowledge, providing required feedback, facilitating supervision activities, and completing signatures and evaluations accurately and on time. Unless otherwise noted, the schedule below applies during both EDEL 4311 and EDEL 4312.

Table 6

Clinical Teaching Required Documentation & Supervision Responsibilities

Requirement	When	Cooperating Teacher Responsibility
Field Supervisor Initial Contact & Campus Visit	Weeks 1-3 of each course	Meet the Field Supervisor during the first campus visit, confirm the assigned grade level, subject, and schedule, and confirm training status and certificate information for the placement verification.
Supervision Schedule	Weeks 1-2 of each course	Review and sign the schedule. Confirm the Candidate's attendance, instructional responsibilities, observation windows, communication procedures, and evaluation conference. Communicate changes promptly to the Candidate and Field Supervisor.
Weekly Timesheet & Reflection	Weekly throughout each course	Review and initial the Candidate's cumulative timesheet each week and sign the completed semester record. Provide glows, grows, and suggestions for the Candidate's weekly reflection.
Lesson Plans	Beginning in Week 3 and continuing weekly	Provide co-planning support and review and approve lesson plans before implementation. Require revisions when needed to address curriculum expectations, instructional quality, student needs, or classroom conditions.
Informal Observations	Weeks 3, 8, & 13	Facilitate classroom access and maintain responsibility for the classroom and students. Receive and review the Field Supervisor's written feedback with the Candidate and reinforce identified strengths and growth goals.
Cooperating Teacher Feedback Checkpoints	Weeks 3 & 9	Complete each Feedback Checkpoint based on direct knowledge and observation of the Candidate's performance. Review the feedback with the Candidate during a debrief, sign and date the form, and return it to the Candidate for Canvas submission.
Formal Observation Cycle 1 (EDEL 4311) / Cycle 3 (EDEL 4312)	Week 3: Pre-conference Week 4: Observation Week 5: Post-conference	Help the Candidate prepare and review and approve the lesson plan before instruction. Facilitate classroom access and maintain responsibility for the classroom and students. Review the Field Supervisor's written feedback with the Candidate and reinforce identified next steps.
Formal Observation Cycle 2 (EDEL 4311) / Cycle 4 (EDEL 4312)	Week 8: Pre-conference Week 9: Observation Week 10: Post-conference	Help the Candidate prepare and review and approve the lesson plan before instruction. Facilitate classroom access and maintain responsibility for the classroom and students. Review the Field Supervisor's written feedback with the Candidate and use it to guide continued support and gradual release of responsibility.

Requirement	When	Cooperating Teacher Responsibility
Midpoint / Final Evaluation	Week 14	<u>Midpoint Evaluation</u>: Participate in the evaluation conference and provide evidence-based ratings, comments, and a recommendation regarding the Candidate's progression to EDEL 4312. Help establish goals for the second half of Clinical Teaching and review and sign the completed semester timesheet. <u>Final Evaluation</u>: Participate in the evaluation conference and provide evidence-based ratings, comments, and a recommendation regarding successful completion of Clinical Teaching and readiness for certification recommendation. Review and sign the completed semester timesheet.

During each Clinical Teaching course, the Field Supervisor conducts three in-person informal observations of at least 15 minutes and two in-person formal observations of at least 45 minutes. Each formal observation includes an individualized pre-observation conference and an individualized, synchronous, and interactive post-observation conference. The Field Supervisor provides the Cooperating Teacher with a copy of all written observation feedback.

Observation feedback and Cooperating Teacher Feedback Checkpoints are separate. Observation feedback is prepared by the Field Supervisor. Feedback Checkpoints document information requested from and provided by the Cooperating Teacher.

The Cooperating Teacher must not sign or approve documentation that is incomplete, inaccurate, or inconsistent with the Candidate's actual attendance or performance. Questions, discrepancies, and concerns must be communicated promptly to the Candidate and Field Supervisor. WC EPP verifies completion of program requirements and retains final authority over Candidate progression, successful completion, and certification recommendation eligibility.

2.5 Successful Completion & Recommendation

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

To successfully complete Clinical Teaching, the Candidate must:

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

The Role of the Cooperating Teacher

The Cooperating Teacher evaluates the Candidate's performance based on daily supervision and direct observation throughout the assignment. The Cooperating Teacher provides ongoing feedback, contributes to the Midpoint and Final Evaluations, communicates concerns when they arise, and recommends to WC EPP

whether the Candidate should be recommended for a standard certificate. The Cooperating Teacher does not submit a certification recommendation directly to the Texas Education Agency or independently determine the Candidate's certification eligibility. The Field Supervisor provides a separate recommendation, and WC EPP reviews both recommendations and the Candidate's complete program record before determining whether to submit the formal certification recommendation.

When a Candidate Is Not Recommended for Certification

If either the Cooperating Teacher or Field Supervisor does not recommend to WC EPP that the Candidate should be recommended for a standard certificate, that evaluator must provide a written explanation and supporting evidence to the Candidate, the other evaluator, and WC EPP. The evidence may include failure to demonstrate proficiency in the applicable educator standards, incomplete Clinical Teaching requirements, unresolved performance concerns, failure to meet professionalism or ethical-conduct expectations, or failure to comply with campus or district policies. WC EPP reviews the written evidence and the Candidate's complete Clinical Teaching record. Based on that review, WC EPP may require additional Clinical Teaching hours, targeted intervention, completion of corrective requirements, or another appropriate action, and continues to provide supervision and support during any additional Clinical Teaching. After the required action has been completed, the Candidate's performance is reevaluated to determine whether the Clinical Teaching requirements have been satisfied. WC EPP does not formally recommend a Candidate for certification unless all Clinical Teaching, degree, program, testing, application, and state requirements have been met. Any final decision to deny certification recommendation is addressed through WC EPP's separate Certification Recommendation and Denial procedures.

3. Professional Standards & Accountability

As a Cooperating Teacher, you play a vital role in modeling and upholding the professional standards expected of all Texas educators and in guiding our Candidates as they develop these habits. Your classroom is not only a place of learning for students, but also a training ground for future teachers. The expectations outlined in this section reflect both Weatherford College's standards for teacher preparation and the Texas Educators' Code of Ethics, which governs all certified educators in the state. Field assignments are not casual visits. They are professional commitments. Candidates are expected to act, communicate, and present themselves as educators-in-training from the moment they step onto your campus. As their coach, your feedback, redirection, and encouragement will shape their professional identity. Please help us reinforce the expectations below and notify the Field Supervisor or EPP Director if concerns arise. Our shared goal is to prepare Candidates who are skilled, trustworthy, and reflective professionals ready to lead classrooms of their own.

In addition to the professional standards outlined here, Cooperating Teachers and Candidates must comply with legislative requirements related to synchronous preservice training and the exclusion of prohibited instructional content. Cooperating Teachers serve as critical partners in reinforcing these requirements by modeling compliance and helping Candidates navigate expectations with professionalism.

3.1 Standards

Texas Educators' Code of Ethics

All Candidates must abide by the Texas Educators' Code of Ethics, which outlines the professional responsibilities and moral obligations of all certified educators in the state of Texas and applies equally to candidates for certification. Ethical conduct includes maintaining appropriate and respectful boundaries with students, families, and colleagues; protecting student confidentiality both in class and on social media; communicating truthfully, professionally, and constructively; complying with state regulations, local board policies, and state and federal law; and avoiding any behavior (online or in person) that could damage your professional credibility. The Code was amended in August 2026 to add standards requiring educators to comply with statutory prohibitions on diversity, equity, and inclusion duties, prohibitions on assistance with social transitioning, restrictions on instruction regarding sexual orientation and gender identity, the prohibition on promoting illegal conduct in a manner accessible to students, and the duty to provide full information to parents, and to prohibit sexual harassment of a colleague. The full Code of Ethics is reviewed during program orientation, and Candidates must sign an acknowledgment form indicating their understanding and agreement. Violations of the Code may result in a formal growth plan, probation, or dismissal from the program, depending on the nature and severity of the concern.

Recurring Criminal Background Check

All Clinical Teaching Candidates must undergo a criminal background check prior to beginning their assignment. 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 a Candidate's background check is delayed or denied, they may not begin their assignment until the matter is resolved. Weatherford College does not guarantee assignment 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 assignment in schools and maintain good standing with partnering districts. Background check clearance is required for all Field experiences, including early assignments and the full semester of Clinical Teaching. Failure to complete the background check on time may result in a delayed assignment, missed instructional days, or ineligibility to continue in the program. Because school access is dependent on district approval, the program cannot guarantee assignment for Candidates who are denied clearance due to criminal history or other disqualifying factors. A Candidate who has not been cleared may not begin attending your classroom; if you have any doubt, ask the Field Supervisor to confirm clearance.

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 assignment. Clinical teachers are not covered under the college's liability policies, and having their own coverage is a wise step in protecting themselves as preservice educators 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. Candidates 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, www.tsta.org) or Texas Classroom Teachers Association (TCTA, www.tcta.org), also offer similar student memberships. Candidates are free to choose the provider that best meets their needs.

Attendance

As the Cooperating Teacher, you play an important role in monitoring attendance and communicating concerns. Your teacher Candidate is expected to follow a consistent, professional schedule throughout their Field assignment and to treat each day as a critical part of their development as a future educator. Candidates are instructed to arrive at least 10 to 15 minutes before their scheduled start time to allow for parking, check-in, and preparation. They should remain on campus for the full duration of their assigned hours unless they have received explicit permission to leave early. Chronic lateness, early departures, or inconsistent attendance undermine both the Candidate's learning and the classroom routine.

Absences should be rare and limited to emergencies, illness, or unavoidable conflicts. Further, absences must be communicated in advance to both you and the Field Supervisor. Candidates are required to make up any missed hours and record them accurately on their timesheet. Failure to do so may affect their standing in the program. Your timely communication helps us provide Candidates with the accountability and support they need to develop the reliability expected of a professional educator.

Professional Presentation

Teacher Candidates are expected to present themselves in a manner consistent with the professional standards of your campus staff dress code. Field assignments are professional environments, and a Candidate's appearance can significantly influence how they are perceived by students, staff, and families. While some campuses may have more relaxed dress cultures, it is important for Candidates to understand that their attire communicates respect, readiness, and credibility. Clothing should be clean, modest, and appropriate for interacting with children and moving around the classroom throughout the day. We encourage Candidates to

“dress for the job they want.” They should aim to be seen as a capable and professional educator, not as a casual visitor. Candidates are reminded that when in doubt, they should err on the side of being more formal rather than more relaxed. Professional appearance is one of the many ways Candidates build trust with students and staff, and your feedback helps them understand what it means to represent the profession with confidence and care.

Social Media

In today’s digital world, a teacher’s online presence is an extension of their professional identity. For teacher Candidates, this means exercising heightened caution and responsibility when using social media. Even before certification, Candidates are viewed by students, families, colleagues, and the broader community as representatives of the teaching profession. As such, they are expected to uphold the same ethical standards online as they do in the classroom. This includes protecting student privacy, honoring professional boundaries, and navigating social media interactions with discretion and integrity.

Protecting Student Privacy. Candidates are strictly prohibited from posting any images, commentary, or identifying information about your classroom, students, or school regardless of their social media platform, account privacy settings, or intent. This includes, but is not limited to, photos, videos, captions, hashtags, check-ins, or anecdotes that reference student behavior, classroom interactions, school events, instructional materials, or staff members. Even seemingly harmless or anonymous posts (e.g., “funny things my students said today”) can inadvertently reveal sensitive information or violate district policy. This prohibition is WC EPP policy, and it also protects Candidates from legal and ethical exposure. The Family Educational Rights and Privacy Act (FERPA) restricts disclosure of personally identifiable information from students’ education records, and district policy typically extends similar protection to classroom information; publicly sharing information that could identify a student may implicate those obligations. In addition, the Texas Educators’ Code of Ethics requires educators and candidates to protect confidential student information and to communicate responsibly. Candidates should assume that any content related to their Field assignment is off-limits for public sharing, including in private group chats or closed accounts. Violation of this policy may result in disciplinary action, removal from assignment, or dismissal from the program.

Classroom Photography for Personal Reference. While teacher Candidates are prohibited from posting any images of their assignment site publicly, they may, with explicit permission from the Cooperating Teacher, photograph select classroom materials for personal, instructional reference. This includes anchor charts, word walls, manipulatives, center activities, bulletin boards, and other instructional displays that the Candidate finds useful for building their own teaching toolkit. These photographs are intended solely for private study and future lesson planning, not for public sharing or use in assignments without approval. No students, student work, or identifiable classroom features (such as student desks labeled with names) may appear in the photographs under any circumstance. If there is any risk of capturing student information (e.g., visible names, faces, behavior charts, or graded assignments) the photo must not be taken. Cooperating Teachers are encouraged to use their professional discretion in determining whether a particular photograph is appropriate. If there is ever uncertainty, it is acceptable and encouraged to set clear boundaries or decline the request altogether. Teacher Candidates are expected to respect these boundaries without question and should seek guidance before taking any photos.

Professional Boundaries. Maintaining clear and respectful professional boundaries is a cornerstone of effective educator conduct. For this reason, teacher Candidates and Cooperating Teachers are strongly discouraged from connecting on social media. Candidates and Cooperating Teachers should refrain from sending or accepting

friend requests, following each other's accounts, or exchanging direct messages before the Field assignment has officially concluded. While Candidates and Cooperating Teachers often form strong, supportive relationships, it is essential that these remain grounded in the formal, professional context of the classroom during the duration of the assignment. Even well-intentioned digital interactions can blur the lines between professional apprenticeship and personal friendship, create the appearance of favoritism, or raise concerns for school leaders, families, or program administrators. To protect both parties and preserve the integrity of the coaching relationship, all digital communication between Candidates and Cooperating Teachers should occur through professional channels such as school email or institution-approved communication platforms. Cooperating Teachers should model appropriate digital boundaries throughout the assignment.

Candidate Privacy. While many schools maintain active websites or social media accounts to celebrate classroom activities, teacher Candidates are not required to appear in any public-facing photographs, videos, or promotional content. Under WC EPP policy, participation in school or district media is voluntary. A Candidate may decline to be photographed or recorded and may decline to be tagged, mentioned, or otherwise included in social media posts. No Candidate should be pressured to participate in media activities, and Cooperating Teachers should respect a Candidate's request to remain off-camera or out of public-facing documentation. WC EPP asks that a Candidate who agrees to appear in school or district media provide written consent and consult the Field Supervisor or Program Director before agreeing, and the Candidate remains subject to any district media procedures.

Communication

Clear, respectful communication is a foundational skill for every effective educator. Teacher Candidates are expected to engage with you and other school personnel in a manner that reflects professionalism, maturity, and reliability. Every email, hallway conversation, and scheduling request is an opportunity for Candidates to build credibility as a future colleague. While they are still learning, Candidates must take responsibility for asking questions appropriately, responding to messages in a timely manner, and maintaining a courteous tone in all correspondence. We encourage Candidates to use formal greetings and closings in all written communication, and to refer to themselves as teacher Candidates rather than interns or student observers. Communication should be clear, grammatically correct, and free from slang, emojis, or overly casual expressions. Candidates are expected to check and respond to emails within 24 hours and to promptly confirm any changes to their schedule or Field responsibilities. In cases of absence, tardiness, or uncertainty, they are required to notify both you and their Field Supervisor as soon as possible.

Substitute Teaching Restrictions

While teacher Candidates are encouraged to take increasing ownership of instruction throughout their assignment, they may not serve as substitute teachers under any circumstances, even informally or without compensation. Clinical teachers are not allowed to function as the teacher of record, nor may they be left alone with students or assume full responsibility for classroom instruction in the absence of a certified educator. This includes emergency situations, last-minute absences, or requests made with the best of intentions. Even if the Candidate appears confident or has been teaching independently as part of the clinical experience, their role is still one of a supervised preservice teacher, not an employee of the district. If you are absent or pulled from the classroom unexpectedly, the Candidate may only continue delivering instruction if another certified staff member is physically present in the room to provide supervision. Otherwise, the Candidate should be reassigned to observe or assist in another classroom, depending on campus protocol. At no time should a Candidate be asked or volunteer to serve as the sole adult in the room, even briefly. These boundaries are WC EPP policy.

They protect both the Candidate and the campus, preserve the integrity of the assignment, and keep the placement within the state requirement that the Candidate remain under the supervision of an appropriately certified educator for every hour counted toward Clinical Teaching.

Transportation

Traveling To/From Assignment Site. Teacher Candidates are responsible for arranging their own reliable transportation to and from your campus each day. Neither Weatherford College nor the school district provides transportation, fuel stipends, mileage reimbursement, or allowances for parking, tolls, or vehicle expenses. Transportation issues do not excuse tardiness or absences and may impact a Candidate's standing in the program. Your campus should not be expected to adjust supervision, scheduling, or instructional duties to accommodate unreliable transportation on the Candidate's part. Candidates should arrive at least 10 to 15 minutes before their scheduled start time so they are ready to begin instruction on time; simply pulling into the parking lot at the scheduled start time is not considered punctual. At the end of the day, Candidates are expected to remain on campus through dismissal and end-of-day routines unless they have received explicit approval from you and their Field Supervisor. Early departures for personal errands or external commitments are not permitted.

Transporting Students. Teacher Candidates are strictly prohibited from transporting students at any time for any reason. This includes driving students in a personal vehicle, participating in carpools, volunteering for Field trips, or transporting materials or students on behalf of the school. Even if a parent, staff member, or administrator grants verbal permission, Candidates may not assume responsibility for student transportation under any circumstance. This policy exists to protect student safety, reduce legal and liability risks, and uphold state and institutional boundaries between preservice Candidates and fully certified educators. Offering a ride, even briefly or with good intentions, can jeopardize a Candidate's certification pathway and eligibility to remain in the program.

Non-Instructional Time

Non-instructional time (breaks, conference periods, and planning time) is still considered part of the teacher Candidate's professional workday. Candidates are expected to remain on campus and stay engaged in instructional preparation, observation, or professional collaboration during these periods unless given explicit permission to leave. Planning periods and conference time are excellent opportunities for Candidates to meet with their Cooperating Teacher, review lesson plans, analyze student work, or ask reflective questions about instructional decisions. Candidates may also be invited to observe other classrooms (with permission), assist in instructional setup, or attend planning meetings. If your campus has specific expectations for how this time should be used, such as attending team meetings or staying in a designated area, please communicate those expectations clearly at the beginning of the assignment.

Meals

While teacher Candidates are not yet employees, they are expected to follow campus norms regarding meals and shared professional spaces. Most clinical teachers will eat lunch in designated staff lounges, break rooms, or workrooms, and their conduct in those areas should reflect professionalism, courtesy, and awareness of others. Candidates should not leave campus during their assigned hours, including lunch, unless explicitly permitted to do so by the Cooperating Teacher and Field Supervisor. Candidates are expected to clean up after themselves, follow all campus expectations related to food storage, refrigerator access, and appliance use, give staff priority

access to microwaves and seating during short lunch periods, and be mindful not to interrupt professional conversations in shared spaces.

Illness, Injury, & Personal Responsibilities

Teacher Candidates participating in Clinical Teaching are not considered employees of either Weatherford College or your school district. As such, they are not covered by campus liability insurance or employee health benefits. Candidates are strongly encouraged to maintain personal health insurance throughout the semester. If a Candidate becomes ill or injured during the school day, they are responsible for any associated medical costs.

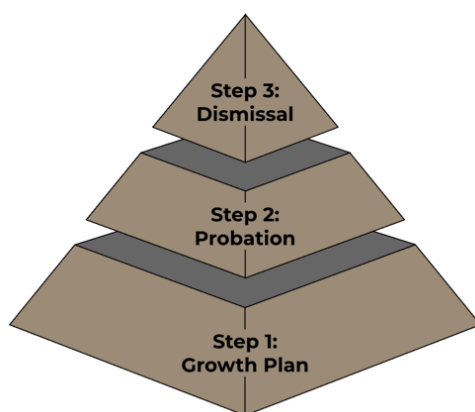
Should a Candidate experience illness or sustain injury during their assignment, please use your judgment to determine whether they should be sent home, receive on-campus first aid, or seek outside medical attention. Notify the Field Supervisor or EPP Director as soon as possible so that we can document the incident, coordinate follow-up, and ensure the Candidate receives appropriate support. While schools may offer basic first aid or allow brief rest, Candidates should not be treated as staff with access to campus nurse care or workers' compensation policies. Candidates are also expected to maintain a high standard of hygiene while on campus, including frequent handwashing, following illness-related absence policies, and complying with all district safety protocols, particularly those related to communicable disease prevention.

3.2 Tiered Accountability Process

To uphold the standards of the teaching profession and protect program integrity, the BAAS ECET/WC EPP implements a structured, tiered accountability process for addressing concerns related to academic performance, professional conduct, Fieldwork readiness, and ethical responsibility. This system is developmental, not punitive. It is designed to support 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. As outlined in Figure 3, 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.

Figure 3

Tiered Accountability Process



Step 1. Growth Plan. A Candidate may be placed on a Growth Plan when concerns arise that do not yet warrant immediate probation or dismissal but indicate a need for targeted support. These concerns may reflect early patterns in academic, professional, or instructional performance, and must be addressed to ensure the Candidate is progressing toward certification readiness.

Step 2. Probation. A Candidate may be placed on Program Probation when (1) they fail to fulfill the expectations outlined in a Growth Plan, or (2) they engage in behavior or demonstrate performance that presents a significant concern and requires immediate formal intervention. These concerns may include (but are not limited to) ethical violations, repeated unprofessional conduct, or failure to maintain academic standing. While on probation, the Candidate remains enrolled in the BAAS ECET/WC EPP but is no longer in good standing. Additional restrictions may be imposed to ensure that the Candidate receives appropriate support and oversight.

Step 3. Dismissal. If a Candidate fails to meet the expectations outlined in a probationary plan or has been inactive for two calendar years, they are dismissed from the BAAS ECET/WC EPP. Dismissal marks the final tier in the accountability process. Dismissal decisions are made by the BAAS ECET/WC EPP Chief Operating Officer 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 and will be withdrawn from program coursework, Field experiences, and certification-related activities.

Removal from Assignment. Removal from assignment 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 assignment 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 Field Supervisor, breach of student confidentiality, or violation of school rules and the Texas Educators' Code of Ethics.

Role of the Cooperating Teacher

Cooperating Teachers play a valuable role in the early identification of concerns that may indicate a teacher Candidate is struggling to meet professional expectations. While Cooperating Teachers do not initiate formal disciplinary action, their day-to-day observations and feedback often serve as the first indicators that a Candidate may need additional support. If a Candidate exhibits patterns of behavior such as chronic tardiness, lack of preparedness, inappropriate communication, or difficulty implementing feedback, the Cooperating Teacher is encouraged to document specific examples and communicate these concerns to the Field Supervisor promptly. This documentation helps the Educator Preparation Program (EPP) determine whether a formal intervention (i.e., Growth Plan) is appropriate. Cooperating Teachers may also be asked to provide input or participate in a meeting if a Candidate is placed on a Growth Plan, put on probation, or removed from assignment. In all cases, Cooperating Teachers should maintain a supportive and professional stance while working in collaboration with the Field Supervisor and program staff to ensure that expectations for professionalism and student safety are upheld.

3.3 Grievances & Appeals

The BAAS ECET/WC EPP is committed to fostering a learning environment built on communication, collaboration, and respect. While most concerns can be resolved through direct and professional dialogue, 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 that provides for timely resolution at the program level before a complaint is filed with the state.

Figure 4

Complaints & Grievances Procedure



Step 1: Address the Concern Directly. Whenever possible, Candidates are expected to address concerns informally and professionally at the earliest level. Candidates should begin by communicating directly with the individual involved, which might be a course instructor, Field Supervisor, or Cooperating Teacher. Candidates are strongly encouraged to request a meeting rather than relying solely on email; use clear, respectful, and collaborative language; ask for clarification and listen actively; take notes; and send a follow-up email that briefly summarizes the concern and conversation and confirms any action steps. The follow-up email serves as informal documentation and may be submitted with the formal Complaint Form in Step 2.

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

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

Step 4: File an Institutional Appeal. If all internal program and departmental steps have been exhausted and the issue remains unresolved, the Candidate may submit a formal grievance to the Executive Vice President of Academics and Chief Academic Officer through the Student Complaint or Grievance Form. 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 that WC violated state law or failed to follow proper procedures, the Candidate may file a written complaint with the Texas Education Agency using the TEA complaint form. Candidates are encouraged to use the WC EPP procedure first and to document their efforts: WC EPP's procedure is designed to resolve concerns at the program level, the TEA form requires the complainant to state the facts and describe the measures taken to resolve the matter, and if a complainant has not exhausted the EPP's complaint and appeal procedures, TEA staff may delay initiating an

investigation until that process is complete. Anonymous complaints are not investigated, and TEA reviews only complaints that fall under its regulatory authority and jurisdiction. To learn more, visit tea.texas.gov and search for Complaints Against Educator Preparation Programs. WC EPP posts a link to the TEA complaints page on its website and a notice at each site where the program operates.

Role of the Cooperating Teacher

Occasionally, a teacher Candidate may express concerns or dissatisfaction related to their assignment, coaching experience, or professional interactions. In such cases, Cooperating Teachers are not expected to resolve grievances independently but should listen respectfully and refer the Candidate to their Field Supervisor for guidance. If a grievance involves the Cooperating Teacher directly, the Candidate is encouraged to address the issue professionally and informally first through a respectful conversation or clarifying question before initiating a formal complaint. Cooperating Teachers should remain open to feedback, model reflective practice, and avoid becoming defensive. If a Candidate proceeds with a formal grievance, the EPP will follow a structured, multi-step process to review the concern. Cooperating Teachers may be asked to provide factual documentation or participate in a meeting as part of that process, and must not retaliate against a Candidate who raises a concern. Your role is to help maintain a respectful, transparent environment where issues can be addressed constructively, and where professional dialogue supports both accountability and growth.

Non-Employee Complaints & Grievances. The program also recognizes the right of nonemployees (e.g., Cooperating Teachers, community partners, or district administrators engaged in clinical or Field-based experiences) to file complaints. Nonemployee complaints are submitted directly to the EPP Director, who investigates and provides a written response. In cases where resolution is not achieved to the satisfaction of the complainant, escalation options include filing a complaint with the TEA, THECB, or SACSCOC. State rules expressly recognize Cooperating Teachers and administrators at hosting campuses as persons who may file a complaint with TEA about an educator preparation program. This ensures that external partners who play a critical role in Candidate preparation are afforded due process and transparent recourse.

4. Coaching Conversations

Cooperating Teachers are more than coaches. They are instructional coaches who shape the growth and professional identity of future educators. One of the most powerful ways to support a clinical teacher is through intentional conversations that foster reflection, build trust, and promote growth. These coaching conversations do not require formal training or scripted feedback. Instead, they are rooted in active listening, curiosity, and a shared commitment to student success. When done well, coaching conversations help Candidates recognize their strengths, identify areas for improvement, and connect day-to-day experiences to long-term professional goals. This chapter offers a practical, accessible framework for conducting coaching conversations using three foundational practices, principles adapted from *Crucial Conversations*, and a simple structure for reflective feedback. Whether you are debriefing a lesson, addressing a concern, or encouraging a Candidate to stretch their thinking, these tools will help you engage in dialogue that supports both accountability and growth.

4.1 Core Practices

At the heart of every effective coaching relationship are a few key habits that build trust, spark reflection, and promote growth. Simple in theory and powerful in practice, these habits can be woven naturally into the everyday conversations that occur between Cooperating Teachers and Candidates (Knight, 2016). The goal is not to deliver a perfectly scripted conversation, but rather to create the kind of dialogue that invites vulnerability, insight, and instructional risk-taking. Whether offering praise, posing a question, or providing redirection, the tone and structure of your interactions can either create space for learning or shut it down entirely (Patterson et al., 2021). What matters most is how you respond to the Candidate in the moment: with curiosity or correction, with empathy or evaluation.

This section highlights three foundational coaching practices that are especially useful in Clinical Teaching settings: committed listening, paraphrasing, and positive presupposition. These strategies help shift the coaching relationship from directive to collaborative, empowering Candidates to think critically and take ownership of their growth. While these practices may feel subtle, they are powerful levers for shaping mindset and professional identity. They require presence, patience, and a belief in the Candidate's potential. These are core conditions for creating psychological safety and nurturing adult learning (Aguilar, 2013; Costa & Garmston, 2016).

Table 7
Core Practices of Effective Instructional Coaching

Practice	What It Means	Why It Matters
Committed Listening	Listening for what the Candidate wants, needs, and feels, not just what they say.	Builds psychological safety and helps Candidates feel heard.
Paraphrasing	Restating the Candidate's ideas to show understanding and invite reflection.	Encourages deeper thinking and models respectful, student-centered dialogue.
Positive Presupposition	Assuming the Candidate is trying and growing; framing feedback with encouragement.	Promotes confidence, reduces defensiveness, and fosters a growth mindset.

Committed Listening. Committed listening involves listening beyond words; tuning in to what the Candidate wants, needs, wonders about, or fears. This kind of listening communicates respect and builds a foundation of psychological safety, making it more likely that the Candidate will be honest, open to feedback, and willing to grow. Effective coaches do not interrupt or jump to conclusions; instead, they allow space for the Candidate to process and reflect aloud. Committed listening reflects the mindset that “the person speaking is the most important person in the room right now” (Knight, 2016, p. 35). When Cooperating Teachers listen with full attention and curiosity, they signal that the Candidate’s thoughts and learning matter and that the coaching relationship is a partnership.

Paraphrasing. Paraphrasing is the practice of restating the Candidate’s ideas in your own words to demonstrate understanding, check for accuracy, and invite deeper reflection. This core coaching move sends the message: *I heard you, I value your thinking, and I am walking beside you.* Paraphrasing can also gently guide a Candidate to reexamine assumptions, clarify their thinking, or consider new possibilities. According to Lipton and Wellman (2018), paraphrasing “increases trust and promotes reciprocal communication” (p. 44), especially when paired with a neutral tone and curious follow-up questions. For example, a Cooperating Teacher might say, “So you were hoping the students would work more independently during centers. What do you think got in the way?” Used consistently, paraphrasing fosters respectful, reflective dialogue.

Positive Presupposition. Positive presupposition means assuming the Candidate is trying, learning, and improving, and framing feedback through that lens. It is the coaching equivalent of *presuming positive intent*. Rather than approaching mistakes with judgment, the coach assumes the Candidate is doing their best and is capable of growth. This mindset encourages Candidates to take risks, reflect honestly, and stay open to constructive feedback. Aguilar (2013) emphasizes that positive presuppositions “help create the psychological safety that allows a teacher to be vulnerable” (p. 134). When Cooperating Teachers lead with belief in a Candidate’s potential during hard conversations, they create a culture of trust and continuous improvement.

4.2 Guiding Principles

Even the most well-intentioned feedback can be misinterpreted if the coaching conversation lacks safety, clarity, or purpose. That is why certain guiding principles adapted from *Crucial Conversations* (Patterson, Grenny, McMillan, & Switzler, 2021) can help Cooperating Teachers hold meaningful dialogue that balances encouragement with accountability. These principles are especially important when navigating emotionally charged moments or providing constructive feedback during Field assignments. They can be used flexibly throughout your coaching conversations, whether you are debriefing a lesson, clarifying expectations, or addressing a concern. They help shift the tone from correction to connection and build a climate where Candidates feel safe, respected, and open to growth.

Table 8
Principles of Productive Coaching Conversations

Principle	What It Means	Why It Matters
Start with Heart	Focus on your real intent: helping the Candidate grow.	Keeps the conversation grounded in support rather than correction.

Principle	What It Means	Why It Matters
Learn to Look	Notice signs of discomfort, frustration, or disengagement.	Helps you address emotional barriers before they derail the conversation.
Make It Safe	Reinforce that you are on the Candidate's side. Feedback is about learning, not judgment.	Builds trust and keeps the Candidate open to receiving feedback.
Master Your Stories	Stick to facts, not assumptions. Say what you saw, not what you assume.	Prevents miscommunication and keeps conversations focused on observable behavior.
State Your Path	Share your observations clearly, then explain your thinking.	Promotes clarity and transparency and models respectful, direct communication.
Explore Others' Paths	Ask open-ended questions and invite the Candidate's perspective.	Encourages reflection and helps uncover new insights or contributing factors.
Move to Action	Agree on one next step or strategy to try.	Translates reflection into progress and gives the Candidate a clear, actionable takeaway.

Start with Heart. Before engaging in any coaching conversation, it is essential to clarify your internal purpose. Are you trying to support the Candidate's professional growth, encourage reflection, or address a concern in a constructive way? Coaching that begins from a mindset of curiosity, compassion, and partnership is more likely to lead to meaningful learning than coaching driven by frustration or urgency (Patterson et al., 2021). Starting with heart means recognizing that your role is not to fix the Candidate, but to walk alongside them as they learn. It also means checking your own emotions and assumptions before initiating feedback, especially in moments of tension. When Candidates sense that your intent is to support their success rather than evaluate them, they are more likely to stay engaged, open up, and take ownership of their growth (Aguilar, 2013).

Learn to Look. Effective coaches understand that what is *not* said is often just as important as what *is*. Learning to look means paying close attention to emotional cues, such as silence, sudden defensiveness, nervous laughter, or signs of withdrawal. These nonverbal signals can indicate that a Candidate is feeling overwhelmed, uncertain, or disengaged even if their words suggest otherwise (Patterson et al., 2021). Instead of pushing forward, strong Cooperating Teachers pause, reflect, and create space to explore what might be going on beneath the surface. Noticing and naming emotional cues helps normalize vulnerability and fosters a coaching relationship grounded in empathy and trust (Aguilar, 2013).

Make It Safe. Feedback is most effective when it is received in a context of emotional safety. When Candidates feel supported rather than scrutinized, they are more likely to remain open, reflective, and engaged in the coaching process (Patterson et al., 2021). Creating safety means reinforcing that you are on the Candidate's side. This can be done through small but powerful gestures: acknowledging effort, asking permission to share observations, and reminding them that learning is a journey, not a test. If you notice a conversation becoming tense or defensive, it is essential to pause, check in, and reestablish safety before proceeding.

Master Your Stories. As coaches, we naturally form internal narratives to make sense of what we observe. However, these stories can sometimes cloud our judgment or derail productive conversations. Mastering your stories means recognizing the difference between what actually happened and what you *believe* it meant. Instead of making assumptions about a Candidate's motives, preparation, or effort, focus on the observable

facts (Patterson et al., 2021). For example, rather than saying, “You didn’t prepare for today,” reframe the statement with evidence: “I noticed the lesson plan wasn’t submitted before the observation.” Separating observation from interpretation fosters clarity and keeps feedback grounded in respect and data rather than emotion or bias (Aguilar, 2013).

State Your Path. Clear, respectful communication is the backbone of effective coaching. Stating your path means expressing what you observed, what it suggests to you, and why you are bringing it up. Maintain a tone of partnership rather than authority. Rather than saying, “You lost control of the class,” a more effective approach would be, “I noticed students were frequently off-task during the independent work time, and I wondered if the expectations were clear.” This approach helps Candidates see that feedback is based on evidence, not judgment or assumption (Patterson et al., 2021).

Explore Others’ Paths. Good coaching is a dialogue, not a monologue. After sharing your observations or concerns, it is essential to invite the Candidate’s voice into the conversation. Questions like “What was your thinking during that moment?” or “How did that feel for you?” not only reveal useful context but also model the kind of reflective practice we hope Candidates will bring to their future classrooms. Authentic listening helps “surface the assumptions, emotions, and insights” that shape a teacher’s decisions (Aguilar, 2013, p. 139).

Move to Action. The most effective coaching conversations end with intention. Moving to action means helping the Candidate take the next step by identifying a specific goal, strategy, or adjustment they can try in the immediate future. The action does not have to be big; it just needs to be clear and achievable (e.g., “Try setting a one-minute timer before transitions to see if students respond more smoothly”). Coaching conversations that conclude with clear action help “bridge the gap between intention and impact,” and build momentum for change (Aguilar, 2013, p. 149). Follow up later by asking how the strategy went or offering encouragement.

4.3 Reflective Feedback

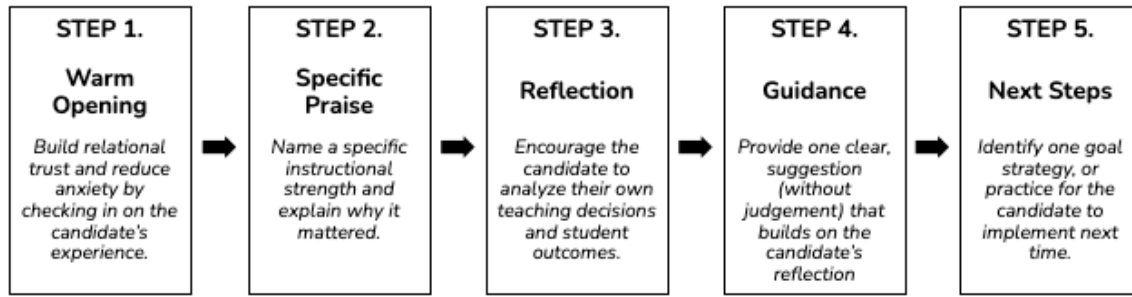
Coaching conversations are most powerful when they invite teacher Candidates to think deeply about their practice and uncover their own insights. Effective coaches avoid jumping directly into correction or advice. They instead start with reflective feedback, a strategy that emphasizes noticing, naming, and prompting reflection rather than delivering solutions. Reflective feedback encourages Candidates to pause, analyze their teaching decisions, and begin to link their actions to student outcomes (Aguilar, 2013). According to Knight (2016), reflective feedback is most effective when it is respectful, dialogic, and focused on helping the teacher think through their own reasoning and next steps. The following prompts can be used during lesson debriefs, informal check-ins, or even quick hallway conversations.

Table 9
Reflective Prompts Aligned to T-TESS Domains

T-TESS Domain	Reinforcement (Glows)	Refinement (Grows)
Domain 1: Planning	"Your objectives were tightly aligned to the TEKS. How did you decide on that focus?" "You incorporated strong scaffolds in the lesson design. What helped you anticipate those needs?" "You planned for pacing that allowed students to process. What guided that choice?"	"What adjustments could you make to better match the lesson to student readiness?" "How might you build in more opportunities for formative checks?" "Let's look at the objective. How might it be more measurable or aligned to the task?"
Domain 2: Instruction	"One strength I noticed was your use of questioning to deepen student thinking." "You monitored student understanding consistently. How did that shape your decisions mid-lesson?" "Your visuals really supported student comprehension. How did students respond?"	"What strategies could help re-engage students who seemed off task?" "What might increase clarity during independent work time?" "When students seemed confused, how might you check for understanding more explicitly?"
Domain 3: Learning Environment	"You set a positive, respectful tone. What do you think helped students respond so well?" "I noticed smooth transitions. What routines helped make that happen?" "Students seemed willing to take risks. How have you built that community?"	"What routines might help reduce downtime during transitions?" "How could you reinforce expectations to reduce off-task behavior?" "What opportunities could promote student responsibility for materials and cleanup?"
Domain 4: Professional Practices and Responsibilities	"You were well-prepared and had materials ready. What planning routine supports you?" "You were very receptive to feedback. What reflections have you had since our last conversation?" "Your professionalism during unexpected changes was impressive. What helped you adapt so calmly?"	"What would help you submit lesson plans more consistently?" "How can you balance professional responsibilities with instructional planning more effectively?" "What support would help you follow through with documentation or next steps?"

4.4 The 5-Step Coaching Conversation

Even brief coaching conversations can have a lasting impact when they are intentional, structured, and centered on partnership. Whether debriefing a full lesson or checking in after a short activity, Cooperating Teachers can use the following five-step template to guide reflective dialogue and support Candidate growth. This approach blends affirmation, inquiry, and goal setting in order to help teacher Candidates connect their daily practice to long-term development. Grounded in adult learning theory and instructional coaching research (Aguilar, 2013; Knight, 2016), this framework maintains a supportive tone while reinforcing high expectations. The aim is not perfection, but progress as Candidates move from reflection to action while maintaining professional rigor and relational trust.

Figure 5**5-Step Coaching Conversation**

This flow can be used during formal observation debriefs, informal check-ins, or even quick hallway conversations. The language you use matters. Your tone, phrasing, and timing help shape how feedback is received and internalized (Patterson et al., 2021). Sentence stems offer a simple but powerful way to structure coaching dialogue with clarity, consistency, and empathy (Knight, 2016; Aguilar, 2013).

Table 10**Reflective Coaching Prompts**

Step	Purpose	Example Prompts
1. Warm Opening	Build rapport, reduce anxiety, and center the Candidate's experience.	"How are you feeling after that lesson?" "What felt energizing or surprising to you today?"
2. Specific Praise	Reinforce instructional strengths and highlight their impact on student learning.	"You did a great job with [specific action]. It really helped students..." "Your use of visuals really clarified the content."
3. Reflection	Promote metacognition and encourage ownership of professional learning.	"What do you think went well?" "What might you change if you taught it again?" "How did students respond?"
4. Guidance	Suggest a clear, actionable next step that builds on the Candidate's reflection.	"One thing you might consider trying is..." "You might try using a timer to support transitions."
5. Next Steps	Establish a concrete, short-term goal to support improvement and promote follow-through.	"What's one thing you want to focus on tomorrow?" "Let's both check in after you try this new strategy."

Sample Coaching Conversation

To see the 5-step structure in action, the following scenario models how a Cooperating Teacher might guide a reflective conversation after observing a Candidate-led lesson. This example demonstrates how warm tone, specific feedback, and intentional questioning can turn an everyday moment into a powerful coaching opportunity that supports both reflection and growth.

Scenario. A second-grade classroom during a literacy block. The teacher Candidate, Ms. Lopez, is leading a phonics mini-lesson on the short /e/ sound using word cards, visuals, and a partner sort. The Cooperating Teacher, Ms. Johnson, observes the lesson from the back of the room. She notices that Ms. Lopez prepared materials well, used clear visuals during the modeling portion of the lesson, and established a strong rapport with students. During the independent sorting activity, several students appeared off-task or unsure about what to do. Ms. Lopez circulated the room, but did not make it to all learners. The transition to independent work lacked clear modeling and pacing. After the lesson, Ms. Johnson initiates a coaching conversation. Her goals are to affirm what went well, explore Ms. Lopez’s reflections on student engagement, and collaboratively plan a small adjustment for the next lesson.

Table 11
Sample Coaching Conversation

Step	Dialogue
1. Warm Opening	<u>Cooperating Teacher</u>: Hey! You’ve had a full morning. How are you feeling after that phonics lesson? <u>Candidate</u>: Honestly, a little unsure. I felt like some of the kids were lost halfway through. <u>Cooperating Teacher</u>: Your honesty is appreciated. It’s totally normal to feel that way, especially with a new strategy.
2. Specific Praise	<u>Cooperating Teacher</u>: One strength that’s important to name is the way you used picture cards to model the short /e/ sound. That really helped students visualize what they were hearing. I saw several nodding along.
3. Reflection	<u>Cooperating Teacher</u>: What do you think went well, besides that? <u>Candidate</u>: I think the call-and-response part worked. But I probably lost some of them during the independent sort. <u>Cooperating Teacher</u>: What do you think made that part more challenging? <u>Candidate</u>: Maybe the directions weren’t clear enough. I should’ve modeled one more example.
4. Guidance	<u>Cooperating Teacher</u>: That’s a great insight. One thing you might consider trying is using a quick “turn and teach” with a partner before sending them off to sort. That way, they rehearse the task aloud before working independently.

Step	Dialogue
5. Next Steps	<u>Cooperating Teacher</u>: What's one thing you want to focus on when you reteach this group tomorrow? <u>Candidate</u>: Definitely modeling. I'll do an example with the class and then one with a partner before releasing them. <u>Cooperating Teacher</u>: Perfect. As I observe you tomorrow, I'll jot down what you do differently so we can reflect again. Sound good? <u>Candidate</u>: That would be great. Thank you!

References

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Verification of Cooperating Teacher Qualifications

Weatherford College BAAS ECET Program

225 College Park Drive Weatherford, TX 76086

Weatherford College verifies the qualifications of educators who support candidates during required school-based practice. For clinical teaching, the cooperating teacher assigned to the candidate must meet the qualifications established in [19 TAC §228](#), including required teaching experience, appropriate certification, training, and demonstrated accomplishment as an educator. Weatherford College also documents the educators who coordinate and support candidates' field-based experiences in authentic school settings. This form provides district or campus verification of the applicable educator and is retained as program documentation. Please complete the appropriate section for educators supporting field-based experiences or for cooperating teachers assigned to clinical teaching and return the form, along with the applicable Field Placement Assignment Roster, to Dr. Leslie Hancock, Education Department Chair (lhancock@wc.edu).

Cooperating Teacher Information

Last Name First Name Middle Initial TEA ID #

District Campus Grade Level(s) Content Area(s)

Assigned Teacher Candidate

Verification of Qualifications

Academic Year: _____
Verification is valid for the academic year indicated above.

Affirmations

By checking each item below, the district Human Resources office verifies that the cooperating teacher listed above meets all requirements to serve as a cooperating teacher.

- ☐ **Valid Certification:** The cooperating teacher holds a valid Texas teaching certificate appropriate for the grade level and content area of the assignment.
- ☐ **Professional Experience:** The cooperating teacher meets district and state experience requirements, including a minimum of three years of successful teaching experience.
- ☐ **Demonstrated Effectiveness:** The cooperating teacher is an accomplished educator as shown by evidence of student learning. Verification is based on district records, evaluations, and/or review of a professional resume.

HR Certification

I certify that the cooperating teacher listed above meets all applicable requirements under 19 TAC Chapter 228 and that the information provided has been verified through official district records.

Name of HR Director or Designee Title

Signature Date

Records Retention

Weatherford College retains this completed form and all supporting documentation as official evidence of cooperating teacher qualification verification.



Weatherford College Educator Preparation Program

Cooperating Teacher Commitments

Cooperating Teacher

Last Name First Name TEA ID#

District Campus Grade(s) Academic Year

Affirmations

Training Acknowledgment

Initials

I have completed cooperating teacher training provided or approved by the Weatherford College Educator Preparation Program (WC EPP). I understand that this training included preparation in co-teaching strategies and in how to coach and mentor teacher candidates and was completed within the required timeframe (within twelve weeks prior to, or within three weeks after, assignment of the teacher candidate).

Commitments

Initials

Professionalism: I agree to model ethical, professional behavior at all times, upholding the Texas Educators' Code of Ethics in both conduct and communication. I will help the teacher candidate understand and apply expectations related to confidentiality, respectful relationships, and appropriate boundaries, both in person and online.

Initials

Mentorship: I agree to provide consistent mentorship by creating opportunities for the candidate to observe, assist, co-teach, and engage in meaningful instructional activities. I will offer regular, constructive feedback, encourage reflection, and support the candidate's gradual assumption of instructional responsibilities in alignment with program expectations.

Initials

Shared Responsibility: I understand that the teacher candidate is responsible for fulfilling program requirements, including maintaining accurate field-based or clinical teaching records, submitting lesson plans, completing assigned coursework, and reflecting on instructional practice. I agree to support the candidate by reviewing documentation when appropriate, offering guidance, and communicating concerns to the program if the candidate is not meeting expectations or appears unclear about requirements.

Initials

Communication & Transparency: I agree to maintain open, respectful communication with the teacher candidate and the WC EPP. I will clearly communicate expectations related to attendance, professionalism, and classroom responsibilities and will promptly notify the course instructor, field supervisor, or EPP Director of any concerns related to the candidate's performance, progress, or professional conduct.

Agreement

By signing below, I confirm that I have completed the required cooperating teacher training and understand the expectations for cooperating teachers in the Weatherford College Educator Preparation Program. I agree to uphold the commitments outlined above and to mentor the assigned teacher candidate in accordance with program requirements and the Texas Educators' Code of Ethics.

Signature

Date



COOPERATING TEACHER FEEDBACK

Checkpoint #: _____ Date: _____

Download and print this form, then give it to your Cooperating Teacher to complete. Meet with your Cooperating Teacher to review the feedback and discuss next steps. After the debrief, both parties must sign and date the form. Upload the completed form to Canvas as one PDF by the deadline. Report urgent concerns to the Field Supervisor immediately.

BACKGROUND INFORMATION

Candidate _____

Cooperating Teacher _____

District _____

Campus _____

Grade Level _____

CANDIDATE PERFORMANCE

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

T-TESS DOMAINS

I. Planning: The candidate prepares purposeful, standards-aligned instruction that reflects student needs and includes appropriate opportunities to assess learning. **A P D IN**
☐ ☐ ☐ ☐

Look-Fors

- | | |
|--|--|
| ☐ Comes prepared with materials. | ☐ Sequences engaging activities. |
| ☐ Plans appropriate assessments. | ☐ Addresses students knowledge, development, & needs. |
| ☐ Aligns objectives with standards. | ☐ Plans differentiation and supports. |

II. Instruction: The Candidate delivers accurate, clear, engaging, and responsive instruction that supports student understanding and progress. **A P D IN**
☐ ☐ ☐ ☐

Look-Fors

- | | |
|---|--|
| ☐ Communicates content and directions clearly. | ☐ Checks for understanding. |
| ☐ Models skills and concepts accurately. | ☐ Adjusts instruction to student needs. |
| ☐ Uses questions that promote thinking. | ☐ Uses student evidence to guide decisions. |
| ☐ Maintains high expectations. | ☐ Supports student engagement and progress. |

III. Learning Environment: The Candidate helps maintain a safe, respectful, organized, and productive classroom in which students can participate and learn. **A P D IN**
☐ ☐ ☐ ☐

Look-Fors

- | | |
|---|--|
| ☐ Follows classroom routines and procedures. | ☐ Builds respectful relationships. |
| ☐ Manages materials, transitions, and time. | ☐ Encourages participation and collaboration. |
| ☐ Reinforces behavior expectations. | ☐ Responds to students' individual needs. |
| ☐ Responds to behavior appropriately. | |

II. Professional Practices & Responsibilities: The Candidate fulfills professional responsibilities ethically, reliably, reflectively, and collaboratively. **A P D IN**
☐ ☐ ☐ ☐

Look-Fors

- | | |
|---|---|
| ☐ Demonstrates punctuality and dependability. | ☐ Collaborates with school personnel. |
| ☐ Maintains a professional appearance. | ☐ Completes responsibilities on time. |
| ☐ Follows applicable policies and procedures. | ☐ Applies feedback to practice. |
| ☐ Maintains confidentiality and ethical conduct. | ☐ Reflects and follows through on goals. |
| ☐ Communicates professionally. | ☐ Participates in the school community. |

STRENGTHS & SUPPORTING EVIDENCE

Identify the Candidate's most significant strengths and growth opportunities. Support each with a specific example based on direct observation. Identify appropriate next steps or supports. Concerns requiring prompt action must also be communicated directly to the Field Supervisor.

Strengths & Supporting Evidence

Growth Opportunities & Supporting Evidence

Recommended Next Steps/Support

ACKNOWLEDGEMENTS

Both parties must sign and date the form after reviewing the feedback together.

Cooperating Teacher

I confirm that the ratings and comments provided on this form are based on my direct knowledge and observation of the Candidate's performance. I reviewed this feedback with the Candidate during a debrief.

Printed Name

Signature

Date

Candidate

I confirm that I reviewed this feedback with my Cooperating Teacher during a debrief. My signature acknowledges receipt and review of the feedback and does not necessarily indicate agreement.

Printed Name

Signature

Date



CLINICAL TEACHING INFORMAL OBSERVATION

Course ☐ EDEL 4311 ☐ EDEL 4312 Informal Observation # _____

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

PART I. INFORMAL OBSERVATION

A. Background Information

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

B. General Notes

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

C. Co-Teach Model(s) Observed

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

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

D. Reinforcement

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

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

E. Refinement

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

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

FIELD SUPERVISOR & COOPERATING TEACHER ACKNOWLEDGEMENTS

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

Field Supervisor

Name

Signature

Date

Cooperating Teacher

Name

Signature

Date

PART 2. CANDIDATE REFLECTIONS

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

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

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

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

CANDIDATE ACKNOWLEDGEMENTS

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

Candidate

Name

Signature

Date



Clinical Teaching Formal Observation & Post-Conference Form

Course ☐ EDEL 4311 ☐ EDEL 4312 Formal Observation # _____

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

CANDIDATE INFORMATION

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

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

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

OBSERVATION

General Notes Provide general notes about what was observed.

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

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

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

POST-OBSERVATION CONFERENCE

Date: _____

Reinforcement

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

Refinement

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

Goal-Setting

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

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING MIDPOINT EVALUATION

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

BACKGROUND INFORMATION

Candidate

WC ID #

TEA ID #

Cooperating Teacher

Field Supervisor

District

Campus

Grade Level

TIMESHEET VERIFICATION

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

Initials

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

Total EDEL 4311

☐

Met Standard (245+ hours)

☐

Did NOT Meet Standard (245+ hours)

T-TESS CHECKLIST

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

(A) Accomplished

Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.

(P) Proficient

Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.

(D) Developing

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.

(IN) Improvement Needed

Exhibits little to no understanding of the dimension, with minimal success in implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.

I. PLANNING

A P D IN

1.1 Standards and Alignment: Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.

☐ ☐ ☐ ☐

1.2 Data and Assessment: Formal and informal methods measure student progress; student data to inform instruction.

☐ ☐ ☐ ☐

1.3 Knowledge of Students: Student knowledge & practices ensure learning, social-emotional develop. & achievement.

☐ ☐ ☐ ☐

1.4 Activities: Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

☐ ☐ ☐ ☐

II. INSTRUCTION

A P D IN

2.1 Achieving Expectations: Supports all learners in their pursuit of high levels of academic and social-emotional success.

☐ ☐ ☐ ☐

2.2 Content Knowledge & Expertise: Content & pedagogical expertise used to design/deliver lessons.

☐ ☐ ☐ ☐

2.3 Communication: Clearly and accurately communicates to support persistence, deeper learning, and effective effort.

☐ ☐ ☐ ☐

2.4 Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.

☐ ☐ ☐ ☐

2.5 Monitor & Adjust: Formally & informally collects, analyzes, and uses student progress data and makes adjustments.

☐ ☐ ☐ ☐

III. LEARNING ENVIRONMENT

A P D IN

3.1 Classroom Environment, Routines, & Procedures: Organizes a safe, accessible, and efficient classroom.

☐ ☐ ☐ ☐

3.2 Managing Student Behavior: Establishes, communicates, and maintains clear expectations for student behavior.

☐ ☐ ☐ ☐

3.3 Classroom Culture: Leads a mutually respectful and collaborative class of actively engaged learners.

☐ ☐ ☐ ☐

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES

A P D IN

4.1 Professional Demeanor&Ethics: Meets district expectations for professionalism.

☐ ☐ ☐ ☐

4.2 Goal Setting: Reflects on his/her practice.

☐ ☐ ☐ ☐

4.3 Professional Development: Enhances the professional community.

☐ ☐ ☐ ☐

4.4 School & Community Involvement: Engages effectively with students, families, colleagues, and community.

☐ ☐ ☐ ☐

GENERAL FEEDBACK

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

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

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

COOPERATING TEACHER

Initials

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

Notes:

FIELD SUPERVISOR

Initials

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING FINAL EVALUATION

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

BACKGROUND INFORMATION

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

TIMESHEET VERIFICATION

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

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

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

☐ Met Required Hours
☐ Did NOT Meet Required Hours

T-TESS CHECKLIST

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

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

I. PLANNING

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

II. INSTRUCTION

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

III. LEARNING ENVIRONMENT

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

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES

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

GENERAL FEEDBACK

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

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

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

COOPERATING TEACHER

Initials

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

Notes:

FIELD SUPERVISOR

Initials

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date