



BAAS ECET/WC EPP

Cooperating Teacher Handbook

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

Weatherford College Educator Preparation
Program (WC EPP)

Program Website

wc.edu/edbachelors

Further Inquiries

lhancock@wc.edu

About This Handbook

This handbook serves as the official guide for cooperating teachers working in partnership with the Weatherford College Educator Preparation Program (WC EPP) and the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET). It outlines the purpose, structure, expectations, responsibilities, documentation requirements, and support systems associated with both early field-based experiences and clinical teaching placements.

As a cooperating teacher, your mentorship plays a critical role in shaping the next generation of Texas educators. This handbook is designed to provide the information, tools, and guidance needed to support that work- whether you're hosting a candidate for 25 hours of field experience or mentoring them through the full clinical teaching semester. The handbook includes program policies, timelines, professional conduct expectations, observation procedures, evaluation responsibilities, and coaching resources to help you support your assigned candidate with confidence and clarity.

All placements are structured to meet the requirements outlined in the Texas Administrative Code (19 TAC Chapters 227–230) and are designed to ensure that teacher candidates gain experience across grade levels, content areas, and instructional roles. Clinical teaching consists of two 14-week half-day placements (one in EC–2, one in grades 3–6), totaling 490 hours of supervised experience per TAC §228.2(14). Each candidate is supported by both a cooperating teacher and a trained field supervisor who observe, provide feedback, and collaborate to monitor progress.

This handbook may be updated periodically to reflect changes in Weatherford College policy, institutional procedures, or TEA requirements. The most current version is always available online at: www.wc.edu/edbachelors

We are deeply grateful for your partnership and the investment you make in our future educators.

Program Contact

Dr. Leslie Hancock

Legal Authority, WC EPP

Director, BAAS ECET Program

lhancock@wc.edu

(817)598-8962

June 25, 2025

Dear Colleague,

Thank you for serving as a cooperating teacher for the Weatherford College Educator Preparation Program (WC EPP) and the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET). Your role is essential to preparing the next generation of educators. Through your mentorship, our teacher candidates gain the real-world experience, guidance, and support they need to grow into thoughtful, capable, and confident teachers.

This handbook outlines the expectations, responsibilities, documentation procedures, and professional standards that shape a successful field placement experience, whether for early field-based experiences or clinical teaching. It is designed to support you throughout the mentoring process and to ensure alignment with state requirements and Weatherford College program policies. You will find guidance on timesheets, evaluations, observation structures, professional conduct, coaching strategies, and more.

By partnering with us, you are not only sharing your classroom. You are shaping the profession. Your model of professionalism, instructional expertise, and reflective practice has a lasting impact. The trust, encouragement, and honest feedback you provide help candidates bridge the gap between theory and practice, between potential and readiness.

Before your teacher candidate begins their placement, you are required to attend an orientation, review this corresponding handbook, and submit the signed Cooperating Teacher Commitments form. This form ensure that both candidates and mentors understand the responsibilities of this shared experience.

We are deeply grateful for your time, your expertise, and your investment in the future of education. Thank you for supporting our students through this journey. Your influence is immeasurable and SO appreciated!

Kindest,



Director, BAAS ECET Program
Legal Authority, Educator Preparation Program
✉ lhancock@wc.edu | 📞 (817) 975-7420



https://wc.edu/programs/all-programs/baas_early-childhood-education-teaching/index.php

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

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

Admission to WC

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

BAAS ECET/WC EPP

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

Disability Support Services

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

Financial Aid

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

Scholarships

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

Title IX Concerns

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

Veterans' Services

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

Workforce Solutions Support

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

2. Program Overview

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The Weatherford College Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and its integrated Educator Preparation Program (WC EPP) provide a comprehensive, state-approved 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, beginning with a regional and statewide look at the urgent need for well-prepared educators. It then outlines the program’s accreditation status, governance structure, and stackable credential model, which starts with an associate’s degree, builds with upper division coursework, and culminates in standard teacher certification through the WC EPP. Finally, the section articulates the mission, vision, and goals that anchor the program’s design and drive its commitment to student success, instructional quality, and public service. Collectively, these components establish a foundation for understanding how the BAAS ECET/WC EPP prepares confident, capable, and certified teachers to meet the needs of Texas classrooms.

2.1 Regional & Statewide Need for Certified Teachers

Texas has a critical need for certified public school educators, especially in rural, high-need communities like those served by Weatherford College (19 Texas Administrative Code [TAC] §227.1(c)(3)(A); Texas Education Agency [TEA], 2023; Texas Workforce Commission [TWC], 2024). Our five-county service area is home to over 40 independent school districts and nearly 50,000 K–12 students, many of whom attend schools that face chronic staffing challenges. School leaders consistently report persistent vacancies in core instructional areas, which disrupt learning environments and place additional strain on existing staff. These shortages are especially acute in Early Childhood through Grade 6, Kindergarten, Special Education, Preschool, and Bilingual/English as a Second Language. These fields are vital to early learning, inclusion, and language development. Without a pipeline of well-prepared teachers, districts must often rely on emergency permits, uncertified personnel, or long-term substitutes, leaving many students without access to the high-quality instruction they deserve.

Local districts face significant recruitment and retention challenges, often relying on emergency permits, long-term substitutes, or uncertified intern teachers to fill classrooms. In some rural districts, more than 8% of classroom teachers are not fully certified, and critical teaching positions can remain vacant for months at a time. These persistent staffing gaps undermine instructional continuity, increase the burden on existing educators, and hinder campus-wide efforts to raise student achievement. The impact is particularly severe in high-need schools that serve large numbers of English learners, students with disabilities, and children from economically disadvantaged backgrounds. Without access to fully prepared, consistently assigned teachers, students are less likely to receive differentiated instruction, meet academic benchmarks, or experience a stable and supportive learning environment (TEA, 2023).

The table below presents recent projections for job growth and median salaries in key teaching fields across Texas:

Projected Growth and Median Salaries for High-Demand Teaching Roles in Texas, 2022-2032

Occupation	Growth Rate	Median Salary
Elementary School Teachers	+12.0%	\$63,672
Kindergarten Teachers	+12.3%	\$63,884
Special Education Teachers	+11.4%	\$63,297
Preschool Teachers (non-SPED)	+14.9%	\$62,436
Bilingual/ESL Teachers (EC–6 and Secondary)*	+12–15%†	\$63,000–\$66,000†

*Bilingual and ESL educators are categorized under general elementary/secondary roles in employment data but are consistently designated as statewide teacher shortage areas.

†Estimates are derived from reported district needs and TEA projections, as disaggregated state-level wage data for bilingual/ESL roles is not available.

Note. Projected growth and wage data for general teaching roles are from the *Report on Texas Growth Occupations – 2024*, Texas Workforce Commission, 2024. Bilingual/ESL teacher demand is based on the *Teacher Shortage Areas, 2023–2024* report by the Texas Education Agency.

Why It Matters

BAAS ECET/WC EPP teacher candidates are preparing to enter a profession that urgently needs their voice, skills, and commitment. Whether they are currently working as a paraprofessional, making a mid-career transition, or becoming the first in their family to pursue a college degree, their decision to become a teacher is already part of the solution. This program was built specifically for the Weatherford College community. With lower tuition than nearby universities, flexible scheduling options for working adults, and strong partnerships with the local school districts candidates may one day serve. Their future classrooms are not a distant vision. The WC teacher preparation programming is a response to a real and immediate need. Preparation through this program helps ensure that Texas students receive the support and instruction they deserve. By completing this program, candidates are not simply earning a degree. They are answering a call to serve, stepping into a vital professional role, and helping ensure that every child in Texas has access to a well-prepared, committed teacher.

2.2 Mission, Vision, & Goals

The mission, vision, and goals of the BAAS ECET/WC Educator Preparation Program 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 (19 TAC §§ 149.1001, 228.30, 228.35).

Vision

To fulfill its mission and vision, the BAAS ECET/WC EPP has established clear program goals that align with the Texas Administrative Code and support continuous improvement in educator preparation. These goals reflect the expectations outlined in 19 TAC §§ 228.20(h), 228.40(a), and 229.4 for program quality, candidate support, and workforce relevance. Together, they guide the program’s commitment to preparing highly qualified, ethically grounded teachers who are ready to serve diverse EC–6 classrooms across Texas.

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. Grounded in state expectations for educator preparation and institutional accountability, these goals reflect the program’s dedication to access, academic excellence, candidate success, and workforce impact. Each goal aligns with relevant provisions of the Texas Administrative Code and supports ongoing evaluation and improvement efforts. Together, they serve as a roadmap for sustaining a high-quality, inclusive pathway into the teaching profession that prepares candidates to meet certification requirements and thrive as effective, reflective educators in diverse EC–6 classrooms.

The following goals translate the program’s mission and vision into actionable priorities that promote access, instructional quality, and positive outcomes for all learners:

1. **Expand Access.** Increase enrollment of nontraditional, place-bound, and underrepresented students by offering an affordable, locally grounded pathway to teacher certification (19 TAC §227.1(c)(3); §228.25).
2. **Maintain Academic Quality.** Ensure all courses and field experiences meet or exceed standards set by the Texas Administrative Code, InTASC, and national accrediting bodies (19 TAC §228.30; §228.35).

3. **Support Candidate Success.** Maintain high rates of course completion, certification exam passage, and on-time graduation (19 TAC §229.4(a); §228.40(a)).
4. **Strengthen Workforce Impact.** Partner with regional districts to place graduates in high-need EC–6 positions and improve teacher retention in local schools (19 TAC §227.1(c)(3)(A); §228.25(b)).
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 (19 TAC §149.1001(d); §228.30).

2.3 Accreditations

The teacher preparation pathway at Weatherford College is structured as a seamless, stackable model that guides future educators from foundational coursework to full certification. Each level of the pathway is designed to build upon the last, ensuring that candidates gain the academic knowledge, field-based experience, and professional readiness required for early childhood through sixth grade (EC–6) teaching in Texas public schools. This multi-stage model includes the Associate of Arts in Teaching (AAT), which serves as the entry-level foundation; the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET), which provides upper-division coursework aligned with certification standards; and the Weatherford College Educator Preparation Program (WC EPP), which delivers the formal preparation, clinical experience, and state-mandated training necessary for standard certification. Each component is approved by the appropriate accrediting and regulatory bodies, including the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Texas Education Agency (TEA), and is intentionally designed to serve both traditional and nontraditional students seeking to enter the teaching profession.

Associate of Arts in Teaching, Early Childhood through Grade 6 & Early Childhood through Grade 12 Special Education

Weatherford College’s Associate of Arts in Teaching, Early Childhood through Grade 6 & Early Childhood through Grade 12 Special Education (AAT EC–6 & EC-12 SPED) is a state-approved transfer degree designed to serve as the lower-division foundation for future educators. The AAT is approved by the THECB and accredited by SACSCOC to award associate degrees in teacher preparation. It aligns with the statewide Field of Study Curriculum for teacher education, ensuring full transferability to Texas public universities and educator preparation programs. The AAT includes general education coursework and foundational teaching courses, such as EDUC 1301 and EDUC 2301, that introduce students to the roles and responsibilities of professional educators. Many BAAS ECET candidates complete the AAT prior to admission, particularly those pursuing EC–6 certification. The AAT plays a central role in the program’s stackable credential pathway by equipping students with early academic preparation, career

exploration, and field-based experience. This creates a seamless transition into upper-division coursework and educator preparation through the BAAS ECET and WC EPP.

Bachelor of Arts and Applied Sciences in Early Childhood Education and Teaching

The Bachelor of Applied Arts & Sciences in Early Childhood Education & Teaching (BAAS ECET) is a state-approved baccalaureate degree designed to provide the upper-division coursework required for future EC–6 educators. The BAAS ECET is approved by the THECB and accredited by the SACSCOC to award bachelor's degrees in applied fields. It was developed in response to both regional workforce demands and state priorities to increase the supply of highly qualified early childhood and elementary teachers, especially in high-need, rural, and underserved communities. The program builds on foundational coursework in general education and teaching, preparing candidates for EC–6 teacher certification through rigorous upper-division instruction, field-based experiences, and clinical teaching. The degree includes coursework in literacy, math and science methods, instructional assessment, behavior management, and inclusive teaching practices. The BAAS ECET is intentionally structured to align with Texas teacher certification requirements and serves as the academic foundation for the integrated WC EPP. Together, the degree and certification pathway form a stackable, affordable, and locally responsive model that supports nontraditional students, paraprofessionals, and first-generation college students in entering the teaching profession.

Weatherford College Educator Preparation Program

The Weatherford College Educator Preparation Program (WC EPP) is a state-approved certification program designed to prepare high-quality early childhood through sixth grade (EC–6) educators who meet the academic, professional, and ethical standards required for teacher licensure in Texas. The WC EPP is approved by the State Board for Educator Certification (SBEC) and overseen by the Texas Education Agency (TEA) in accordance with Texas Administrative Code (TAC) Chapters 227, 228, 229, and 230. It is aligned with the Texas Educator Standards outlined in 19 TAC §149.1001 and fulfills all requirements for recommendation for standard teacher certification as defined in 19 TAC §230.11. Operating under the authority granted by 19 TAC §228.20, the WC EPP is embedded within the BAAS ECET degree and delivers all educator preparation components required for licensure. These include coursework aligned with state standards, a minimum of 50 hours of early field-based experiences, 490 hours of clinical teaching, certification exam preparation, and TEA-mandated trainings in ethics, mental health, and inclusive instructional practices. The WC EPP is led by a designated Legal Authority and governed in accordance with TAC §228.25, which requires structured oversight, data-informed decision-making, and advisory input from regional stakeholders. Together, these features ensure that candidates are fully prepared to enter the classroom as confident, competent, and certified Texas educators. The WC EPP functions as the certification arm of the BAAS ECET, translating theory into practice and supporting each candidate's journey from student to teacher.

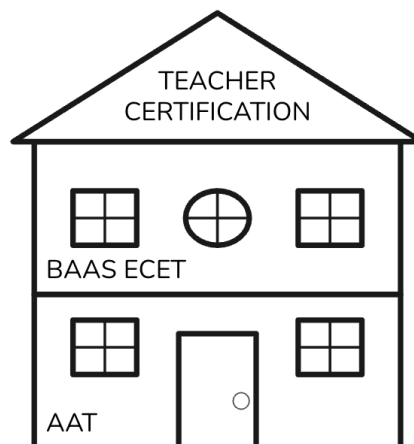
2.4 Program Design & Credential Pathway

The BAAS ECET/WC EPP is designed as a stackable degree and certification pathway grounded in Texas education policy and regional labor market needs. Weatherford College's model builds upward from the Associate of Arts in Teaching (AAT) to the Bachelor of Applied Arts and Sciences in Early Childhood Education and 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. This design intentionally supports equity and access by reducing duplication of coursework and creating a seamless transition for community college graduates, paraprofessionals, and other nontraditional students. The progression ensures that students complete foundational coursework before advancing to certification-aligned training and clinical experiences.

To illustrate this pathway, think of a candidate's journey to the classroom as 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. The credential is earned upon successful completion of the BAAS ECET degree, required training hours, clinical teaching, and passing of all TExES exams.

As illustrated by the figure below, the AAT→BAAS ECET→Teacher Certification pathway available at Weatherford College. The AAT is the first floor, the BAAS ECET is the second floor, and teacher certification is the roof that covers the learning housed beneath.

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.

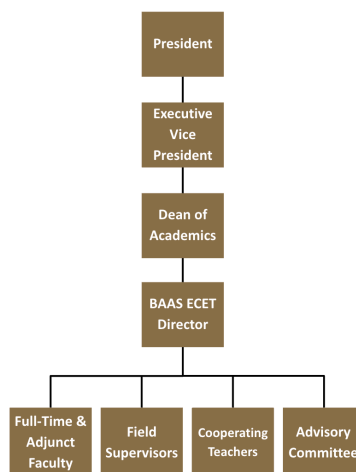
Candidates also receive targeted support for TExES preparation, including coursework aligned to test frameworks and opportunities for exam readiness benchmarking. Early field-based experiences (a minimum of 50 hours) and clinical teaching (490 hours) are completed only during the BAAS ECET phase (19 TAC §§ 227.10(a)(1), 228.35(a)(1), & 230.11). In alignment with HB 2, SECTION 2.08, the program integrates required synchronous training into coursework, supervision, and evaluation activities. Candidates engage in real-time coaching, pre- and post-observation conferences, and triad meetings with cooperating teachers and supervisors to ensure compliance with statutory requirements for interactive, practice-based preparation.

2.4 Governance

The organizational structure of the BAAS ECET/WC EPP is intentionally designed to ensure effective governance, role-specific accountability, and full regulatory compliance as required by Texas Administrative Code (TAC) §228.25. Program governance includes institutional leaders, a designated Legal Authority, instructional faculty, clinical field personnel, 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 field-based components of the program. As a result, the program remains responsive to regional workforce needs and well-positioned to prepare effective educators for high-need Texas classrooms.

The following figure outlines the governance and operational structure of the WC EPP, including institutional oversight and role-based responsibilities.

BAAS ECET/WC EPP Organizational Structure



The table below provides a summary of the key roles and responsibilities for each entity involved in the governance and implementation of the BAAS ECET/WC EPP.

Summary of BAAS ECET / WC EPP Roles & Responsibilities

Entity	Roles & Responsibilities
President	Provides institutional vision and strategic direction; supports the program at the highest level of college governance.
Executive Vice President of Academic and Student Services	Oversees institutional academic quality; ensures the program has adequate support, infrastructure, and resources.
Dean of Academics	Supervises all degree programs (including BAAS ECET); ensures academic alignment and institutional coherence; supports cross-departmental collaboration.
Program Director / Legal Authority	Leads day-to-day program operations; ensures compliance with TAC Chapters 227–230; oversees curriculum, fieldwork, certification, data, TEA audits, and advisory processes; supervises faculty and field supervisors; serves as liaison with TEA, ESC Region 11, and partner districts.
Faculty	Design and deliver standards-aligned coursework; integrate field-based tasks; provide formative feedback; lead candidate assessment; participate in program evaluation, curriculum review, and advisory input.
Field Supervisors	Conduct formal observations using T-TESS-aligned rubrics; lead pre- and post-observation conferences; support reflective practice; maintain communication with candidates and cooperating teachers; document supervision activities in compliance with TAC §228.35(e).
Cooperating Teachers	Mentor candidates during clinical teaching; model best instructional practices; provide real-time feedback and coaching; complete training on adult learning and supervision; participate in evaluation and support candidate growth.
Advisory Committee	Comprised of representatives from P–12 schools, IHEs, and community partners; reviews program data, advises on field placements and curriculum, identifies workforce needs; informs recruitment, strategic planning, and continuous improvement; meets at least twice annually as required by TAC §228.25(a)–(b).

Weatherford College Administration

The BAAS ECET/WC EPP is housed within Weatherford College's Academic Division. At the top of the governance structure is the President, who provides institutional vision and strategic direction. The Executive Vice President of Academic and Student Services serves as the college's chief academic officer, providing oversight for institutional academic quality and ensuring the BAAS ECET/WC EPP receives adequate support, infrastructure, and resources. The Dean of Academics supervises all degree programs, including the BAAS ECET, and ensures academic alignment, cross-departmental collaboration, and fidelity to institutional priorities. The BAAS ECET Program Director, who also serves as the program's Legal Authority, reports directly to the Dean and oversees the day-to-day implementation and coordination of all educator preparation components.

Legal Authority

As Legal Authority, the BAAS ECET Program Director is charged with ensuring compliance with TAC Chapters 227–230 and with aligning all aspects of the program—from admissions and coursework to fieldwork, testing, and certification—with TEA regulations. The Director leads curriculum development aligned to the Texas Educator Standards and the Science of Teaching Reading (STR) requirements, ensuring that instructional content remains rigorous, evidence-based, and responsive to state certification frameworks. Responsibilities include oversight of TEA-mandated training areas such as dyslexia instruction, mental health awareness, and inclusive instructional practices, as outlined in TAC §228.57. The Director also manages and verifies documentation for TEA audits, oversees program data systems, and ensures timely reporting. In addition to supervising faculty and field supervisors, the Director facilitates Advisory Committee meetings, leads program evaluation cycles, and ensures that stakeholder input informs continuous improvement efforts. The Director communicates regularly with the Texas Education Agency, Region 11 Education Service Center, and local district partners to ensure that field placements and instructional design meet regional workforce demands. This role functions at the intersection of leadership, policy, and instructional quality, anchoring the WC EPP's operational integrity and strategic vision.

Faculty

BAAS ECET/WC EPP faculty include full-time and adjunct instructors with expertise in early childhood education, literacy, special education, and instructional design. All faculty members hold advanced degrees and possess the pedagogical and content-area knowledge required to teach coursework aligned with the Texas Educator Standards, the Prekindergarten Guidelines, and the Science of Teaching Reading. Many bring prior experience as classroom teachers, instructional coaches, or district-level specialists, offering candidates authentic, practice-informed perspectives. Faculty design and deliver standards-based instruction that emphasizes culturally responsive pedagogy, developmental appropriateness, and evidence-based teaching strategies. They also integrate field-based tasks into instruction and collaborate with clinical personnel to support candidate performance through practice-based

assessment, lesson planning, and structured reflection. As instructional leads for performance assessments, faculty evaluate candidates using aligned rubrics and provide formative feedback throughout each course. Faculty routinely participate in program evaluation, curriculum review, and advisory committee dialogue to ensure continuous improvement and coherence across coursework and field experience.

Field Supervisors

Field supervisors are experienced educators who hold valid Texas certification in the appropriate EC–6 fields and are carefully selected based on their instructional expertise, mentoring ability, and familiarity with diverse classroom contexts. Prior to assuming supervisory responsibilities, they complete comprehensive TEA-aligned training that includes observation protocols, the use of a standardized rubric aligned with the Texas Teacher Evaluation and Support System (T-TESS), and evidence-based mentoring techniques for adult learners. Field supervisors conduct a minimum of three formal observations during each semester of clinical teaching, supporting each with pre- and post-conference sessions that promote reflective practice and actionable next steps. In addition to formal observations, they maintain regular communication with both the candidate and cooperating teacher to monitor progress, resolve challenges, and foster a coordinated support structure. Supervisors are also responsible for submitting observation documentation and contributing to summative candidate evaluations. Training completion is documented through sign-in logs, assessments, and reflective activities, and is reviewed annually to ensure compliance with TAC §228.35(e) and fidelity of implementation. Field supervisors play a pivotal role in bridging theory and practice, ensuring candidates receive consistent, high-quality support throughout their clinical teaching experience.

Cooperating Teachers

Cooperating teachers are veteran educators selected in partnership with school districts and verified to meet requirements in TAC §228.35(f), including holding a valid Texas teaching certificate, having a minimum of three years of successful classroom experience, and demonstrating instructional effectiveness. Selection is coordinated collaboratively with campus and district administrators to ensure appropriate certification alignment and strong mentorship capacity. Prior to hosting a candidate, cooperating teachers complete WC EPP training focused on adult learning theory, instructional coaching, formative feedback, and strategies for effective collaboration with field supervisors. This training is delivered via digital modules or live sessions and includes guidance on TEA expectations, program-specific responsibilities, and evidence collection for candidate growth. Cooperating teachers serve as the daily instructional mentors for clinical teaching candidates, modeling best practices in lesson planning, student engagement, differentiation, and classroom management. They guide candidates through the gradual release of responsibility, offer real-time coaching during instruction, and assist with professional reflection. In partnership with field supervisors, cooperating teachers provide written and verbal feedback and contribute to the candidate's summative evaluation, helping ensure a coherent and supportive clinical teaching experience.

Advisory Committee

The BAAS ECET/WC EPP Advisory Committee meets the requirements outlined in TAC §228.25(a)–(b), with representatives from TEA-accredited public schools, private education providers, institutions of higher education, and business or community partners. Membership is strategically selected to reflect the perspectives of local school leaders, instructional staff, higher education faculty, nonprofit organizations, and workforce stakeholders, ensuring broad input into program decisions. Members review program data, provide input on field placements, assess candidate performance benchmarks, and make recommendations related to curriculum content and course sequencing. The committee also helps identify certification areas with regional teacher shortages, informs recruitment efforts, and contributes to decisions about program policies and candidate supports. Meetings occur at least twice annually and are documented through detailed agendas, attendance records, and minutes, all of which are stored as part of the EPP’s accountability and compliance records. Orientation is provided for new members to ensure familiarity with TAC regulations and committee responsibilities. The Advisory Committee plays a critical role in strategic planning and continuous program improvement, offering a feedback loop that helps the program remain responsive to workforce trends and emerging instructional priorities across Texas classrooms.

The table below provides a summary of the key roles and responsibilities for each entity involved in the governance and implementation of the BAAS ECET/WC EPP.

3. Texas Teacher Certification

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To be eligible for standard teacher certification in Texas, all Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) candidates must successfully complete a series of instructional, clinical, assessment, and legal requirements as defined in 19 TAC §228.35, §228.40, §228.50, and §230.11. The BAAS ECET/WC EPP is structured as a dual-enrollment model in which students simultaneously earn a bachelor's degree and complete all necessary components for Texas educator certification. Certification readiness is embedded throughout coursework, field-based experiences, and training modules, and is tracked through structured benchmarks and documentation in each candidate's Watermark portfolio.

3.1 Eligibility

To be eligible for standard teacher certification in Texas, all BAAS ECET/WC Educator Preparation Program (EPP) candidates must meet baseline legal and procedural qualifications established by the Texas Education Agency (TEA). These eligibility requirements are grounded in 19 TAC §227.1(d) and §230.11 and must be fulfilled before a candidate may begin clinical teaching, register for certification exams, or be recommended for licensure. Failure to meet any of the eligibility criteria may result in ineligibility for certification, delayed field placement, or denial of program entry. Eligibility criteria include:

- **Bachelor's Degree Enrollment:** Candidates must be enrolled in the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET), a state-approved baccalaureate degree program for EC–6 certification.
- **Legal Residency Status:** Candidates must be either U.S. citizens or lawful permanent residents to qualify for standard teacher certification in Texas (19 TAC §230.11(b)(4)). Candidates who do not meet this requirement may complete the BAAS ECET degree only and are not eligible for clinical teaching or certification recommendation.
- **English Language Proficiency (if applicable):** Candidates educated or certified outside of the United States must demonstrate English proficiency through an approved assessment (19 TAC §230.11(b)(5)).
- **TEA ID Number:** Candidates must create a TEA Login (TEAL) account and obtain a unique TEA ID number (19 TAC §227.1(b)). This identifier is required for fingerprinting, test registration, and certification tracking.
- **Fingerprinting and Criminal Background Check:** Candidates must complete a fingerprint-based national background check using the TEA-approved vendor, IdentoGO (TAC §22.083 and 19 TAC §227.1(d)). The TEA must receive results before the candidate may begin clinical teaching or be recommended for certification.
- **Preliminary Criminal History Evaluation (optional but encouraged):** Candidates with a history of arrests or convictions are encouraged to request a Preliminary Criminal

History Evaluation (PCHE) from TEA prior to admission. This optional, non-binding review helps determine whether a criminal record could impact certification eligibility (19 TAC §227.1(d)).

To learn more, visit:

<https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>.

3.2 Requirements

Once a candidate is determined eligible, the following academic, clinical, and assessment-based requirements must be completed to qualify for standard certification in Texas (19 TAC §§ 228.35, 228.40, 228.50, and 230.11). These requirements are embedded in the program curriculum, with progress monitored through structured checkpoints.

The requirements for certification are as follows:

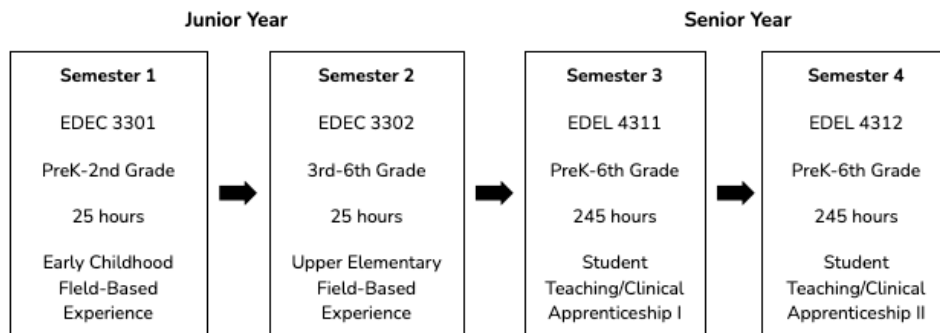
1. **Educator Preparation Coursework:** Candidates must complete a minimum of 300 clock-hours of educator preparation coursework and training aligned to the Texas Educator Standards (19 TAC §228.35(a)).
2. **Early Field-Based Experience:** Before clinical teaching, candidates must complete at least 50 hours of early field-based experience in EC–6 classrooms, with a minimum of 80% of those hours actively engaged in instruction (19 TAC §228.43(c)(2)).
3. **Clinical Teaching:** Candidates must complete 490 hours of clinical teaching across two semesters in a 28-week, half-day format. These hours must be supervised by a qualified cooperating teacher and evaluated by a trained field supervisor (19 TAC §228.35(e)(2)(B)).
4. **Required Training Modules:** All candidates must complete TEA-mandated training in the following areas: ethics and professional conduct, dyslexia, mental health and suicide prevention, and inclusive instructional practices (19 TAC §228.30(c)(1–8)).
5. **Certification Exams:** Candidates must pass all required Texas Examinations of Educator Standards (TEXES), including: Core Subjects EC–6 (391), Science of Teaching Reading (STR, 293), and Pedagogy and Professional Responsibilities EC–12 (PPR, 160) (19 TAC §230.21(a)).
6. **Application for Certification and TEA Fees:** As the Legal Authority, the BAAS ECET/WC EPP Director Legal Authority submits the formal recommendation for certification verifying all requirements have been met. Candidates must submit the official online application for certification and pay all applicable TEA and testing fees through the TEAL system in order to be recommended for certification (19 TAC §228.40(d), §230.105).

In accordance with HB 2, SECTION 2.09 and TEC §21.0443, the BAAS ECET/WC EPP affirms that no prohibited content is included in coursework, fieldwork, or supervision. Cooperating teachers are expected to model professionalism consistent with these standards and reinforce the program’s compliance by guiding candidates toward ethical, evidence-based instructional practices.

3.3 Fieldwork

Field-based experiences are a cornerstone of the BAAS ECET/WC EPP, providing teacher candidates with progressive, hands-on opportunities to apply pedagogical theory in authentic classroom settings. Candidates complete structured fieldwork across two distinct phases: 50 hours of early field-based experience prior to clinical teaching and a 490-hour clinical teaching placement across two semesters (19 TAC §228.35 and §228.43). These experiences are designed to promote instructional readiness, reflective practice, and professional growth in partnership with local school districts. All fieldwork is supervised, documented, and evaluated to ensure alignment with state standards and program outcomes. All materials are reviewed by the BAAS ECET/WC EPP Director to confirm that teacher candidates have actively engaged in their placements, fulfilled course requirements, and complied with all state-mandated expectations for structured, standards-aligned field experiences under TAC §228.43.

Fieldwork Progression



Early Field-Based Experiences

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

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

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

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

Clinical Teaching

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

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

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

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

3.4 TExES

In accordance with 19 TAC §230.11(b) and §230.21, all BAAS ECET/WC EPP candidates pursuing Texas teacher certification in the Core Subjects EC–6 area must pass a series of state-mandated certification exams developed and administered through the Texas Examinations of Educator Standards (TExES). These exams are designed to ensure that all candidates possess the foundational content knowledge, pedagogical skills, and instructional competencies required to succeed as a classroom teacher. Each exam aligns with the Texas Educator Standards and is part of the formal certification process overseen by the Texas Education Agency (TEA).

Passing these exams is not only a legal requirement for certification but also a critical benchmark for demonstrating readiness to teach in Texas public schools. Successful completion of all required TExES exams is necessary for the issuance of a Standard Certificate, which authorizes candidates to teach in Texas EC–6 classrooms. As such, exam performance is a major milestone in the educator preparation journey, and the BAAS ECET/WC EPP provides targeted support, coursework integration, and exam readiness benchmarks to ensure candidates are well-prepared to meet this expectation.

Required Exams

- **TExES Core Subjects EC–6 (391):** This comprehensive exam evaluates content knowledge across five subject domains - English Language Arts and Reading (ELAR); Mathematics; Social Studies; Science; and Fine Arts, Health, and Physical Education. Candidates must pass each subtest to pass the full exam, ensuring readiness to teach across the elementary curriculum.
- **TExES Science of Teaching Reading (STR, 293):** The STR exam assesses knowledge of scientifically based reading instruction aligned with the Science of Teaching Reading standards. It focuses on foundational reading skills, reading development stages, intervention strategies, assessment literacy, and reading comprehension practices for early learners.
- **TExES Pedagogy and Professional Responsibilities EC–12 (PPR, 160):** The PPR evaluates general pedagogical knowledge and professional ethics. It assesses

competencies related to instructional design, learning environments, student engagement, classroom management, professional communication, and legal responsibilities across all grade levels.

Readiness

In alignment with 19 TAC §228.40(b) and §230.11(b), the BAAS ECET/WC EPP follows a structured exam readiness process to ensure all certification candidates demonstrate mastery of content and pedagogy prior to registering for the official Texas Examinations of Educator Standards (TExES). Preparation is embedded throughout upper-level coursework, with representative practice exams administered in key courses to mirror the structure, rigor, and domain alignment of official TExES assessments.

To be cleared for testing, candidates must:

- Score at least 85% on their first program-administered practice exam.
- If this threshold is not met, complete targeted remediation, which may include tutoring, study modules, content review, or additional practice.
- Following remediation, earn a minimum of 90% on a second representative exam.

Approval to register for the TExES is contingent on meeting all readiness benchmarks and documenting completion. This process supports candidate confidence, minimizes repeated testing attempts, and ensures alignment with TEA expectations for certification success. Readiness standards apply to all required exams, including the Science of Teaching Reading (STR), Pedagogy and Professional Responsibilities (PPR), and the Core Subjects EC–6 subtests.

3.5 Mandated Trainings

All BAAS ECET/WC EPP candidates must complete a series of Texas Education Agency (TEA)–mandated trainings as part of their preparation for certification (19 TAC §228.30(c); §228.50). These trainings address critical areas of professional responsibility, inclusive practices, and student safety. Completion of all mandated trainings is a non-negotiable requirement for recommendation for certification and must be documented in each candidate’s Watermark portfolio (19 TAC §228.40(d)). Candidates who fail to complete one or more trainings by the designated deadlines may be delayed in clinical teaching placement or certification processing. To streamline completion and support instructional alignment, all required trainings are embedded into the candidates’ coursework throughout the BAAS ECET/WC EPP. This integrated approach ensures that candidates engage with the material in context, apply their learning to authentic scenarios, and demonstrate proficiency as part of their academic progress. Training completion is verified through submitted assignments, certificates, or written reflections, all of which must be uploaded to each candidate’s Watermark portfolio prior to clinical teaching (19 TAC §228.40(d)).

The required training topics include:

- Texas Educator Code of Ethics (§228.50)
- Mental Health Training (§228.30(c)(2))
- Substance Abuse Awareness Training (§228.30(c)(3))
- Suicide Prevention Training (§228.30(c)(3))
- Detection and Education of Students with Dyslexia (§228.30(c)(2))
- Texas Behavior Support Initiative (TBSI) Training (§228.30(c)(9))
- Inclusive Practices and Special Education Training (§228.30(c)(9))

3.6 Certification Delay or Denial

Candidates who do not meet the full set of certification requirements (e.g., completion of required trainings, passing of benchmark assessments, compliance with fingerprinting and legal eligibility, or timely submission of field documentation) will not be recommended for certification by the BAAS ECET/WC EPP. These requirements are mandated by the Texas Education Agency and reflected in both state law and program policy. In such cases, certification may be delayed, withheld, or denied entirely, depending on the nature, scope, and severity of the deficiency. The program has an obligation to ensure that all recommended candidates meet the professional, academic, and legal standards expected of Texas educators. While the BAAS ECET/WC EPP provides structured supports and proactive advising, each candidate bears individual responsibility for meeting these requirements in full and on time.

Delay

When certification requirements are not met, candidates may face a delay in test approval or clinical teaching placement, which can affect their ability to graduate on time. In some cases, candidates may be placed on a growth plan that outlines specific remediation steps, such as additional tutoring, repeated coursework, supplemental field experience, or documentation reviews. If a candidate does not successfully complete the remediation plan or continues to exhibit unmet expectations, the program may place the candidate on formal probation or remove them from the certification pathway.

Denial

It is possible for a candidate to graduate with a bachelor's degree without being recommended for teacher certification. This may occur if the candidate has met all academic requirements for the degree but has not fulfilled the professional, legal, or clinical benchmarks required by the Texas Education Agency for certification. The BAAS ECET/WC EPP is committed to supporting candidates through each stage of the certification process, but ultimately, it is the candidate's responsibility to meet all program and state requirements for licensure. Candidates who

anticipate or encounter challenges in this area are strongly encouraged to contact the Program Director as early as possible to discuss options and seek guidance.

3.7 Records Retention

The BAAS ECET/WC EPP maintains secure, FERPA-compliant records to document each candidate's progress toward Texas teacher certification. In accordance with 19 TAC §228.31(i) and institutional policy, these records support compliance with state regulations, accreditation expectations, and due process protections for all candidates. Certification-related documentation is stored in a secure digital system (e.g., Watermark) and/or in restricted-access records maintained by the Program Director and Legal Authority.

The following certification-specific records are retained for each candidate:

- Verification of eligibility for certification (e.g., TEA ID, legal residency, English proficiency)
- Fingerprinting clearance and Preliminary Criminal History Evaluation (if applicable)
- Field-based experience documentation (e.g., timesheets, observation forms, demonstration reflections, dispositions evaluations)
- Clinical teaching documentation (e.g., signed timesheets, POP Cycle evaluations, T-TESS-aligned mid- and final evaluations, reflections, learning logs)
- Mandated training completion certificates and coursework-integrated reflections
- TExES practice exam results, remediation records, and clearance documentation for official testing
- Certification application confirmations, recommendation records, and correspondence with TEA

All records are retained for a minimum of five (5) years following a candidate's program completion, withdrawal, or dismissal. These files may be reviewed by authorized personnel only, including the Program Director, Dean of Academics, Executive Vice President of Academics, accreditation teams, or Texas Education Agency representatives. Candidates may request access to their certification-related records by submitting a written request to the Director. Requests will be fulfilled within ten (10) business days, in accordance with FERPA guidelines and Weatherford College policy.

4. Early Field-Based Experiences

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Early field-based experiences are the first major step in learning how to teach within the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP). You begin to take on the role of a teacher. You are not just a college student observing from the sidelines, but an active participant in real classrooms. This phase of the program is designed to give you structured, guided practice before your full clinical teaching year. It allows you to build confidence, apply your coursework in meaningful ways, and begin developing the habits and skills that define effective educators. This section explains what early field-based experiences are, why they matter, how they are structured within the BAAS ECET/WC EPP, and what the state of Texas requires during this important part of your preparation.

4.1 What Are Early Field-Based Experiences?

Early field-based experiences are structured, hands-on learning opportunities that allow teacher candidates in the BAAS ECET/WC EPP to participate meaningfully in real classrooms before beginning clinical teaching. Candidates are placed with experienced, certified educators and are expected to actively support classroom instruction rather than simply observe it. Unlike passive observation, early field-based experiences involve interaction, responsibility, and reflection. Candidates are encouraged to ask questions, seek feedback, and take initiative in ways that build their professional identity and confidence. They begin to understand classroom dynamics not only from a student's perspective, but from the point of view of the teacher. Through these placements, candidates develop the habits, skills, and mindset needed for effective teaching including flexibility, preparedness, and responsiveness to student needs. They also begin applying the theories, strategies, and instructional methods introduced in their coursework to real-world learning environments. These early experiences are the first step toward becoming a capable, confident, and reflective educator.

Requirements

Educator preparation programs must ensure that all candidates complete a minimum of 50 clock-hours of field-based experience prior to clinical teaching. At least 80% of these hours must involve active instructional engagement (e.g., leading small groups, tutoring, supporting lesson delivery, or managing classroom routines) while no more than 20% may be spent in passive observation (TAC §228.43(c)(2)). Furthermore, early field-based experiences must offer meaningful interaction with students and authentic opportunities to apply professional knowledge and skills (TAC §228.35(e)(1)(A)). Teacher candidates are responsible for tracking their hours, documenting their activities, and reflecting on their experiences to ensure full compliance with these expectations.

This requirement is met in full at Weatherford College through the combined structure of EDEC 3301 and EDEC 3302, each of which includes 25 hours of fieldwork. To better understand what makes early field-based experiences distinct from traditional classroom observations, it's helpful to compare the two side by side. While both offer valuable opportunities to learn about teaching, early field-based experiences go significantly further in terms of depth, engagement, and impact. The chart below highlights the key differences between the two:

Comparison: Observation vs. Early Field-Based Experience

Traditional Observation	Early Field-Based Experience
Passive role—candidate watches the teacher	Active role—candidate engages directly with students
Often limited to taking notes from the back of the room	Includes tutoring, small group instruction, and classroom routines
No required participation in planning or instruction	May involve co-planning and co-teaching with mentor teacher
Focused solely on what the teacher does	Encourages reflection on both teaching practice and student learning
Minimal student interaction	High levels of student interaction and instructional support
Does not meet TEA fieldwork requirements	Fully aligned with TAC §228.35 and §228.43 (50 hours minimum, 80% active engagement)

Observation (20% of total time)

Observation is a foundational practice in teacher preparation, giving candidates the opportunity to learn through intentional, structured watching. It is not passive. It is active noticing. During early field-based placements, up to 20% of a candidate’s total hours may be spent in observation (19 TAC §228.43(c)(2)). These observations allow candidates to analyze instructional delivery, classroom management, student engagement, and learning routines in context. By watching a skilled teacher in action, candidates begin to make connections between what they are learning in coursework and what effective teaching looks like in the real world.

Candidates in EDEC 3301 and EDEC 3302 are required to complete structured observation assignments. They will use program-provided observation tools aligned with the Texas Teacher Evaluation and Support System (T-TESS) to take focused notes and reflect on how various strategies impact student learning. Cooperating teachers should expect candidates to schedule specific observation times in the early weeks of placement and should encourage

them to observe a variety of instructional models, content areas, and teaching styles. These observation hours are essential in helping candidates build a mental model of effective practice before stepping into instructional roles themselves.

The table below outlines common focus areas and observation targets candidates may document during their structured observation time. These categories align with best practices in teacher development and may serve as prompts for debriefing conversations between the cooperating teacher and candidate.

Structured Observation Focus Areas

Focus Area	Examples of What to Observe
Instructional Practices	<ul style="list-style-type: none"> - Whole-group and small-group teaching in reading, math, science, etc. - Teacher modeling and scaffolding of new content - Questioning techniques (open vs. closed) - Pacing, grouping, and transitions
Classroom Management	<ul style="list-style-type: none"> - Behavior expectations and redirection strategies - Transition routines and engagement techniques - Use of visual schedules or systems
Differentiation	<ul style="list-style-type: none"> - How instruction is adapted for diverse learners - Teacher interactions with students needing additional support - Use of flexible grouping or scaffolds
Instructional Resources	<ul style="list-style-type: none"> - Use of manipulatives, anchor charts, or technology - Read-aloud strategies for fluency or comprehension - Materials used to support independent practice
Learning Environment	<ul style="list-style-type: none"> - How social-emotional learning is embedded - Community-building strategies - Debriefs and student-teacher interactions
Assessment	<ul style="list-style-type: none"> - How the teacher checks for understanding - Informal adjustments to instruction based on student needs

Active Engagement (80% of total time)

Active engagement refers to a candidate’s direct and meaningful participation in classroom instruction, student support, or professional learning activities that contribute to student success. At least 80% of all field-based experience hours must be spent in active engagement, rather than passive observation (19 TAC §228.43(c)(2)). This includes four primary categories of engagement: student support, instructional preparation and delivery, professional collaboration, and assessment support. Candidates may work directly with students during lessons or centers, help deliver instruction or prepare materials, participate in data-informed planning or professional conversations, or assist in informal assessment processes under the guidance of the cooperating teacher. What unites these categories is that they each reflect the

candidate's purposeful involvement in authentic classroom activity in which they are actively contributing to the learning environment. Candidates are expected to remain engaged, responsive, and professional in all settings.

The table below outlines each category of active engagement with sample activities to support both planning and documentation:

Active Engagement Categories

Category	Description	Examples of Candidate Activities
Student Support & Engagement	Direct interaction with students to support learning, behavior, or classroom routines. Candidates actively help students engage with content under teacher supervision.	<ul style="list-style-type: none"> - Work with individuals or small groups - Listen to students read; provide feedback - Support students during learning stations - Prompt focus and task completion - Clarify directions or expectations - Monitor behavior during group work - Assist with setup of journals or tools - Support students with accommodations
Instructional Preparation & Delivery	Behind-the-scenes support or active assistance during instruction. Candidates contribute to lessons or classroom readiness.	<ul style="list-style-type: none"> - Prepare anchor charts or manipulatives - Set up centers or technology tools - Co-teach warm-ups or read-alouds - Lead brain breaks or transitions - Circulate and offer feedback - Model tasks or explain expectations - Distribute and organize materials - Support classroom discussions
Professional Collaboration	Meaningful participation in planning or reflection activities that deepen understanding of teaching practices. Must be guided by the cooperating teacher.	<ul style="list-style-type: none"> - Attend team or planning meetings - Observe RTI/504/ARD (with permission) - Reflect on student progress with teacher - Review student work together - Ask about lesson decisions or strategies - Help with folders or documentation - Observe curriculum discussions
Assessment Support	Participation in formative or informal assessment processes. Candidates help document learning and gather data under teacher supervision.	<ul style="list-style-type: none"> - Assist with spelling checks or running records - Score exit tickets or fluency checks - Track behavior or academic progress - Time fluency or math races - Collect work samples - Enter or organize data (with permission) - Observe student responses to feedback

4.2 Cooperating Teacher Role & Responsibilities

Cooperating teachers play an essential role in the success of early field-based experiences. As the first mentors that candidates encounter in the field, cooperating teachers help bridge the gap between college coursework and classroom practice by welcoming candidates into real PreK–6 learning environments and supporting their professional growth. While candidates are not yet ready to assume full responsibility for instruction, early field-based experiences are designed to immerse them in meaningful, standards-aligned classroom activities that build foundational skills for future teaching. Cooperating teachers guide candidates in developing classroom awareness, engaging with students, and taking initiative in supportive roles such as small group instruction, tutoring, and behavior support. They also provide insight into daily instructional decision-making and model the professionalism, flexibility, and collaboration expected of educators. This section outlines the qualifications required of cooperating teachers, the responsibilities they assume during the FBE placement, and how they support each of the candidate’s field-based assignments. As trusted partners in the teacher preparation process, cooperating teachers help shape the habits, mindsets, and values that candidates will carry into their future classrooms.

Required Qualifications

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

Responsibilities

The cooperating teacher is an essential mentor during early field-based experiences, serving as the candidate’s primary guide into the real-world practices of teaching. In this early phase, the cooperating teacher introduces the candidate to classroom routines, instructional planning, student engagement strategies, and the professional expectations of educators. While candidates are not yet leading instruction independently, they are expected to participate actively, and the cooperating teacher plays a critical role in shaping this experience into one of meaningful preparation and professional growth. In keeping with HB 2, SECTION 2.08, early field-based experiences must include synchronous mentoring and interaction between the cooperating teacher and candidate. This may occur through co-planning, live coaching conversations, and immediate feedback following teaching demonstrations.

Overview of Cooperating Teacher Responsibilities for Early Field-Based Experiences

Responsibility	Description	Action Required
EFB Cooperating Teacher Training	Ensures all cooperating teachers understand their responsibilities, documentation requirements, and program expectations.	Attend one mandatory training session provided by the EPP prior to the start of the placement.
Intent Form Collaboration	Establishes a clear weekly schedule of instructional activities and placement hours.	Meet with the candidate early in the semester to co-complete the Early Field-Based Experience Intent Form. Sign and return the form to the candidate for submission.
Weekly Support and Mentorship	Ensures the candidate is actively engaged and developing habits of professionalism.	Offer opportunities for small group support, tutoring, and classroom management practice. Provide ongoing verbal feedback and guidance.
Daily Timesheet Verification	Verifies that at least 80% of candidate hours involve active instructional engagement, per 19 TAC §228.43(c)(2).	Initial the candidate's timesheet daily. Sign the form at the end of the placement. Ensure the log is accurate and complete.
Teacher Interview Participation	Helps candidates learn about real teaching through direct conversation.	Participate in a structured, synchronous interview (in person or Zoom). Allow candidates to ask questions and complete a reflection assignment.
Support for Structured Observations	Provides access to meaningful teaching moments across content areas.	Collaborate with the candidate to schedule 2–3 structured observations aligned with T-TESS and the observation protocol.
Teaching Demonstration Feedback	Supports the candidate's first formal teaching experience.	Collaborate on planning one standards-aligned lesson. Observe and complete a brief coaching form. Engage in a short debrief and review the candidate's written reflection.
Dispositions Survey Completion	Contributes to the EPP's continuous evaluation of candidate professionalism.	Complete a brief online Dispositions Inventory survey near the end of the placement. Your feedback informs candidate reflection and program support.

Intent Form. (Appendix B) The Early Field-Based Experience Intent Form is a required planning document that establishes the candidate's weekly schedule, instructional responsibilities, and anticipated timeline for completing key assignments during the 25-hour field experience. Completed during the first week of the placement, the form ensures a shared understanding between the candidate and cooperating teacher of when and how the candidate will be actively engaged in the classroom. Candidates are responsible for clearly outlining their placement days and times, identifying specific instructional activities such as tutoring, small-group support, and classroom routines, and proposing dates for completing structured

observations, the teacher interview, and the teaching demonstration. Special attention must be paid to ensure that at least 80% of all planned fieldwork hours involve active instructional engagement (19 TAC §228.43(c)(2)). Cooperating teachers are expected to collaborate with the candidate to develop a realistic, standards-aligned plan that promotes meaningful participation and instructional growth. After confirming the feasibility and appropriateness of the proposed schedule, the cooperating teacher signs the form to verify its accuracy. This early planning step supports time management, accountability, and alignment with both program expectations and state certification requirements.

Timesheet. (Appendix B) The Early Field-Based Experience Timesheet is a state-mandated document that verifies the completion of 25 hours (1,500 minutes) of fieldwork (19 TAC §228.35(e)(1)(A) & §228.43(c)). It serves as an official record of the candidate's engagement in the classroom and ensures that at least 80% of documented hours involve active instructional participation, such as working with small groups, assisting individual students, or managing classroom routines. Candidates are responsible for maintaining the timesheet daily, recording arrival and departure times, describing completed activities, distinguishing between minutes spent observing versus interacting, and calculating the total minutes for each day. They must initial the log each day to confirm its accuracy and submit a completed, signed version at the end of the placement. Cooperating teachers are expected to review the timesheet daily, initial it to verify attendance and instructional engagement, and provide a final signature at the end of the experience. It is also the cooperating teacher's responsibility to ensure that the candidate is actively involved in instruction for the majority of their hours, rather than passively observing. Accurate and timely recordkeeping is not only a certification requirement—it is also a reflection of the candidate's professionalism, attention to detail, and accountability in a real-world teaching environment.

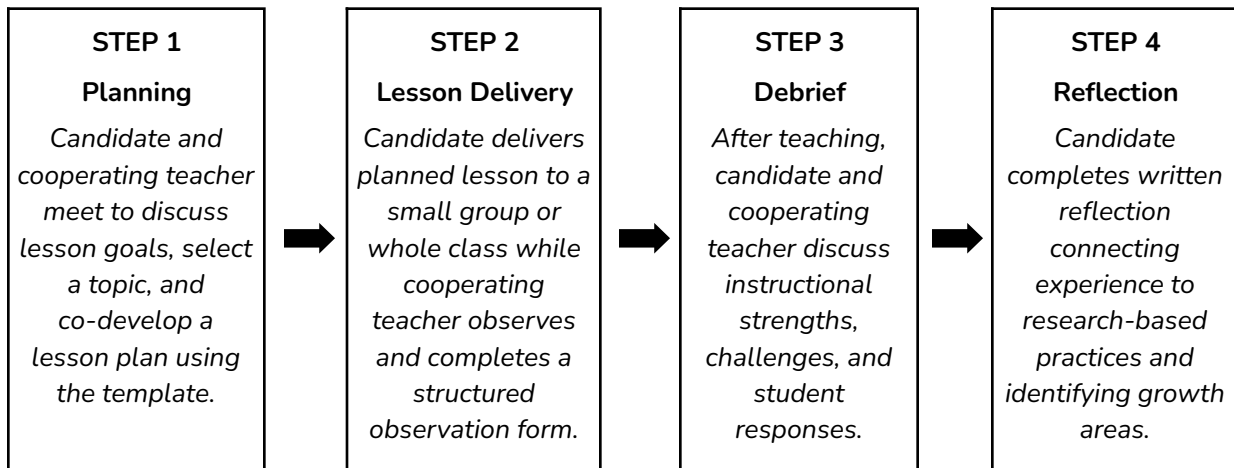
Teacher Interview. (Appendix B) The Teacher Interview is a structured, synchronous conversation designed to deepen the candidate's understanding of classroom realities and professional teaching practices. Conducted in real time either in person or via Zoom, this assignment gives candidates the opportunity to learn directly from an experienced educator about key aspects of the profession, including instructional planning, classroom management, student assessment, and communication with families. Candidates may not email the questions or request written responses; the interview must take place as a live conversation to foster authentic interaction and professional communication skills. Candidates are responsible for scheduling the interview early in the placement, using the program-provided question template to guide the discussion, and conducting themselves with professionalism throughout. Afterward, candidates must complete a written reflection that connects their learning to relevant coursework and outlines how the experience may influence their future practice. Cooperating teachers are asked to participate fully in the scheduled interview, offering thoughtful responses and engaging in honest dialogue that reflects the realities of daily teaching. This assignment helps bridge theory and practice while supporting the candidate's development as a reflective, communicative professional..

Structured Observations. (Appendix B) Structured Observations are a critical component of early field-based experiences, designed to help candidates develop a professional lens for analyzing classroom instruction. Candidates are required to complete a series of guided observations using a structured protocol aligned with the Texas Teacher Evaluation and Support System (T-TESS). These observations must be scheduled across multiple content areas and developmental levels to provide a broad view of instructional practice. During each observation, candidates use a program-provided form to take focused notes on instructional delivery, student engagement, classroom management, differentiation, and the use of materials or technology. Afterward, candidates complete a written reflection that connects their observations to coursework, the Texas Teacher Standards, and their own developing philosophy of teaching. Cooperating teachers play an essential role by providing access to meaningful instructional moments in content areas such as literacy, math, science, or social studies. They are also encouraged to help the candidate plan when observations will occur and briefly debrief afterward to discuss what the candidate observed, reinforce key insights, and answer questions. These structured observations help bridge theory and practice and lay the groundwork for reflective instructional decision-making in future teaching placements.

Teaching Demonstrations. Teaching Demonstrations are a critical component of the early field-based experience, offering candidates structured opportunities to transition from observation to active instruction. In this formal teaching task, candidates plan and deliver three short, standards-aligned lessons to a small group or whole class, allowing them to demonstrate their developing instructional skills in a real classroom setting. Cooperating teachers support this process by guiding topic selection, assisting with lesson design, and observing the lesson using the required feedback form. After the lesson, they are expected to provide immediate, constructive feedback during a brief debriefing session with the candidate. Candidates are responsible for working with their cooperating teacher to select a developmentally appropriate topic, co-plan the lesson using the Educator Preparation Program's official Lesson Plan Template (Appendix B), as well as ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). After delivering the lesson, candidates meet with their cooperating teacher to review the Teaching Demonstration Cooperation Teacher Feedback form (Appendix B) detailing strengths (Glows), areas for improvement (Grows), and suggestions. The process culminates with the candidate's completion of the Teaching Demonstration Candidate Reflections (Appendix B) analyzing what went well, what could be improved, and how the experience connects to evidence-based practices and their coursework. Candidates submit the completed lesson plan, their reflections, and cooperating teacher feedback to their course instructor for evaluation.

The entire process mirrors the professional cycle of instructional planning, delivery, feedback, and reflection. The following Teaching Demonstration Workflow infographic outlines the four key steps of the assignment:

Teaching Demonstration Workflow



In EDEC 3301, candidates design and deliver three Teaching Demonstrations in early childhood settings (Pre-K–2): one lesson in art, one in music, and one in theater arts. In EDEC 3302, candidates design and deliver three Teaching Demonstrations in upper elementary settings (grades 3–6): one lesson in health, one in physical education, and one in a core content area (math, science, ELAR, or social studies). In both courses, each demonstration follows the same four-step workflow of planning, lesson delivery, debriefing, and reflection, ensuring candidates gain practical experience across subject areas and developmental stages before entering clinical teaching.

Dispositions Inventory. (Appendix A) The Dispositions Inventory is an online, rubric-based evaluation tool used to assess the candidate’s demonstration of professional behaviors during early field-based experiences. Completed by the cooperating teacher near the end of the placement, the inventory focuses on key areas such as professionalism, communication, reliability, adaptability, and collaboration. Candidates are expected to consistently uphold high standards of conduct throughout the placement by arriving prepared and on time, engaging respectfully with students and staff, taking initiative, and responding appropriately to feedback. Candidates are encouraged to reflect on the feedback and use it to guide their ongoing professional growth. This process supports the Educator Preparation Program’s commitment to developing reflective, ethical, and professional educators (19 TAC §228.35(e)).

5. Clinical Teaching

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Clinical teaching is the culminating experience of the Bachelor of Applied Arts & Sciences in Early Childhood Education & Teaching / Weatherford College Educator Preparation Program (BAAS ECET/WC EPP). It represents the final phase of preparation before entering the teaching profession and offers candidates an opportunity to apply everything they have learned in coursework and early field experiences. Over the course of two carefully structured, 14-week, half-day placements, candidates engage in authentic instructional practice in PreK–6 classrooms under the guidance of experienced mentors. This experience allows candidates to grow as reflective practitioners, develop confidence in classroom leadership, and demonstrate competence in the Texas Teacher Standards. Clinical teaching is also a key requirement for certification, governed by the Texas Administrative Code (TAC), and includes specific expectations for time, supervision, and evaluation. Candidates are expected to conduct themselves as professionals, follow ethical guidelines, and participate fully in school life as apprentice teachers. This section defines clinical teaching, explains how it is structured within the BAAS ECET/WC EPP, and outlines the roles, responsibilities, and requirements that guide this critical phase of the teacher preparation process.

5.1 What Is Clinical Teaching?

Clinical teaching is the capstone experience of the BAAS ECET/WC EPP and the final requirement in the teacher certification pathway. This supervised, performance-based field experience is a required state-monitored placement in which candidates demonstrate readiness for certification. It must include a minimum of 490 clock hours over at least 14 weeks of full day placement or 28 weeks of half-day placement in which candidates plan and deliver instruction, manage the learning environment, assess student learning, and reflect on their professional practice (19 TAC §228.2(14)).

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

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

5.2 Cooperating Teacher Role & Responsibilities

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

Required Qualifications

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

Responsibilities

Throughout the placement, cooperating teachers provide daily support by modeling lessons, facilitating planning conversations, co-teaching when appropriate, and helping candidates understand how to manage student behavior and support learning goals. As the candidate demonstrates increased competence and confidence, the cooperating teacher gradually

releases instructional responsibility, allowing the candidate to assume full leadership of the classroom in a supported, developmentally appropriate way. Cooperating teachers offer frequent formative feedback, complete program-required observation forms, and participate in triad conferences with the field supervisor. At the end of the semester, the cooperating teacher completes a midpoint/final evaluation that serves as one of the EPP’s primary data points in determining certification readiness. All observation, mentoring, and evaluation activities must include synchronous interaction (in person or via live videoconference) in compliance with HB 2, SECTION 2.08. Cooperating teachers are asked to actively participate in real-time coaching and triad conferences to support this requirement. The success of the clinical teaching experience is deeply tied to the strength of this mentoring relationship. Cooperating teachers are among the most powerful influences on a candidate’s growth as a future educator.

Overview of Cooperating Teacher Responsibilities for Clinical Teaching

Responsibility	Description	Action Required
Supervision Schedule	Establishes shared expectations for all required observations, evaluations, and conferences.	Collaborate with the candidate and field supervisor to complete the supervision schedule, signing and retaining a copy for your records.
Weekly Timesheets	Verify the candidate’s attendance and instructional engagement.	Review and sign the weekly timesheet. Confirm consistent classroom presence and support.
Lesson Plan Review	Ensure lesson plans are appropriate, TEKS-aligned, and support student needs.	Review and initial each plan before instruction. Provide feedback on structure, pacing, and clarity.
Midpoint Evaluation	Provide a formal progress review at the midpoint of the placement.	Participate in triad conference. Offer T-TESS–aligned feedback and identify growth areas.
Final Evaluation	Assess overall readiness for certification based on observation and documentation.	Participate in final triad conference. Complete the final evaluation rubric and provide summative comments.

Supervision Schedule. (Appendix C) The Supervision Schedule is a required planning tool used to document the anticipated dates, times, and formats of all observation and evaluation activities throughout clinical teaching (19 TAC §228.35(e)). This form ensures that the candidate, cooperating teacher, and field supervisor establish a shared understanding of when and how key supervision events (e.g., informal observations, formal POP Cycles, and midpoint/final evaluations) will occur. While this schedule is considered tentative, all parties are expected to collaborate in completing it at the beginning of the semester and to update it as needed. Any changes must be clearly communicated and reflected in the official observation documentation submitted to the Educator Preparation Program (EPP). Each party should retain a copy and refer to it throughout the semester.

The Supervision Schedule form includes two parts:

1. Weekly Clinical Teaching Schedule: Candidates must provide a weekly breakdown of their instructional responsibilities, planning periods, and any atypical events (e.g., testing, assemblies). This schedule helps field supervisors coordinate observation visits and monitor the candidate's teaching role throughout the placement. A completed copy must be submitted at the beginning of each week.
2. Tentative Evaluation Plan: This section outlines the projected dates, times, and locations for all required supervision activities that take place during clinical teaching. These activities include two informal observations, which may be conducted in person or via Zoom and must include written feedback from the field supervisor. Candidates will also complete two formal POP Cycles (Pre-Observation Conference, Observation, and Post-Observation Conference), with each observation conducted in real time in person or via live Zoom and lasting a minimum of 45 minutes. While the conferences may be asynchronous if necessary, they must be fully documented and accompanied by the candidate's written reflection. Finally, each placement concludes with a Midpoint or Final Evaluation Meeting, which is conducted synchronously and includes the candidate, cooperating teacher, and field supervisor. This collaborative conference may also be held in person or via Zoom.

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

Weekly Timesheet & Reflection Log. (Appendix C) Educator preparation programs must document the clinical teaching hours of all certification candidates (19 TAC §228.35(e)(2)(B)(iii)). To meet this requirement, all teacher candidates in the BAAS ECET/WC EPP must complete a Weekly Timesheet & Reflection Log to verify active participation in clinical teaching. This document tracks the candidate's instructional hours, classroom responsibilities, cooperating teacher feedback, and professional reflection on a week-by-week basis. Submitting an accurate and thoughtful timesheet demonstrates accountability, helps the field supervisor and course instructor monitor progress, and ensures compliance with state certification requirements. The log also fosters regular, meaningful conversations between the candidate and cooperating teacher. Completing it thoroughly and on time each week is a professional habit that mirrors the timekeeping and reflection practices of working teachers. Failure to submit the form, obtain required signatures, or accurately log hours may result in documentation concerns or remediation plans.

Each week, the candidate must:

- Print the weekly timesheet and reflection log
- Log daily hours by hand.
- Check off instructional activities.

- Meet with their cooperating teacher to document glows, grows, and suggestions for improvement.
- Write a weekly reflection.
- Obtain required signatures.
- Scan and upload the completed form to Canvas.

Lesson Plans. (Appendix C) Lesson planning is a foundational skill for all effective educators. Clinical teachers are expected to submit weekly lesson plans that reflect their growing instructional responsibility. These lesson plans serve multiple purposes: preparing clinical teachers to deliver TEKS-aligned, developmentally appropriate instruction; documenting their readiness to lead classroom learning; and providing a basis for coaching and feedback from the cooperating teacher and field supervisor. Lesson plans are required each week beginning in Week 3 and must align with the instructional duties clinical teachers are leading. The table below outlines the required number of lesson plans based on instructional phase. Each submitted lesson plan must follow the official BAAS ECET/WC EPP Lesson Plan Template and include the following components: TEKS alignment, learning objectives, materials and resources, procedures, assessment, and differentiation.

Planning Progression

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

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

Cooperating teachers are expected to:

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

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

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

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

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

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

5.3 Recommended Scope & Sequence

One of the most important responsibilities of a cooperating teacher is to guide the clinical teacher through a developmentally appropriate transition from observer to lead instructor. This progression should be intentional, scaffolded, and aligned with the candidate's growing confidence, competence, and instructional readiness. Cooperating teachers are not expected to hand over the entire classroom on day one. Instead, the process should unfold gradually, with the clinical teacher first engaging in observation and assistance, then co-teaching and leading specific subjects, and eventually taking on full instructional responsibility for a sustained period of time. This transition should be supported through regular co-planning, structured feedback, and collaborative reflection. By the end of the placement, candidates should demonstrate readiness to function as an entry-year teacher, and cooperating teachers play a key role in preparing them for that responsibility. The following weekly guide and co-teaching models are designed to support that gradual release and ensure candidates experience a full range of instructional opportunities while maintaining a safe and effective classroom for all learners.

Gradual Release of Responsibility

The clinical teaching experience is deliberately structured to support a gradual release of instructional responsibility, enabling candidates to move from observer to lead instructor in a developmentally appropriate and supported way. This progression follows the Gradual Release of Responsibility (GRR) model (Fisher & Frey, 2013), which emphasizes the shift from teacher-led instruction to shared teaching and, ultimately, independent candidate leadership. The weekly schedule below outlines recommended activities that scaffold this transition and promote the candidate's growth in teaching skills, professional judgment, and reflective practice. While the exact pacing may vary depending on the candidate's readiness and classroom context, all clinical teachers are expected to assume full instructional responsibility

for a sustained period during the placement. Cooperating teachers are encouraged to use this framework as a planning tool and to actively support the transition by modeling instruction, co-teaching, providing feedback, and gradually releasing control as the candidate demonstrates readiness. This structured approach ensures that every clinical teacher has the opportunity to build confidence, develop competence, and prepare for the responsibilities of their own classroom.

The table below provides a recommended week-by-week outline of candidate responsibilities, offering cooperating teachers a scaffold for gradually increasing instructional responsibility while maintaining classroom continuity and support.

Guided Timeline for Gradual Instructional Release

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

Co-Teaching Approaches

Co-teaching is a collaborative instructional model in which the clinical teacher and cooperating teacher share responsibility for planning, delivering, and assessing instruction. Several co-teaching approaches support meaningful candidate involvement while meeting the diverse

needs of students. These include Teach/Observe, where one teacher leads while the other collects data; Teach/Assist, where one provides support to individual students during instruction; and Parallel Teaching, where both teachers deliver the same content to smaller, simultaneous groups. Team Teaching allows both teachers to deliver content together in an integrated way, while Alternative Teaching targets small-group differentiation for remediation or enrichment. In Station Teaching, each teacher facilitates a specific learning station, allowing students to rotate and engage with content in smaller settings (Friend et al., 2010). Candidates should experience multiple co-teaching models during clinical teaching and reflect on how each model impacts student learning and instructional equity (Bacharach et al., 2010). Observations should clearly document the model used and the level of shared responsibility to ensure candidates are not simply assisting but co-instructing as required by effective teacher preparation practice (Cook & Friend, 1995).

The various co-teaching approaches described in the table below illustrate the range of collaborative instructional models that may be implemented during clinical teaching to promote active candidate engagement and differentiated student support.

Co-Teaching Approaches

Model	Description
Teach/Observe	One teacher leads instruction while the other observes students to collect data or monitor engagement, behavior, or understanding.
Teach/Assist	One teacher leads while the other provides individual support (e.g., checking in with students, answering questions, managing behavior).
Parallel Teaching	The class is split into two equal groups, and both teachers teach the same content simultaneously.
Team Teaching	Both teachers share equal responsibility for planning and delivering the lesson together, speaking interchangeably.
Alternative Teaching	One teacher works with a large group while the other teaches a small group that needs remediation, enrichment, or pre-teaching.
Station Teaching	Students rotate through stations where teachers lead different activities or content at each station.

6. Coaching Conversations

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Cooperating teachers are more than mentors. 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 or early field-based candidate 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.

6.1 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 early field-based and clinical teaching settings: committed listening, paraphrasing, and positive presupposition. These strategies help shift the mentoring 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). When used consistently, these practices help establish the kind of supportive, feedback-rich culture that allows new teachers to flourish.

The following chart offers a quick reference, followed by more detailed explanations of how each practice works and why it matters.

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 genuinely 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 mentors don’t 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 mentoring 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’m 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’s the coaching equivalent of *presuming positive intent*. Rather than approaching mistakes with judgment, the mentor 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.

6.2 Guiding Principles

Even the most well-intentioned feedback can be misinterpreted if the coaching conversation lacks safety, clarity, or purpose. That’s 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 placements. They can be used flexibly throughout your mentoring conversations, whether you're 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.

Principles for 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.
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 their side. Feedback is about learning, not judgment.	Builds trust and keeps candidates 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; 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; gives the candidate a clear, actionable takeaway.

Start with Heart

Before engaging in any coaching conversation, it's 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). This principle reminds us that coaching conversations are not simply about performance. They are about building the kind of trusting, respectful relationships that make growth possible.

Learn to Look

Effective mentors 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. This approach allows you to intervene with sensitivity and prevent miscommunication or shutdown. Noticing and naming emotional cues helps normalize vulnerability and fosters a mentoring relationship grounded in empathy and trust (Aguilar, 2013). Ultimately, when you learn to look with intention, you make it more likely that coaching conversations will be honest, growth-oriented, and emotionally safe.

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. Your intent is to help them grow, not to judge or evaluate them harshly. 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. According to Aguilar (2013), psychological safety is foundational to adult learning and allows candidates to take risks, make mistakes, and receive feedback without fear of embarrassment or failure. If you notice a conversation becoming tense or defensive, it's essential to pause, check in, and reestablish safety before proceeding. Doing

so preserves trust and ensures the conversation remains productive, even when the content is challenging.

Master Your Stories

As mentors, 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." This shift not only models professionalism but also prevents the conversation from becoming accusatory. Separating observation from interpretation fosters clarity and keeps feedback grounded in respect and data rather than emotion or bias (Aguilar, 2013). When you slow down to question your assumptions and state only what you saw, you foster growth by creating space for honest dialogue and shared understanding.

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're bringing it up. Maintain a tone of partnership rather than authority. When mentors use "I" statements and stay grounded in observable behavior, they create space for dialogue instead of defensiveness. For example, 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). When mentors are transparent about their thinking and leave room for the candidate's perspective, the conversation becomes more honest, equitable, and productive (Aguilar, 2013). Stating your path helps set a tone of collaboration and shows candidates that coaching is a shared learning experience.

Explore Others' Paths

Good coaching is a dialogue, not a monologue. After sharing your observations or concerns, it's essential to invite the candidate's voice into the conversation. Exploring others' paths means asking open-ended questions, listening without interruption, and showing genuine curiosity about how the candidate perceived the situation. 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. This principle builds trust and promotes a sense of partnership, where feedback is co-constructed rather than imposed (Patterson et al., 2021). Authentic listening helps "surface the assumptions, emotions, and insights" that shape a teacher's decisions (Aguilar, 2013, p.

139). When cooperating teachers explore the candidate's thinking, they validate their developing professionalism and often uncover strategies or perspectives they might not have considered on their own.

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. This step transforms reflection into growth and builds the candidate's capacity for goal-oriented practice. The action doesn't 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"). Collaboratively setting a next step empowers the candidate and reinforces the idea that small, incremental changes lead to long-term improvement (Patterson et al., 2021). 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. This shows that you're invested in the candidate's continued development and helps them remain accountable to their own growth.

6.3 Reflective Feedback

Coaching conversations are most powerful when they invite teacher candidates to think deeply about their practice and uncover their own insights. Effective mentors 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. This process is critical to building instructional ownership, self-awareness, and long-term growth (Aguilar, 2013). When cooperating teachers ask reflective questions or use sentence stems to prompt metacognition, they foster a feedback culture grounded in curiosity rather than compliance. 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. It shifts the role of the mentor from evaluator to thinking partner, and it models the same coaching stance we hope future teachers will use with their own students. Even when the candidate's performance misses the mark, reflective feedback opens the door to learning by preserving the candidate's dignity and inviting their voice.

The following sentence stems can be used during post-observation conferences, informal debriefs, or even quick hallway check-ins. Whether you're affirming a strength or exploring an area for growth, these prompts are designed to keep the conversation focused, respectful, and reflective. Use them to encourage thoughtful dialogue, support candidate agency, and promote the habit of reflection as a regular part of professional practice. When used consistently, these stems help create a safe space where feedback feels collaborative and meaningful.

Reflective Sentence Stems 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?”	“What adjustments could you make to better match the lesson to student readiness?”
	“You incorporated strong scaffolds in the lesson design. What helped you anticipate those needs?”	“How might you build in more opportunities for formative checks?”
	“You planned for pacing that allowed students to process. What guided that choice?”	“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.”	“What strategies could help re-engage students who seemed off task?”
	“You monitored student understanding consistently. How did that shape your decisions mid-lesson?”	“What might increase clarity during independent work time?”
	“Your visuals really supported student comprehension. How did students respond?”	“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?”	“What routines might help reduce downtime during transitions?”
	“I noticed smooth transitions. What routines helped make that happen?”	“How could you reinforce expectations to reduce off-task behavior?”
	“Students seemed willing to take risks. How have you built that community?”	“What opportunities could promote student responsibility for materials and cleanup?”
Domain 4: Professional Practices & Responsibilities	“You were well-prepared and had materials ready. What planning routine supports you?”	“What would help you submit lesson plans more consistently?”
	“You were very receptive to feedback. What reflections have you had since our last conversation?”	“How can you balance professional responsibilities with instructional planning more effectively?”
	“Your professionalism during unexpected changes was impressive. What helped you adapt so calmly?”	“What support would help you follow through with documentation or next steps?”

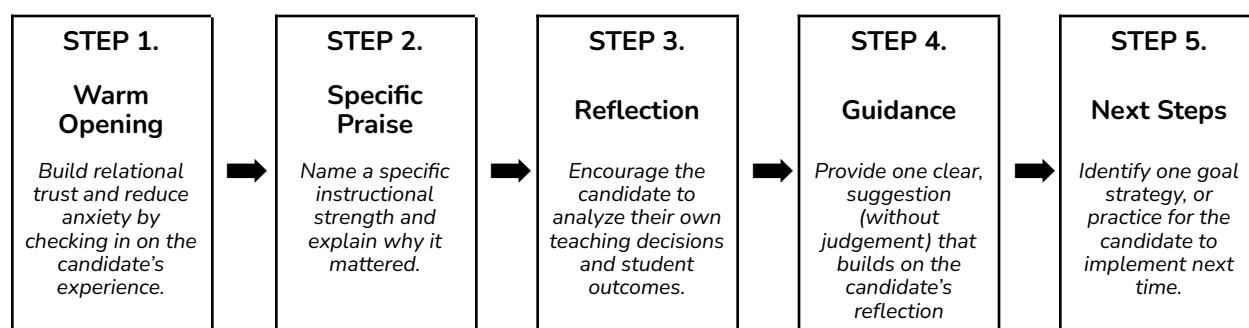
6.4 The 5-Step Coaching Conversation

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 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. When coaching conversations follow a consistent structure, they promote psychological safety, clarify instructional intentions, and deepen the candidate’s capacity to reflect and adapt. The aim is not perfection, but progress as candidates move from reflection to action while maintaining professional rigor and relational trust.

Use the visual below as a quick-reference guide. Each step has a specific purpose and builds on the one before it:

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).

Reflective Coaching Sentence Stems

The language we use during coaching conversations matters. Thoughtfully chosen words can encourage reflection, reduce defensiveness, and help candidates connect feedback to their instructional practice (Knight, 2016; Aguilar, 2013). Sentence stems offer a simple but powerful way to structure coaching dialogue with clarity, consistency, and empathy. When mentors use reflective stems aligned to each step of the conversation framework, they model professional communication, build trust, and foster a learning-centered environment (Patterson et al., 2021).

The following stems are designed to keep feedback constructive, candidate-centered, and actionable so that it supports both the relational and instructional goals of coaching.

Reflective Coaching Sentence Stems

Step	Purpose	Example Sentence Stems
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."

Example

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 didn't 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.

Coaching Conversation

Step	Dialogue
1. Warm Opening	Ms. Johnson: Hey! You've had a full morning. How are you feeling after that phonics lesson?
	Ms. Lopez: Honestly, a little unsure. I felt like some of the kids were lost halfway through.
	Ms. Johnson: I appreciate your honesty. It's totally normal to feel that way, especially with a new strategy.
2. Specific Praise	Ms. Johnson: One strength I want 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	Ms. Johnson: What do you think went well, besides that?
	Ms. Lopez: I think the call-and-response part worked. But I probably lost some of them during the independent sort.
	Ms. Johnson: What do you think made that part more challenging?
	Ms. Lopez: Maybe the directions weren't clear enough. I should've modeled one more example.
4. Guidance	Ms. Johnson: 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.
5. Next Steps	Ms. Johnson: What's one thing you want to focus on when you reteach this group tomorrow?
	Ms. Lopez: Definitely modeling. I'll do an example with the class and then one with a partner before releasing them.
	Ms. Johnson: Perfect. I'll be here during that block. Want me to jot down what you do differently so we can reflect again?
	Ms. Lopez: That would be great, Thank you!

7. Professional Standards

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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 (19 TAC §247.2), which governs all certified educators in the state. Field placements 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 mentor, your feedback, redirection, and encouragement will shape their professional identity. Please help us reinforce the expectations below and notify the instructor/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 new legislative requirements established in HB 2 (89th Legislature). These include participation in synchronous preservice training (SECTION 2.08) and the exclusion of prohibited instructional content as defined in SECTION 2.09 and codified in TEC §21.0443 and TEC §28.0022. Cooperating teachers serve as critical partners in reinforcing these requirements by modeling compliance and helping candidates navigate expectations with professionalism.

7.1 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 (19 TAC §247.2). Ethical conduct includes maintaining appropriate and respectful boundaries with students, families, and colleagues; protecting student confidentiality both in class and on social media; communicating truthfully, professionally, and constructively; and avoiding any behavior (online or in person) that could damage your professional credibility. 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.

7.2 Recurring Criminal Background Check

All clinical teaching candidates must undergo a criminal background check prior to beginning their placement (19 TAC §227.1(b)). This check is conducted by the school district and may

include fingerprinting or electronic identity verification. Weatherford College will coordinate the submission of candidate names to the district, but candidates are responsible for responding to district instructions in a timely manner. If a candidate's background check is delayed or denied, they may not begin their placement until the matter is resolved.

Weatherford College does not guarantee placement for candidates who are denied access to schools due to criminal history or background check issues. Candidates with concerns about their eligibility should consult with the BAAS ECET/WC EPP Director before the clinical teaching semester.

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

7.3 Liability Insurance

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

7.4 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 placement and to treat each day as a critical part of their development as a future educator (19 TAC §247.2). Candidates are instructed to arrive at least 10–15 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 course instructor/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.

7.5 Appearance

Teacher candidates are expected to present themselves in a manner consistent with the professional standards of your campus staff dress code. Field placements 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.

7.6 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 expectation is not only a matter of professionalism; it is also a legal requirement. The Family Educational Rights and Privacy Act (FERPA) protects the confidentiality of student records and educational environments. Publicly sharing any information that could identify a student or disclose details about their school experience may constitute a FERPA violation. Furthermore, the Texas Educators’ Code of Ethics (19 TAC §247.2) holds all educators to high standards of confidentiality, integrity, and responsible communication. Candidates should assume that any content related to their field placement 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 placement, or dismissal from the program. All candidates are reminded that when they step into a classroom, they assume a professional role that carries serious ethical and legal responsibilities both in person and online.

Classroom Photography for Personal Reference

While teacher candidates are prohibited from posting any images of their placement 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. This policy allows candidates to learn from exemplary environments while reinforcing the importance of student privacy, teacher consent, and professional integrity. Remind candidates that even photos taken with good intentions can be misused or misunderstood if handled carelessly.

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 placement has officially concluded. While candidates and mentors 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 placement. Even when digital interactions are well-intentioned (e.g., liking a post, commenting on a shared experience, or sending words of encouragement), they can blur the lines between professional mentorship and personal friendship. This can create discomfort, miscommunication, or the appearance of favoritism. In some cases, it may also raise concerns for school leaders, families, or program administrators who expect teacher candidates to maintain professional detachment while they are actively engaged in the learning environment. To protect both parties and preserve the integrity of the mentoring relationship, all digital communication between candidates and cooperating teachers should occur through professional channels such as school email or institution-approved communication platforms. Candidates should not request or expect to follow their cooperating teacher on social media, and cooperating teachers should model appropriate digital boundaries throughout the placement.

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. Participation in school or district media is entirely voluntary. Candidates have the legal right to opt out of being 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. If a school or district requests permission to include a candidate in a photo or post, the candidate must provide informed, written consent, and should consult with their field supervisor or program director before agreeing. This policy ensures that teacher candidates can maintain control over their professional image, uphold personal privacy, and navigate their placement experience with confidence and agency.

7.7 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. Their communication should reflect an awareness that they are part of a professional team entrusted with children’s learning and well-being. We encourage candidates to use formal greetings and closings in all written communication (e.g., “Dear Ms. Thompson,” “Sincerely,” or “Best regards”), 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 course instructor as soon as possible.

7.8 Substitute Teaching Restrictions

While teacher candidates are encouraged to take increasing ownership of instruction throughout their placement, 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 (§228.35(e)(2)(B)(iv)). 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 protect both the candidate and the campus, preserve the integrity of the placement, and maintain compliance with state regulations.

7.9 Transportation

Reliable, professional transportation habits are essential to teacher candidate success and safety during field placements. The BAAS ECET / WC EPP outlines clear expectations in two areas: (1) traveling to and from the placement site, and (2) transporting students.

Traveling To/From Placement 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. Candidates are advised well in advance that transportation issues (e.g., car trouble, traffic delays, or reliance on others) do not excuse tardiness or absences and may

impact their 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 are instructed to plan their route in advance, allowing sufficient time for traffic, parking, and any front office check-in procedures. They should arrive at least 10–15 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. Candidates are reminded during orientation that their role is that of a guest and a learner, not a district employee. While we understand that candidates often form strong bonds with students and may feel tempted to help out in informal ways, they are expected to maintain clear professional boundaries throughout the placement. Offering a ride, even briefly or with good intentions, can jeopardize their certification pathway and their eligibility to remain in the program.

7.10 Non-Instructional Time

Non-instructional time (i.e., 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. These blocks of time should be used intentionally and professionally, not treated as free time or personal breaks. 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 expectations for attending team meetings or staying in a designated area—please communicate those expectations clearly at the beginning of the placement.

7.11 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 encouraged to bring meals that are practical, tidy, and respectful of shared environments. Foods with strong odors, long prep times, or excessive packaging should be avoided. Candidates are expected to clean up after themselves and follow all campus expectations related to food storage, refrigerator access, and appliance use. Staff should be given priority access to microwaves and seating during short lunch periods, and candidates should be mindful not to interrupt professional conversations or engage in off-topic discussions in shared spaces. We also encourage candidates to model healthy, age-appropriate routines by staying hydrated, making balanced food choices, and speaking about nutrition and wellness in ways that reflect the values of your school community.

7.12 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 and to plan ahead for how they will handle medical needs, whether routine or unexpected. If a candidate becomes ill or injured during the school day, they are responsible for any associated medical costs, including doctor's visits, prescriptions, urgent care, or emergency services.

Should a candidate experience illness or sustain injury during their placement, please use your judgment to determine whether they should be sent home, receive on-campus first aid, or seek outside medical attention. Notify the course instructor/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.

In addition, candidates are expected to maintain a high standard of hygiene while on campus. This includes frequent handwashing, following illness-related absence policies, and complying with all district safety protocols - particularly those related to communicable disease prevention. Your guidance helps reinforce the importance of self-care, responsibility, and professionalism, and ensures that our candidates contribute to a safe and respectful school environment for everyone.

8. Disciplinary Procedures

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Teacher candidates are held to rigorous standards aligned with the Texas Educator Code of Ethics (19 TAC §247.2) and the professional expectations outlined in this handbook. These expectations include meeting academic requirements (GPA, attendance, assignment completion), demonstrating professionalism in coursework and field placements, complying with program documentation and certification processes, responding constructively to feedback, as well as respecting the learning environment and maintaining ethical behavior. Most candidates meet these expectations consistently. However, when concerns arise, the program follows a three-tiered support and accountability process.

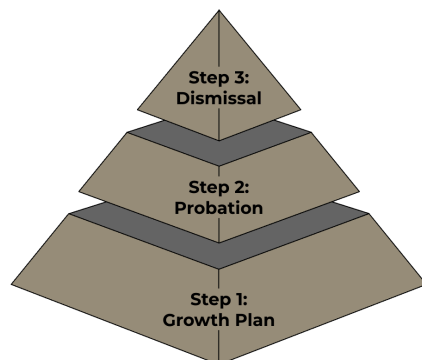
8.1 Tiered Accountability Process

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. Specifically, the program applies a three-tier model:

Step 1: Growth Plan → Step 2: Probation → Step 3: Dismissal

Each tier represents a progressive level of support and documentation. Candidates may begin at any tier depending on the nature and severity of the concern (19 TAC §§ 228.40(a), 228.50, and 247.2).

Tiered Accountability Process



Tiered Accountability Process

Step 1. Growth Plan

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

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

Step 2. Probation

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

Step 3. Dismissal

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

Candidates who wish to reapply following dismissal must:

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

Removal from Placement

Removal from placement may occur in more serious cases or when a Growth Plan does not result in meaningful improvement. A candidate may be temporarily or permanently removed from their field placement if their conduct violates ethical standards, places students, staff, or school partnerships at risk, disrupts the classroom environment, or reflects a failure to improve after documented concerns. Removal may be initiated as part of a formal Probation or Dismissal decision. Once removed, the candidate is no longer permitted to participate in any classroom-based hours until the issue is resolved and reinstatement is approved by the Program Director. Examples of behavior that could result in removal include falsifying fieldwork hours or documentation, using inappropriate language or displaying unprofessional demeanor in front of students, repeated failure to communicate with the cooperating teacher or instructor, breach of student confidentiality, or violation of school rules and the Texas Educator Code of Ethics.

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—such as a 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 placement. 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.

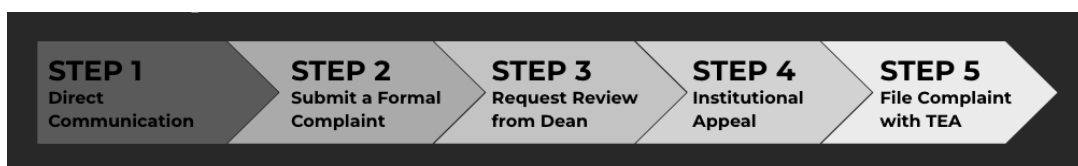
8.2 Grievances & Appeals

The BAAS ECET/WC EPP is committed to fostering a learning environment built on communication, collaboration, and respect. While most concerns can be resolved through direct and professional dialogue, the program recognizes that conflicts or misunderstandings may occasionally arise. In such cases, candidates have the right to seek resolution through a structured, transparent, and fair grievance process. The procedures outlined below are designed to support candidates in resolving concerns related to coursework, field placements, program policies, professional standing, or any action that affects their status in the program.

Grievance & Appeals Process

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

Grievance & Appeals Process



Step 1: Address the Concern Directly

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

Candidates are strongly encouraged to:

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

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

Step 2: Submit a Formal Complaint

If the concern is not resolved through direct communication, the candidate may submit a formal complaint to the BAAS ECET/WC EPP Director, who also serves as the WC EPP Legal Authority (19 TAC §228.20(c)). Candidates must complete the official Complaint Form, which is available on the program website, in the Candidate Handbook, or upon request from program staff. The form must include a clear summary of the concern; relevant dates, individuals involved, and contextual information; a description of prior efforts to resolve the issue (including a copy of the follow-up email from Step 1); any supporting documentation (such as assignments, emails, or evaluations); and a professional statement of the desired outcome or resolution. All complaint documentation will be retained in the candidate's file for accountability and compliance (19 TAC §228.31(i)). Once the Program Director receives the completed complaint, they will acknowledge receipt within three (3) business days, conduct a timely review (which may include meetings, interviews, and examination of documentation), and provide a written response to the candidate within ten (10) business days. This response will summarize the findings and outline the proposed resolution or action plan.

Step 3: Request a Review by the Dean of Academics

If the candidate is not satisfied with the resolution provided by the Program Director, they may request a formal review by the Dean of Academics. This step ensures that decisions made at the program level are reviewed for fairness, consistency, and alignment with institutional and state policy. The request must be submitted within ten (10) business days of receiving the Program Director's written response. To initiate the review, candidates must email the Dean of Academics and include the following materials: (1) a copy of the original Complaint Form; (2) the Program Director's written response; (3) a brief statement explaining the reason for requesting further review; and (4) any additional documentation the candidate believes is relevant to the unresolved issue. The Dean will review the complete grievance

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

Step 4: File an Institutional Appeal

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

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

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

Role of the Cooperating Teacher

Occasionally, a teacher candidate may express concerns or dissatisfaction related to their placement, mentoring 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 or course instructor 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 in accordance with 19 TAC §228.20(h) and institutional policy. Cooperating teachers may be asked to provide factual documentation or participate in a meeting as part of that process. 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.

8.3 Voluntary Exit (Withdrawal)

Candidates admitted to the BAAS ECET/WC Educator Preparation Program may elect to voluntarily exit either the educator certification component or the entire program, depending on their academic goals, personal circumstances, or evolving career plans (19 TAC §227.10(a)(9)). Because the WC EPP is embedded within the BAAS ECET degree, participation in the certification pathway is contingent upon active enrollment in the BAAS ECET. Candidates may not remain in the WC EPP if they are no longer pursuing the degree. To initiate a voluntary exit, candidates must complete and submit the official Request to Withdraw Form to the Program Director. The form allows candidates to indicate whether they are exiting the certification pathway only (while continuing in the BAAS ECET degree) or withdrawing from both programs. Upon receipt of the form, the Program Director will review the candidate's file, confirm their status at the time of exit (Good Standing, Growth Plan, or Probation), and document the effective date of withdrawal. Students exiting the certification pathway will receive a modified degree plan to ensure they can complete the BAAS ECET without clinical teaching or field placements. Alternate coursework may be assigned based on individual graduation needs and long-term goals.

Role of the Cooperating Teacher

In rare cases, a teacher candidate may choose to voluntarily withdraw from the educator preparation program due to personal, academic, or professional considerations. While the decision to exit the program is handled administratively by the Program Director, cooperating teachers may become aware of a candidate's intent to withdraw before formal paperwork is submitted. If a candidate communicates that they are considering withdrawing from clinical teaching or the program, cooperating teachers should listen with empathy but avoid offering guidance about whether or not the candidate should exit. Instead, cooperating teachers are encouraged to notify the field supervisor or Program Director so that appropriate follow-up and support can be provided. Once a candidate officially exits, cooperating teachers will be informed of the candidate's status and any resulting changes to the placement. Cooperating teachers are not responsible for making up lost instructional support or continuing the mentorship relationship beyond the candidate's official end date. Your role is to support the candidate while they are actively enrolled and to help maintain a respectful and professional classroom environment throughout any transition.

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References

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Appendix A

Ethical Standards & Dispositions

Commitments Form

Texas Educator Code of Ethics

T-TESS Rubric

Dispositions Inventory Rubric

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Texas Educators' Code of Ethics

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

Statement of Purpose

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

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

T-TESS Rubric

T-TESS RUBRIC

PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished **Accomplished** **Proficient** **Developing** **Improvement Needed**

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes



PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished **Accomplished** **Proficient** **Developing** **Improvement Needed**

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes



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PLANNING DIMENSION 1.2

Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/Walkthroughs Classroom Artifacts Student Growth Processes Analysis of Student Data

PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/Walkthroughs Classroom Artifacts Student Growth Processes Analysis of Student Data

PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
Standards Basis: 1B, 1C, 1D, 1E

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		
<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.



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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		
<p>The Teacher</p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.



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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<p>The Teacher</p> <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
			<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/ Walkthroughs Student Growth Processes Analysis of Student Data 	



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INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skilfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skilfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skilfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<p>The Teacher</p> <ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar, written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
			<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/ Walkthroughs Classroom Artifacts Student Growth Processes Analysis of Student Data 	


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INSTRUCTION DIMENSION 2.4

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.5

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<p>TEACHER-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.2 Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.
Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<p>TEACHER-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1 Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<p>TEACHER-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.



T-TESS Rubric

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<p>TEACHER-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.



T-TESS Rubric

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Dispositions Inventory Rubric

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

Appendix B

Early Field-Based Experiences Documentation

Intent Forms

Timesheet

Teacher Interviews

Lesson Plan Template

Teaching Demonstration Cooperating Teacher Feedback Form

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EARLY FIELD-BASED EXPERIENCE

Intent Form

Early Childhood (PreK-2nd Grade)

Background Information *Provide names of responsible parties and campus context.*

Candidate/WC Student Name _____ **EDEC 3301** _____
 Course Instructor

Cooperating Teacher _____ District _____ Campus _____ Grade _____

Tentative Schedule *Create a plan for when you will fulfill all course requirements and hours.*

Course Requirements			
Activity	Date	Minutes	Hours
Teacher Interview & Intent Form	_____	120	2
Classroom Interactions Observation	_____	60	1
Learning Through Play Observation	_____	60	1
Teaching Demonstration #1	_____	60	1
Teaching Demonstration #2	_____	60	1
Teaching Demonstration #3	_____	60	1

Cooperating Teacher-Directed Activities				
Date	Start Time	End Time	Minutes	Hours
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
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_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____

Add up the total number of minutes and hours for both the course requirements and cooperating-teacher directed activities. The total must be ≥1500 minutes/25 hours.

TOTALS:	_____	_____
	Minutes	Hours

Additional Information

Share any special circumstances or information for your instructor to know about this placement.

Acknowledgements

By signing below, we confirm that we have reviewed the candidate's planned activities and fieldwork schedule in alignment with expectations for early field-based experiences under 19 TAC §228.35 and §228.43. We understand that a minimum of 1,500 minutes (25 hours) is required, with at least 80% in active instructional engagement.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



EARLY FIELD-BASED EXPERIENCE

Intent Form

Upper Elementary (3rd-6th Grade)

Background Information *Provide names of responsible parties and campus context.*

Candidate/WC Student Name _____ Course EDEC 3302 Instructor _____

Cooperating Teacher _____ District _____ Campus _____ Grade _____

Tentative Schedule *Create a plan for when you will fulfill all course requirements and hours.*

Course Requirements

Activity	Date	Minutes	Hours
Teacher Interview & Intent Form	_____	120	2
Learning Environment Observation	_____	60	1
Actions of Students Observation	_____	60	1
Actions of Teachers Observation	_____	60	1
Teaching and Learning Observation	_____	60	1
Teaching Demonstration #1	_____	60	1
Teaching Demonstration #2	_____	60	1
Teaching Demonstration #3	_____	60	1

Cooperating Teacher-Directed Activities

Date	Start Time	End Time	Minutes	Hours
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____
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_____	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____ <input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____

Add up the total number of minutes and hours for both the course requirements and cooperating-teacher directed activities. **The total must be ≥1500 minutes/25 hours.**

TOTALS:	_____	_____
	Minutes	Hours

Additional Information

Share any special circumstances or information for your instructor to know about this placement.

Acknowledgements

By signing below, we confirm that we have reviewed the candidate's planned activities and fieldwork schedule in alignment with expectations for early field-based experiences under 19 TAC §228.35 and §228.43. We understand that a minimum of 1,500 minutes (25 hours) is required, with at least 80% in active instructional engagement.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



EARLY FIELD-BASED EXPERIENCE TIMESHEET

Course EDEC 3301 EDEC 3302

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

Cooperating Teacher _____ District _____ Campus _____ Grade _____

ACTIVITY LOG

Record the date, start/end time, brief activity description, and time spent in observation vs. active engagement. Your cooperating teacher must initial for each visit. You must complete 1,500 mins / 25 hrs total, with at least 1,200min / 20 hrs in active instructional engagement. No more than 300 mins / 5 hrs may be pure observation (TAC §228.43).

Date	Start	End	Activities	Minutes	Hours	Cooperating Teacher Initials
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	
	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM	<input type="checkbox"/> AM _____ <input type="checkbox"/> PM		____ Observation ____ Active Engagement	____ Observation ____ Active Engagement	

TOTAL HOURS SUMMARY

Use this table to calculate your total fieldwork hours.

Category	Minutes	Hours
Observation	_____ / ≤ 300 minutes	_____ / ≤ 5 hours
Active Engagement	_____ / ≥ 1200 minutes	_____ / ≥ 20 hours
TOTAL:	_____ / ≥ 1500 minutes	_____ / ≥ 25 hours

ADDITIONAL INFORMATION

Note any special circumstances or details your instructor should be aware of regarding your placement or schedule. Write "N/A" if there is no additional information you wish to provide.

ACKNOWLEDGEMENTS

By signing below, we verify that the candidate has completed the required 25 hours (1,500 minutes) of early field-based experience in upper elementary as outlined in 19 TAC §228.35 and §228.43, including a minimum of 20 hours in active instructional engagement. We also acknowledge that this constitutes half of the 50 total hours of Early Field-Based Experiences required for Texas teacher licensure and certification.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



EARLY FIELD-BASED EXPERIENCE Teacher Interview

EDEC 3301: Early Childhood (PreK-2nd Grade)

This interview supports BAAS ECET/WC EPP candidates in meeting field-based experience requirements under 19 TAC §228.43 by engaging with a practicing early childhood teacher (PreK–2nd grade) to explore developmentally appropriate instruction, classroom management, assessment, and family communication. The questions align with the Texas Teacher Standards (19 TAC §149.1001) and curriculum expectations outlined in 19 TAC §228.57, including proactive planning, inclusive practices, and early childhood pedagogy required for certification in the Early Childhood–Grade 3 category (19 TAC §235.101). Responses will help candidates apply coursework to real-world teaching contexts and reflect on effective strategies for early learners.

Background Information

Complete all fields in the section below before beginning your interview. Include your full name, the full name of your cooperating teacher, the school district and campus where the teacher works, the grade level they currently teach, and the date the interview took place. This information ensures proper documentation of your field-based experience and verifies that the interview aligns with your placement..

BAAS ECET/ WC EPP Candidate

Cooperating Teacher

District/Campus

Grade Level

Interview Date

Interview Questions

Conduct the interview through a live interactive conversation in person, by phone, or through a virtual videoconference. Do not email the questions and request written responses. The purpose of this activity is to engage in authentic professional dialogue, ask follow-up questions, and reflect meaningfully on the teacher's insights and experiences.

Characteristics of Early Childhood Education

What unique aspects do you find in teaching young children, and how do you address their specific learning needs and challenges?

Classroom Management

What strategies do you use for managing student behavior in early childhood classrooms? What are your class rules and consequences? How do you manage transitions, materials distribution, etc.?

Lesson Planning

How do you plan and organize lessons that are developmentally appropriate for young children? What teaching methods or instructional strategies have you found most effective for engaging young children in learning?

Assessment

How do you assess the understanding and progress of young children, considering their developmental stages?

Learning Centers

What learning centers do you have in your classroom? What purposes do they serve? How do children interact with them?

Communicating with Families

How do you communicate with parents and guardians about their child's development and progress at your grade level?

Content Area Instruction

Describe the current topics or units being covered in the following subjects and your approach to teaching them.

Subject	Topics	Approach
Language Arts		
Mathematics		
Science		
Social Studies		

Reflections

After completing the interview, respond thoughtfully and thoroughly to each reflection prompt below. Your answers should demonstrate critical thinking, personal insight, and a clear connection to your development as a future teacher. Use complete sentences and specific examples from the interview to support your responses. Avoid surface-level summaries. Focus instead on what you learned, how your thinking shifted, and what ideas you plan to carry forward into your own practice. Each response should be a well-developed paragraph (or more) that clearly addresses the question.

Insights

Where were the most surprising or insightful aspects of the teacher's responses, particularly in managing student behavior and engaging young children in learning?

Teaching Techniques

Which teaching methods or strategies discussed by the teacher do you find most compelling or relevant to your future practice? Why?

Content Area Instruction

How has the interview influenced your understanding of teaching young children? What changes or strategies might you consider implementing in your future classroom?



EARLY FIELD-BASED EXPERIENCE

Teacher Interview

EDEC 3302: Upper Elementary (3rd-6th Grade)

This interview supports BAAS ECET/WC EPP candidates in meeting field-based experience requirements under 19 TAC §228.43 by engaging with a practicing upper elementary teacher (Grades 3–6) to explore developmentally appropriate instruction, classroom management, assessment, and family communication. The questions align with the Texas Teacher Standards (19 TAC §149.1001) and curriculum expectations outlined in 19 TAC §228.57, including proactive instructional planning, inclusive practices, and content-specific pedagogy aligned with the Texas Essential Knowledge and Skills (TEKS). Responses will help candidates connect coursework to authentic classroom practice and reflect on effective strategies for supporting older elementary learners across subject areas.

Background Information

Complete all fields in the section below before beginning your interview. Include your full name, the full name of your cooperating teacher, the school district and campus where the teacher works, the grade level they currently teach, and the date the interview took place. This information ensures proper documentation of your field-based experience and verifies that the interview aligns with your placement.

BAAS ECET/ WC EPP Candidate

Cooperating Teacher

District/Campus

Grade Level

Interview Date

Interview Questions

Conduct the interview through a live interactive conversation in person, by phone, or through a virtual videoconference. Do not email the questions and request written responses. The purpose of this activity is to engage in authentic professional dialogue, ask follow-up questions, and reflect meaningfully on the teacher’s insights and experiences.

Characteristics of Upper Elementary Education

How do you ensure that students experience accomplishment, belonging, and engagement in your classroom?

Characteristics	Approach
Accomplishment	
Belonging	
Engagement	

Classroom Management

What strategies do you use for managing student behavior in the upper elementary classroom? What are your class rules and consequences? How do you manage transitions, materials distribution, etc.?

Lesson Planning

How do you plan and organize lessons that are developmentally appropriate for children in upper elementary grades? What teaching methods or instructional strategies have you found most effective for engaging these students in learning?

Assessment

How do you assess the understanding and progress of your students, considering their developmental stages?

Learning Centers

What learning centers do you have in your classroom? What purposes do they serve? How do students interact with them?

Communicating with Families

How do you communicate with parents and guardians about their child's development and progress at your grade level?

Content Area Instruction

Describe the current topics or units being covered in the following subjects and your approach to teaching them. (*Note: Records "N/A" if your cooperating teacher does not teach a particular subject area.*)

Subject	Topics	Approach
Language Arts		
Mathematics		
Science		
Social Studies		

Reflections

After completing the interview, respond thoughtfully and thoroughly to each reflection prompt below. Your answers should demonstrate critical thinking, personal insight, and a clear connection to your development as a future teacher. Use complete sentences and specific examples from the interview to support your responses. Avoid surface-level summaries. Focus instead on what you learned, how your thinking shifted, and what ideas you plan to carry forward into your own practice. Each response should be a well-developed paragraph (or more) that clearly addresses the question.

Insights

Where were the most surprising or insightful aspects of the teacher's responses, particularly in managing student behavior and engaging upper elementary students in learning?

Teaching Techniques

Which teaching methods or strategies discussed by the teacher do you find most compelling or relevant to your future practice? Why?

Content Area Instruction

How has the interview influenced your understanding of teaching in grades 3-6? What changes or strategies might you consider implementing in your future classroom?



BAAS ECET/WC EPP LESSON PLAN

Course EDEC 3301 EDEC 3302

Cooperating Teacher Verification

The candidate's lesson plan has been reviewed and meets the instructional expectations for the field placement.

_____ *Initials*

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

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

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

Prior Learning

Statement of Objective

Purpose

Model (I Do)

T-TESS 2.2 Content Knowledge and Expertise, 2.3 Communication

Guided Practice (We Do)

T-TESS 2.3 Communication, 2.5 Monitor and Adjust

Independent Practice (You Do)

T-TESS 1.4 Activities

Closure

T-TESS 1.1 Standards and Alignment; 2.3: Communication

Review

Future Learning

Wrap Up

ASSESSMENT

Formative Assessment

T-TESS 1.2 Data and Assessment

Summative Assessment

T-TESS 1.2 Data and Assessment

ACCOMMODATIONS

Students with IEPs/504 Plans

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

Classroom Culture
Needs
Accommodations
Students with Specific Language Needs T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture
Needs
Accommodations
Students with Other Learning Needs T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation, 2.5 Monitor & Adjust, 3.3 Classroom Culture
Remediation
Enrichment



BAAS ECET/WC EPP LESSON PLAN

Course EDEC 3301 EDEC 3302

Cooperating Teacher Verification

The candidate's lesson plan has been reviewed and meets the instructional expectations for the field placement.

_____ Initials

Candidate/WC Student Name	WC ID #	TEA ID #	
Cooperating Teacher Name	District	Campus	Grade

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

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

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

MATERIALS

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

PROCEDURES

Introduction

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

Motivation

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

Prior Learning

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

Statement of Objective

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

Purpose

Show the real-world relevance of the lesson and how it applies to students’ lives. Provide

concrete examples of how this skill or knowledge is useful (e.g., “Know how to [objective] will help you when you [real-world scenario]. For example, have you ever [related situation]? This skill will help you with that!”).

Model (I Do)

T-TESS 2.2 Content Knowledge and Expertise, 2.3 Communication

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

Resource(s):

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

Guided Practice (We Do)

T-TESS 2.3 Communication, 2.5 Monitor and Adjust

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

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

Independent Practice (You Do)

T-TESS 1.4 Activities

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

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

Closure

T-TESS 1.1 Standards and Alignment; 2.3: Communication

Review

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

Future Learning

Describe how you will preview the next lesson or explain how today’s learning connects to

future topics (e.g., “Tomorrow, we’ll use this skill to solve…”).

Wrap Up

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

ASSESSMENT

Formative Assessment

T-TESS 1.2 Data and Assessment

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

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

Summative Assessment

T-TESS 1.2 Data and Assessment

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

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

ACCOMMODATIONS

Students with IEPs/504 Plans

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

Needs

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

Accommodations

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

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

Students with Specific Language Needs

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

Needs

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

Accommodations

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

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

Students with Other Learning Needs

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

Remediation

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

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

Enrichment

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

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



TEACHING DEMONSTRATION

Cooperating Teacher Feedback Form

This tool is used to guide a coaching conversation and document narrative, standards-informed feedback following a candidate's observed lesson. In alignment with 19 TAC §228.35(e)(8)(D) and §228.43, cooperating teachers offer evidence-based reflections that support the candidate's professional growth, instructional development, and readiness for independent practice.

Background Information

_____ Candidate/WC Student Name	_____ WC ID #	_____ TEA ID #	
_____ Cooperating Teacher	_____ District	_____ Campus	_____ Grade

General Notes *Briefly summarize what occurred during the lesson and what students were doing.*

Coaching Conversation *Immediately following the observation, engage in a brief reflective discussion.*

Glow(s): What went well during the lesson? What strengths did the candidate demonstrate? Consider content delivery, student engagement, organization, tone, or use of strategies.

Grow(s): What could be strengthened? Where might the candidate benefit from more support or practice? Think about pacing, clarity, transitions, use of student data, or checking for understanding.

Suggestion(s): What are 2-3 actionable steps that the candidate can take to support improvement? Frame these as coaching suggestions tied to instructional practice.

Signatures

By signing below, we affirm that the cooperating teacher observed the candidate's lesson, provided feedback, and supported growth through a coaching conversation. This form fulfills observation requirements under 19 TAC §228.35(e)(8)(D) and §228.43.

Candidate/WC Student

_____ Printed Name	_____ Signature	_____ Date
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Cooperating Teacher

_____ Printed Name	_____ Signature	_____ Date
-----------------------	--------------------	---------------

Appendix C

Clinical Teaching Documentation

Supervision Schedule

Weekly Timesheet & Reflection Log

Lesson Plan Template

Midpoint Evaluation

Final Evaluation

[Back to Table of Contents](#)



CLINICAL TEACHING Weekly Timesheet & Reflection Log

Course EDEL 4311 EDEL 4312

Week # _____

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

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

ACTIVITY LOG

Fill in the date, start time, and end time for each day you are on campus. Record your estimated percentage of time spent engaged in direct instruction. Calculate and document the total hours for the day. Use the checklist to indicate ALL instructional tasks you participated in.

Date	Start	End	% Instrn.	Hours	Check ALL instructional activities you participated in this week:
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	<input type="checkbox"/> Worked 1-1 with students (e.g., tutoring or intervention) <input type="checkbox"/> Supported classroom instruction (e.g., monitoring, assisting, modeling) <input type="checkbox"/> Contributed to lesson planning or instructional design <input type="checkbox"/> Facilitated small-group instruction <input type="checkbox"/> Reviewed or graded student work <input type="checkbox"/> Led whole-class instruction <input type="checkbox"/> Took attendance or managed daily routines <input type="checkbox"/> Prepared instructional materials or organized resources <input type="checkbox"/> Other (please describe): _____
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	
_____	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	_____	_____	

TOTAL WEEKLY HOURS

COACHING CONVERSATION

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

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

CANDIDATE REFLECTION

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

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

ACKNOWLEDGEMENTS

We certify that the information recorded on this weekly timesheet accurately reflects the teacher candidate's participation in clinical teaching. We confirm that the hours, activities, and responsibilities documented were completed as stated, and that this record meets the expectations set forth by the Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) and the Texas Administrative Code. We understand that accurate documentation is required for program completion and certification eligibility.

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date



BAAS ECET/WC EPP LESSON PLAN

Course EDEL 4311 EDEL 4312 Week # _____

Cooperating Teacher Verification

_____ *Initials*

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

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

Cooperating Teacher Name _____ District _____ Campus _____ Grade _____

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

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

ACCOMMODATIONS

Students with IEPs/504 Plans

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

Needs

Accommodations

Students with Specific Language Needs

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

Needs

Accommodations

Students with Other Learning Needs

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

Remediation

Enrichment



BAAS ECET/WC EPP LESSON PLAN

Course EDEL 4311 EDEL 4312 Week # _____

Cooperating Teacher Verification

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

Candidate/WC Student Name

WC ID #

TEA ID #

Cooperating Teacher Name

District

Campus

Grade

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

Objectives

T-TESS 1.1 Standards & Alignment

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

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

MATERIALS

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

PROCEDURES

Introduction

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

Motivation

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

Prior Learning

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

Statement of Objective

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

Purpose

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

Model (I Do)

T-TESS 2.2 Content Knowledge and Expertise, 2.3 Communication

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

Resource(s):

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

Guided Practice (We Do)

T-TESS 2.3 Communication, 2.5 Monitor and Adjust

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

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

Independent Practice (You Do)

T-TESS 1.4 Activities

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

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

Closure

T-TESS 1.1 Standards and Alignment; 2.3: Communication

Review

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

Future Learning

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

Wrap Up

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

ASSESSMENT

Formative Assessment

T-TESS 1.2 Data and Assessment

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

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

Summative Assessment

T-TESS 1.2 Data and Assessment

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

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

ACCOMMODATIONS

Students with IEPs/504 Plans

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

Needs

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

Accommodations

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

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

Students with Specific Language Needs

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

Needs

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

Accommodations

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

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

Students with Other Learning Needs

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

Remediation

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

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

Enrichment

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

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



Clinical Teaching Midpoint Evaluation

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

Candidate Information

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

Verification of Clinical Teaching Hours

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

_____ I reviewed all submitted timesheets and confirmed they are complete, accurate, and meet certification requirements. Met Standard (≥245hrs)
 Initials Total EDEL 4311 Did NOT Meet Standard (<245hrs)

T-TESS Checklist

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

(A) Accomplished	(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 & DIMENSIONS	A	P	D	IN
I. PLANNING				
1.1 Standards and Alignment: Lessons reflect best practice, align w/standards, & are appropriate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Data and Assessment: Formal and informal methods measure student progress; student data to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Knowledge of Students: Student knowledge & proven practices ensure learning, social-emotional develop. & achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Activities: Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. INSTRUCTION				
2.1 Achieving Expectations: Supports all learners in their pursuit of high levels of academic and social-emotional success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Content Knowledge & Expertise: Content & pedagogical expertise used to design/deliver lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Communication: Clearly and accurately communicates to support persistence, deeper learning, and effective effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Monitor & Adjust: Formally & informally collects, analyzes, and uses student progress data and makes adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. LEARNING ENVIRONMENT				
3.1 Classroom Environment, Routines, & Procedures: Organizes a safe, accessible, and efficient classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Managing Student Behavior: Establishes, communicates, and maintains clear expectations for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Classroom Culture: Leads a mutually respectful and collaborative class of actively engaged learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES				
4.1 Professional Demeanor&Ethics: Meets district expectations for professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Goal Setting: Reflects on his/her practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Professional Development: Enhances the professional community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Feedback

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

Cooperating Teacher

Field Supervisor

Recommendations

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

Cooperating Teacher

_____ *Initials*

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

Notes:

Field Supervisor

_____ *Initials*

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

Notes:

Acknowledgements

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



Clinical Teaching Final Evaluation

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

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

Verification of Clinical Teaching Hours		
<i>Field Supervisor records the candidate's total hours and initial to verify that all timesheets have been submitted, reviewed, and meet TEA and program documentation standards.</i>		
I confirm that all timesheets are complete, accurate, and meet certification requirements.	$\frac{\text{Initials}}{\text{Initials}}$	$\frac{\text{7245hrs EDEL4311}}{\text{7245hrs EDEL4312}} + \frac{\text{7245hrs EDEL4312}}{\text{7490hrs.TOTAL}} =$
		<input type="checkbox"/> Met Standard (≥490hrs) <input type="checkbox"/> Did NOT Meet Standard (<490hrs)

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

Overall Feedback

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

Cooperating Teacher

Field Supervisor

Recommendations

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

Cooperating Teacher

_____ *Initials*

- Recommend for Certification
 Recommend with Reservations
 Do NOT Recommend

Notes:

Field Supervisor

_____ *Initials*

- Recommend for Certification
 Recommend with Reservations
 Do NOT Recommend

Notes:

Acknowledgements

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date

