



Early Field-Based Experiences

Candidate Handbook

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

Weatherford College Educator Preparation
Program (WC EPP)

Program Website

wc.edu/edbachelors

Further Inquiries

lhancock@wc.edu

About this Handbook

This handbook serves as the official guide for all enrolled candidates participating in early field-based experiences as part of the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and the Weatherford College Educator Preparation Program (WC EPP). It outlines the structure, expectations, assignments, documentation procedures, professional standards, and evaluation processes associated with the required 50 hours of field-based experience. These experiences are critical to the development of future educators and are aligned with the Texas Administrative Code (TAC) Chapters 227, 228, 229, and 230, including required documentation, ethics policies, and candidate support systems.

This handbook is intended for currently enrolled students in EDEC 3301 and EDEC 3302, and may be updated periodically to reflect changes in program policy, TEA requirements, or institutional procedures. The most current version will always be available at the BAAS ECET Program webpage: www.wc.edu/edbachelors. Candidates are responsible for referring to and following the most recent version.

Program Contact

Dr. Leslie Hancock

Legal Authority, WC EPP

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June 25, 2025

Dear Candidate,

Welcome to the Early Field-Based Experiences portion of the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) and the Weatherford College Educator Preparation Program (WC EPP). You are entering one of the most meaningful stages of your preparation—where you begin to step into real classrooms not just as a student, but as a future teacher.

This handbook will guide you through the expectations, assignments, documentation procedures, and professional standards associated with your early field-based experiences. These 50 hours are not a preview—they are the foundation of your development as a reflective, ethical, and responsive educator.

You were chosen for this program because of your potential to make a difference. You are part of a mission-driven community that believes in preparing educators who are grounded in equity, committed to children, and ready to lead with integrity.

Before beginning your placement, you must review this handbook in full and submit your signed Candidate Commitment Form. This form serves as a formal acknowledgment that you understand and agree to the responsibilities outlined in this document.

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

Thank you for taking this important step. Your work in the field begins now—and so does your legacy as an educator.

Welcome to the work that matters most.

Kindest,



Dr. Leslie Hancock
Director, BAAS ECET Program
Legal Authority, Educator Preparation Program
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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

Scholarships

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

BAAS ECET/WC EPP

Dr. Leslie Hancock, Program Director
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Title IX Concerns

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

Disability Support Services

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

Veterans' Services

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

Financial Aid

Weatherford College Financial Aid Office
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Workforce Solutions Liaison
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2. Introduction

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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.

2.1 Defining 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. These placements are more than just a preview of the teaching profession—they are an essential part of becoming a teacher. Candidates are placed with experienced, certified educators and are expected to actively support classroom instruction rather than simply observe it. Over the course of 25 hours in each of two junior-level courses (EDEC 3301 and EDEC 3302), candidates engage in a wide range of instructional activities: working with small groups, tutoring individual students, managing classroom routines, and even co-teaching lessons. These experiences are carefully sequenced to ensure exposure to a broad developmental span—from early childhood settings in PreK–2 to upper elementary classrooms in grades 3–6.

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—such as 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.

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)

2.2 Purpose

Early field-based experiences serve as a foundational component of teacher preparation in the BAAS ECET/WC EPP, providing teacher candidates with their first formal opportunity to engage in the realities of classroom instruction. These experiences are intentionally placed early in the educator preparation sequence during the junior year to allow candidates to apply their developing knowledge of pedagogy, child development, and content-area instruction within authentic PreK–6 learning environments. Candidates move beyond textbook definitions and theoretical frameworks by stepping into classrooms, participating in instruction, and engaging with real students and teachers. This work is grounded in the requirements set forth by the Texas Administrative Code, which mandates that all candidates complete a minimum of 50 hours of early field-based experience prior to clinical teaching and that at least 80% of these hours must involve active instructional engagement (19 TAC §228.35(e)(1)(A); §228.43(c)(2)). Through these placements, candidates begin to internalize the practices, vocabulary, and responsibilities of the profession while receiving guidance and mentorship from experienced educators.

The purpose of these experiences extends beyond simple exposure to classroom life; they are designed to foster the development of professional identity, instructional competence, and reflective habits that are essential to long-term success as a teacher. As candidates take on increasing responsibility for working with students—through small-group support, one-on-one tutoring, and co-teaching opportunities—they begin to build confidence in their ability to lead instruction and manage a learning environment. They also gain insight into how children learn, how teachers adapt instruction to meet diverse needs, and how effective educators communicate with students, families, and colleagues. These early placements create space for candidates to reflect deeply on their strengths and areas for growth, helping them refine their

goals and align their practice with the Texas Teacher Standards (19 TAC §228.30). Moreover, early field-based experiences reinforce the professional behaviors—such as punctuality, preparedness, adaptability, and a commitment to student success—that will be expected throughout clinical teaching and beyond. Ultimately, these experiences not only support candidates' individual growth but also contribute meaningfully to the learning communities in which they serve.

2.3 State Requirements (TAC §228.35 & §228.43)

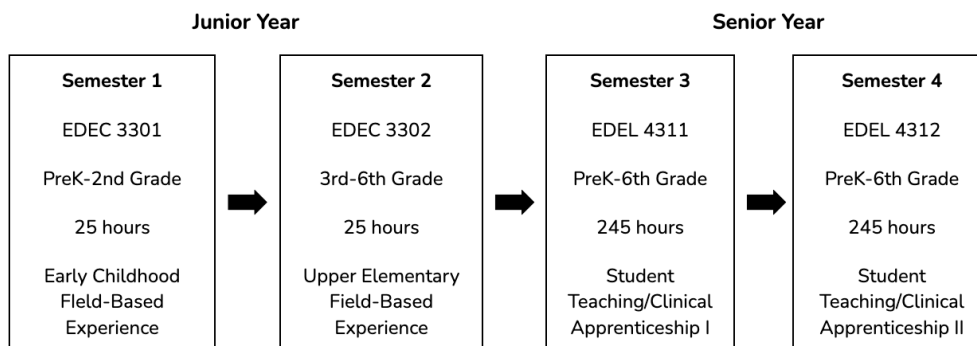
The Texas Administrative Code requires educator preparation programs to ensure that all candidates complete a minimum of 50 clock-hours of field-based experience prior to clinical teaching. This requirement is met in full at Weatherford College through the combined structure of EDEC 3301 and EDEC 3302, each of which includes 25 hours of fieldwork. In accordance with TAC §228.43(c)(2), 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. Furthermore, TAC §228.35(e)(1)(A) emphasizes that field-based experiences must offer meaningful interaction with students and authentic opportunities to apply professional knowledge and skills. Teacher candidates are responsible for tracking their hours, documenting their activities, and reflecting on their experiences to ensure full compliance with these expectations. In accordance with HB 2, SECTION 2.08, early field-based experiences must also include synchronous training components. At Weatherford College, this is accomplished through live debriefs, guided discussions, and coaching conversations built into EDEC 3301 and EDEC 3302. These ensure candidates receive interactive, real-time feedback as part of their preservice practice.

2.4 Integration into the BAAS ECET/WC EPP

At Weatherford College, early field-based experiences are a required and integral part of the certification pathway for all candidates enrolled in the BAAS ECET/WC EPP. These experiences are structured as 50 total clock-hours of fieldwork, divided evenly between two junior-level courses: EDEC 3301: Supervised Experiences in Early Childhood, PreK–2, and EDEC 3302: Supervised Experiences in Upper Elementary, Grades 3–6. Each course includes 25 hours of guided placement in a public or accredited private school classroom, where candidates work directly with students under the supervision of a certified mentor teacher. These placements expose candidates to a wide developmental span, instructional variation across early and upper elementary grades, and the diverse classroom environments they will eventually lead. This intentional sequencing ensures a coherent progression of skill development, gradually increasing candidates' instructional responsibility and deepening their capacity for reflective teaching. By the time candidates enter clinical teaching in their senior year, they have already acquired meaningful, standards-aligned classroom experience that

aligns fully with Texas Administrative Code expectations (19 TAC §228.35 and §228.43) and the professional dispositions required of beginning teachers.

Fieldwork Progression



In compliance 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 training. Candidates are expected to adhere to this requirement as a condition of participation.

2.5 Placements

All field-based experience placements for EDEC 3301 and EDEC 3302 are coordinated by the BAAS ECET Program Director in partnership with local school districts. Students do not arrange their own placements. Once your placement has been confirmed, you will receive information about your assigned campus, grade level, and cooperating teacher. If you are contacted directly by a district or campus, please refer them back to the Program Director. Maintaining professional relationships with our district partners depends on clear communication and coordinated scheduling.

2.6 Records Retention

All documentation associated with early field-based experiences is subject to the records retention and accountability requirements outlined by the Texas Administrative Code (19 TAC §228.40(f)). This includes, but is not limited to, signed timesheets, lesson plans, reflection logs, observation feedback, and any formal communications related to field placement. These documents serve as critical evidence of your participation, engagement, and progress toward certification. The BAAS ECET/WC Educator Preparation Program is required by law to retain these records for a minimum of five years following program completion, as part of its compliance with state educator preparation standards. Candidates are also expected to maintain copies of their submitted documents for their own records. In the event of a discrepancy, certification audit, or grievance, these records may be reviewed by program staff or the TEA. Submitting complete, accurate, and timely documentation is both a professional responsibility and a legal requirement of your participation in early field-based experiences.

3. Course Requirements

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The early field-based experience sequence at Weatherford College is designed to offer teacher candidates purposeful, developmental practice across two distinct grade bands: early childhood and upper elementary. These courses are carefully structured to meet the 50-hour minimum requirement and to ensure that candidates engage in meaningful, active participation (19 TAC §228.35(e)(1)(A), 228.43(c)(2)). Each course includes structured fieldwork, required documentation, guided reflections, and professional evaluation. These components work together to help candidates build skills, strengthen professional habits, and begin forming an identity as a responsive, reflective educator.

During each semester, candidates complete 25 hours (1,500 minutes) of placement in a public or accredited private school. While the activities across EDEC 3301 and EDEC 3302 are similar in structure, the developmental focus and instructional context differ. EDEC 3301 places candidates in PreK through second-grade classrooms, where early literacy, classroom routines, and social-emotional development are emphasized. EDEC 3302 shifts to grades 3 through 6, where candidates experience more content-specific instruction, classroom management demands, and upper-grade expectations. Together, these experiences provide a comprehensive introduction to the range of developmental and instructional needs elementary teachers address daily.

3.1 Candidate Commitments Form

Appendix A

Early Field-Based Experiences Candidate Commitment Form

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

3.2 Intent Form

Appendix B

Early Field-Based
Experience Intent Form
Early Childhood (PreK-2nd
Grade)

Appendix C

Early Field-Based
Experience Intent Form
Upper Elementary (3rd-6th
Grade)

All teacher candidates participating in early field-based experiences must submit a completed Early Field-Based Experience Intent Form to document their scheduled placement days, times, and planned instructional activities. This form must be completed during the candidate's initial meeting with their cooperating teacher and signed by both parties. The intent of this requirement is to ensure thoughtful planning, time management, and early collaboration between the candidate and mentor teacher. Candidates must engage in a total of 50 hours of early field based experiences, 25 hours in a PreK-2nd grade placement in EDEC 3301 and 25 hours in a 3rd-6th grade placement in EDEC 3302. Candidates conduct in structure observations, a teacher interview, as well as a teaching demonstration. In addition, candidates must engage in mentor-directed instructional tasks such as small group work, tutoring, one-on-one support, and classroom management practice. Candidates are responsible for clearly outlining these activities and scheduling them with their cooperating teacher. Special attention should also be paid to ensure that at least 80% of planned early field experience hours are spent in active instructional engagement (19 TAC §228.43(c)(2)).

3.3 Teacher Interview

Appendix B

Teacher Interview Early
Childhood (PreK-2nd
Grade)

Appendix C

Teacher Interview Upper
Elementary (Grades 3-6)

As part of their early field-based experience, teacher candidates will complete a structured interview with an experienced educator working in an early childhood setting (EDEC 3301) and an upper elementary classroom (EDEC 3302) . This assignment is designed to provide candidates with valuable insight into the day-to-day realities of classroom teaching, including strategies for lesson planning, classroom management, student assessment, and communication with families. Meaningful field-based experiences prior to clinical teaching, the interview supports candidates' early engagement with certified teachers and introduces professional expectations through direct, authentic interaction (19 TAC §228.35(e)(1)(A)). To ensure a professional dialogue and support the development of verbal communication skills, the conversation must be conducted synchronously either in person or via videoconference (19 TAC §228.30(b)) to align with HB 2, SECTION 2.08 requirements for live, interactive preservice training. Candidates will use a template to guide the discussion and are expected to address all required questions while allowing for natural follow-up and reflective conversation. After the interview, candidates will complete a written reflection based on the prompts in the template, considering what they learned from the mentor teacher and how those insights may inform their own future teaching practice.

3.4 Timesheet

Appendix A

Early Field-Based Experience Timesheet

For both EDEC 3301 and EDEC 3302, all candidates are required to maintain a detailed Early Field-Based Experience Timesheet to document and verify the completion of at least 1,500 minutes (25 hours) of fieldwork (19 TAC §228.35(e)(1)(A), 228.43(c)). This timesheet serves not only as a legal record of instructional engagement but also as an essential tool for developing the professional habits of organization, accuracy, and accountability. Each entry must include the date, time in and out, type of instructional activity, number of minutes spent observing, number of minutes spent interacting with students, and the total number of minutes for the day. The timesheet must be initialed daily by the cooperating teacher and signed by both the candidate and the cooperating teacher at the end of the placement. Candidates are also required to record both their own TEA ID number and that of their cooperating teacher, in compliance with TEA certification documentation protocols. Incomplete, inaccurate, or unsigned forms will not be accepted and may result in the loss of credit for hours completed. Accurate, complete, and timely recordkeeping through the timesheet is a critical professional responsibility and is necessary for advancement toward clinical teaching and eventual certification.

3.5 Structured Observations

Appendix B

1. Classroom Interactions
2. Learning Through Play

Appendix C

1. Learning Environment
2. Actions of Students
3. Actions of Teachers
4. Teaching & Learning

In addition to active participation in classroom routines, all teacher candidates must complete a series of two to three structured classroom observations during each of their early field-based experiences. These observations are not passive or informal. Instead, they are guided by a program-designed observation protocol and checklist aligned with the Texas Teacher Evaluation and Support System (T-TESS) and intentionally scaffolded to help candidates develop the habit of observing with a professional lens. During each observation, candidates focus on key components of effective teaching such as lesson delivery, student engagement, classroom management, differentiation, and the use of instructional materials and technology.

What makes these observations especially meaningful is their focus on how teaching and learning unfold at two distinct developmental stages. In EDEC 3301, candidates are observing early childhood classrooms, where instruction is embedded in play, routine, language development, and foundational literacy. In EDEC 3302, the focus shifts to upper elementary settings, where content becomes more specialized, academic expectations increase, and classroom structures are more formalized. This intentional contrast allows candidates to begin recognizing how pedagogy must evolve across developmental levels and to appreciate the role of the teacher in shaping instruction to meet the needs of learners across the PreK–6 spectrum. Each structured observation includes guided reflection prompts that ask candidates to assess instructional effectiveness, analyze teacher decisions, and consider how different approaches

might support diverse learners. Candidates are encouraged to make connections between what they observe and what they are learning in their coursework, including concepts related to child development, learning theory, and culturally responsive practice. Observations should be scheduled in collaboration with the cooperating teacher and distributed across content areas (e.g., literacy, math, science, social studies, and classroom environment) to provide a broad view of instructional practice.

3.6 Fine Arts TEKS Analysis

The Fine Arts TEKS Analysis is a two-part assignment designed to deepen candidates' understanding of the Texas Essential Knowledge and Skills (TEKS) for the Fine Arts in Kindergarten through Grade 5. By working collaboratively and individually, candidates will explore the four strands that guide fine arts instruction in Texas: Foundations, Creative Expression, Historical and Cultural Relevance, and Critical Evaluation and Response. This process builds the knowledge and skills necessary to design standards-based instruction that fosters creativity, cultural awareness, and critical thinking in elementary learners.

Part 1. In-Class Presentation

In Part 1: In-Class Presentation, candidates work in groups to analyze the Fine Arts TEKS for an assigned grade level. For each strand in each discipline (art, music, and theater), the group will summarize key concepts and select an instructional activity that aligns with one of those concepts. This portion emphasizes collaboration, curriculum alignment, and the practical application of standards in lesson planning. Groups will share their findings through a digital presentation, ensuring that all members contribute to the analysis and have a clear understanding of the expectations for fine arts instruction across content areas. Presentations should demonstrate thoughtful connections between the TEKS, developmental appropriateness, and instructional strategies that foster creativity, cultural awareness, and critical thinking in elementary students.

Part 2. Reflective Essay

In Part 2: Reflective Essay, candidates will individually analyze the Fine Arts TEKS as a whole, considering all grade levels from Kindergarten through Grade 5. The essay prompts candidates to examine how the four strands develop over time within and across the three disciplines, identify insights about scaffolding fine arts concepts and skills, and reflect on how this understanding can be applied to plan cohesive, inclusive, and developmentally appropriate instruction. This reflection also encourages candidates to consider how to meet the needs of diverse learners, integrate fine arts with other content areas, and promote equity and access in creative learning experiences. Together, these two parts prepare candidates to approach fine arts education as a vital component of the elementary curriculum, grounded in state standards and best practices.

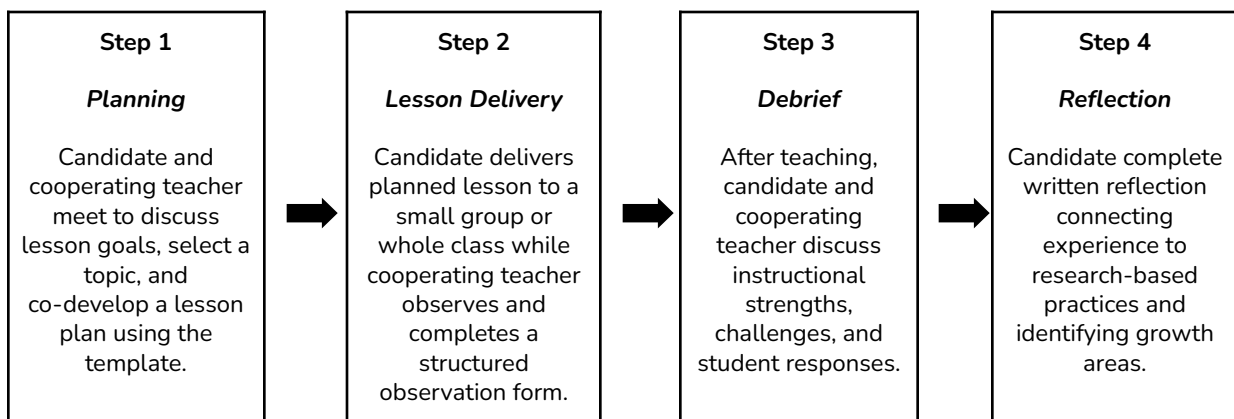
3.8 Teaching Demonstrations

Appendix A

Lesson Plan Template
Cooperating Teacher
Observation & Feedback
Form
Teaching Demonstration
Reflections
T-TESS Rubric

As part of the early field-based experience, teacher candidates are required to complete three Teaching Demonstrations in collaboration with their cooperating teacher. These demonstrations provide structured opportunities to move from passive observation to active instructional practice, engaging early childhood learners in meaningful, standards-aligned activities across multiple content areas (19 TAC §228.35(e)(1)(A)). Candidates co-develop a lesson plan using a T-TESS-aligned template that emphasizes instructional objectives, student engagement strategies, classroom management, and formative assessment. After planning, the candidate teaches the lesson to a small group or whole class while the cooperating teacher observes and documents performance using a program-provided instructional coaching form. Immediately following the lesson, the candidate and cooperating teacher engage in a debriefing conversation to discuss instructional strengths, areas for refinement, and real-time reflections on classroom dynamics. The candidate then completes a written post-teaching reflection, connecting their experience to evidence-based practices and identifying professional goals for continued growth. This process reinforces the expectation that teacher candidates develop both competence and confidence in lesson planning, instructional delivery, and reflective teaching early in their preparation program.

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.

3.9 Dispositions Inventory

Appendix A

Dispositions Inventory Rubric

In accordance with expectations outlined in 19 TAC §228.35(e), candidates in the BAAS ECET/WC EPP will be evaluated on their professional dispositions during clinical and early field-based experiences. The Dispositions Survey, which includes indicators aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, Texas Teacher Standards, and the Texas Educator Code of Ethics, will be sent directly to cooperating teachers by the BAAS ECET/WC EPP Director via email. This rubric-based survey asks cooperating teachers to evaluate the candidate's demonstration of key professional behaviors such as responsibility, collaboration, communication, adaptability, ethical conduct, and commitment to diversity and equity. The results offer valuable insight into candidates' professional growth, highlighting both strengths to build on and areas in need of development. This process also helps ensure that teacher candidates are meeting the professional expectations of the field and are prepared to enter the classroom as reflective, ethical, and responsive educators. Feedback collected through the Dispositions Survey contributes to ongoing program improvement and fulfills part of the state's requirement for continuous evaluation of candidate readiness.

This survey is not punitive and is not used to determine grades. Instead, it functions as an early checkpoint to ensure that all candidates are developing the foundational habits and ethical responsibilities expected of Texas educators. Candidates are encouraged to reflect on their feedback in partnership with their instructors and field supervisors.

Candidates are expected to exhibit at least a "Meets Expectations" level across all standards. Survey responses are used to support formative feedback, guide professional reflection, and uphold program accountability as required by the Texas Administrative Code.

Standards

1. The teacher candidate is prepared and punctual [INTASC: 90; TTS: 6A].
2. 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)].
3. The teacher candidate communicates in a manner appropriate to the learning environment [INTASC: 3F, 8M, 8Q; TTS: 6C(1), 6D(2), 6D(4)].
4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs [INTASC: 6P, 6U, 7B, 9G; TTS: 1B(3), 2B(3), 3B(2), 4B(2), 5A(2)].
5. The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers [INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G; TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)].
6. The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines [INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R; TTS: 2A(3), 5C(1), 5D(2)].
7. The teacher candidate accepts and acts upon constructive criticism [INTASC: 10T; TTS: 6A(1), 6A(2)].
8. The teacher candidate seeks out professional growth opportunities [INTASC: 9A, 9B, 9K; TTS: 6A(3), 6B(1), 6B(2)].

9. The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.
10. The teacher candidate maintains high expectations for self and all others [INTASC: 10O; TTS: 1E(1), 2B(1), 4C(2), 4D(1)].
11. The teacher candidate complies with educational laws and policies [INTASC: 9J, 9O; TTS: 6D(1)].
12. The teacher candidate demonstrates ethical and scholastic integrity [INTASC: 5K, 6V, 9F, 9O; TTS:6D(1)].

3.10 Final Reflections

Appendix B
Final Reflections (PreK-2)

Appendix C
Final Reflections (Grades 3-6)

At the conclusion of the early field-based experience, teacher candidates compose Final Reflections to consolidate their learning, assess their professional growth, and articulate future goals. This culminating reflection encourages a thoughtful synthesis of recurring themes, key experiences, and evolving teaching practices. Using a structured reflection form, candidates critically analyze their instructional development, classroom interactions, and responsiveness to diverse learners. The assignment supports a range of professional competencies (i.e., reflective practice, collaboration, instructional design, and classroom management) while emphasizing meaningful engagement and continuous performance-based assessment (19 TAC §228.35(e)(1)(A),228.40(a)). By grounding their reflections in authentic field experiences, candidates demonstrate not only growth in knowledge and skill, but also a professional disposition toward continuous learning and improvement.

4. Recommended Activities

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Early field-based experiences (FBEs) are structured, school-based opportunities that allow educator preparation candidates to observe and participate in authentic classroom settings prior to clinical teaching. The Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) requires 50 hours of FBEs in-person in TEA-accredited public or private schools (19 TAC §228.2, §228.43). Each candidate must complete 25 hours during EDEC 3301 and 25 hours during EDEC 3302. For each course, candidates must complete a minimum of 5 hours of focused observation and 20 hours of active engagement working directly with students or instruction. Activities must be completed under the supervision of an approved cooperating teacher. In keeping with state guidelines, at least 80% of total hours must involve active engagement. Passive observation alone will not fulfill program requirements.

4.1 Categories

Your early field-based experience is about learning what effective teaching looks like and practicing how to support student learning in real ways. To help you make the most of your 25 required hours for each course, this section outlines the types of activities you may participate in, grouped into categories aligned with program and state expectations. These activities range from observation to direct student engagement, from instructional preparation to professional collaboration. Some experiences will allow you to watch and learn from your cooperating teacher's modeling; others will invite you to step in and assist during instruction. Both are valuable, and both are expected. However, in accordance with TEA and BAAS ECET program guidelines, at least 80% of your total time (20 out of 25 hours) must involve active engagement: interacting with students, supporting instruction, and participating meaningfully in the classroom. The remaining 20% (up to 5 hours) may be dedicated to structured observation.

The examples below are not exhaustive, but they reflect the types of experiences that count toward your hours when completed under the supervision of your cooperating teacher. Use this guide to plan your time intentionally and to accurately categorize your activities on your log. When in doubt, ask yourself: *Was I actively helping students learn or simply observing someone else teach?* This distinction will help you stay on track and meet your requirements with confidence.

Observation (20% of total time)

Observation refers to structured, intentional watching of teaching practices, classroom management, student behavior, or learning routines **without direct interaction** with students. This might include watching a mini-lesson, taking notes during small-group instruction, or

observing how the teacher handles transitions. Candidates should reflect on what they see and how it connects to effective teaching practices.

Examples:

- Observe whole-group and small-group instruction in reading, math, science, etc.
- Take structured notes on instructional strategies, pacing, and differentiation
- Analyze how the teacher checks for understanding and adjusts instruction
- Observe classroom management, including transitions, expectations, and engagement techniques
- Watch how the teacher introduces, models, and scaffolds new concepts
- Record examples of classroom routines, visual schedules, or behavior systems in use
- Observe how the teacher incorporates technology into instruction
- Monitor teacher use of questioning techniques (e.g., open-ended vs. closed questions)
- Watch how students respond to feedback or redirection
- Observe how the teacher integrates social-emotional learning or builds classroom community
- Take notes during a read-aloud to analyze modeling of fluency or comprehension strategies
- Observe a lesson debrief or transition to independent practice
- Note how instructional time is organized (e.g., pacing, grouping, movement)
- Analyze how materials are used to support instruction (manipulatives, anchor charts, etc.)
- Watch how the teacher modifies or adapts instruction for diverse learners
- Observe how the teacher interacts with students who need additional support or redirection

Active Engagement (80% of total time)

Active engagement involves **direct participation** in instructional activities, student support, or classroom routines that contribute to learning. Examples include working with small groups, assisting with centers, listening to students read, helping administer informal assessments, or participating in hands-on learning experiences. This time must reflect genuine instructional involvement, not passive presence.

Student Support and Engagement

Student support and engagement activities involve direct interaction with students during learning experiences. These activities count toward active engagement and should reflect meaningful participation in the instructional process under teacher guidance. Student support and engagement goes beyond simply being present in the room. Candidates should be actively helping students access content, stay on task, build understanding, or complete learning goals. Participation may be academic, behavioral, or procedural in nature—as long as the interaction supports student learning or classroom functioning.

Examples:

- Work with individual students or small groups during independent practice or centers
- Read aloud to students or listen to students read and provide feedback
- Assist students with literacy, math, or science tasks during learning stations
- Support students in using manipulatives, technology tools, or graphic organizers
- Help students navigate digital learning platforms (e.g., iStation, DreamBox) during instructional blocks
- Provide prompts or encouragement to help students stay focused during independent work
- Offer clarification or rephrasing of teacher directions to help students follow through
- Monitor and redirect student behavior during group work or transitions
- Assist students in setting up notebooks, journals, or anchor charts for a lesson
- Support a student with accommodations (e.g., reading instructions aloud, offering reminders, helping with visuals)
- Circulate and check for understanding as students work, reporting patterns to the teacher
- Encourage peer interactions or collaboration as part of a small-group task
- Prompt students with guiding questions to support problem-solving or comprehension
- Help prepare students to participate in classroom routines like calendar, weather, or morning message

Instructional Preparation and Delivery

Instructional preparation and delivery activities include both behind-the-scenes support for instruction and direct participation in lesson delivery. These activities count toward active engagement when they contribute meaningfully to student learning and occur under the teacher's supervision. Preparation tasks help ensure that the classroom is ready for effective instruction through organization, resource development, and material setup. Delivery tasks involve active participation in guiding, supporting, or facilitating learning during a live lesson. Candidates should remain attentive and responsive to student needs while assisting.

Examples:

- Prepare anchor charts, vocabulary cards, manipulatives, or graphic organizers for upcoming lessons
- Set up learning stations, technology tools, or lab materials in advance of a lesson
- Assist in co-teaching a warm-up activity, mini-lesson, read-aloud, or discussion prompt
- Lead a brain break or instructional transition activity with teacher permission
- Circulate the room to monitor student work and offer feedback during a lesson
- Prompt students with questions during guided practice or whole-group work time
- Help launch a center or small-group rotation by explaining expectations or modeling tasks
- Manage the flow of materials and timing during an instructional activity

- Assist with transitions between subjects or tasks that support learning flow
- Distribute or collect student work with attention to organization and feedback needs
- Guide students in using anchor charts or tools that have been introduced in the lesson
- Monitor partner or group conversations to help keep students on-task and focused
- Support classroom discussion by helping students take turns or build on one another's ideas
- Prepare folders, journals, or learning tools students will use for an upcoming unit

Professional Collaboration

Professional collaboration activities involve participating in the instructional and decision-making processes that take place beyond direct classroom teaching. These experiences provide valuable insight into the behind-the-scenes work of teaching: how educators plan, problem-solve, and make data-informed decisions to support student learning. These activities count as active engagement when they help the candidate better understand professional responsibilities, student support systems, or instructional design. Participation must be purposeful and occur with the teacher's invitation and guidance.

Examples:

- Participate in grade-level team meetings or instructional planning sessions
- Attend parent-teacher conferences as an observer (with prior permission)
- Observe or assist during RTI, 504, or ARD meetings (with appropriate clearance)
- Reflect with the cooperating teacher about student needs, behavior, or academic progress
- Review student work samples or formative assessments alongside the teacher
- Join discussions about lesson pacing, scaffolds, or instructional grouping
- Observe how teachers use data to make instructional decisions
- Ask questions about the rationale behind a lesson design or classroom strategy
- Discuss accommodations, modifications, or intervention plans for individual students
- Assist in preparing reports, student folders, or documentation for academic monitoring
- Debrief after a challenging lesson or student interaction to understand professional reasoning
- Observe grade-level vertical alignment conversations or curriculum mapping
- Participate in conversations about school events, assessment calendars, or scheduling that impact instruction

Assessment Support

Assessment support activities involve assisting with the process of gathering, documenting, or interpreting information about student learning and behavior. These tasks count as active engagement when they are directly connected to instruction and are completed under the supervision of the cooperating teacher. Candidates are not expected to make formal evaluation decisions but may help with informal or formative assessments that guide instruction. These

experiences help candidates understand how teachers monitor progress, differentiate instruction, and make data-informed decisions.

Examples:

- Assist in administering formative assessments such as spelling checks, running records, or sight word inventories
- Record observational data on student participation, academic behaviors, or social interactions
- Help score exit tickets, fluency checks, math fact quizzes, or simple rubrics under guidance
- Collect and organize student work samples or writing portfolios
- Time students during fluency practice or math fact races and record scores
- Support the teacher by observing and noting how students respond to learning tasks
- Help track student completion of tasks, center rotations, or behavior goals
- Organize student data folders or help enter assessment data into classroom tracking systems (with permission)
- Monitor and provide feedback during peer assessments or self-reflection activities
- Observe how students respond to feedback and note areas for follow-up support
- Assist in prepping materials for benchmark tests or progress-monitoring probes
- Compare pre- and post-assessment responses with the teacher to look for growth trends

4.2 Recordkeeping

You are responsible for maintaining a detailed and accurate record of your early field-based experience using the official Early Field-Based Experience Timesheet. For each visit to your assigned classroom, you must document the date, start and end times, a brief but specific description of the activity, and the number of minutes spent in each of the two categories:

- **Observation:** watching instructional practices, student behavior, or classroom management without interacting directly with students
- **Active Engagement:** directly participating in student learning, such as assisting with small groups, monitoring centers, or helping individual students with learning tasks

You must use your best professional judgment when categorizing activities. Ask yourself: *Was I directly engaged in the learning process or student support during this time?* If the answer is yes, that time likely qualifies as active engagement. If you were watching without interacting, it likely falls under observation. When in doubt, consult your instructor.

Activity Logs

For each visit to your assigned classroom, you must record the date, the start and end times (including AM/PM designation), a brief but specific description of the activity, and the number of minutes spent in each of two categories: Observation (watching instructional practices, student behavior, or classroom management without directly interacting with students) and Active Engagement (directly participating in student learning, such as assisting with small groups, helping individual students, or supporting instructional tasks). You are expected to use your best professional judgment when categorizing your time. Ask yourself: *Was I directly engaged in student learning or instructional support?* If yes, that time likely qualifies as active engagement. If not, it may be counted as observation. When in doubt, consult your instructor. It is completely appropriate and expected for you to record both observation and active engagement in the same visit. Just be sure to accurately document and categorize each portion of your time.

You may and often will participate in both observation and active engagement activities during the same visit. This is completely appropriate and expected. The key is to accurately categorize each portion of your time.

Example

If you observed a 20-minute minilesson, then worked with a small group for 40 minutes, log the activity as -

- Activities: observed minilesson; worked with students in literacy center
- Minutes: 20 Observation / 40 Active Engagement
- Hours: 0.33 Observation / 0.66 Active Engagement

ACTIVITY LOG

Record the date, start/end time, brief activity description, and time spent in observation vs. active engagement. 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
8/17	9 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	10 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	Observed reading minilesson; small-group literacy center	<u>20</u> Observation <u>40</u> Active Engagement	<u>0.33</u> Observation <u>0.66</u> Active Engagement

Total Hours Summary

At the bottom of your timesheet, you will find the Total Hours Summary table. This section is where you will tally your cumulative time in each category (Observation and Active Engagement) and confirm that you have met the required totals. You must record no more than 300 minutes (5 hours) of observation, at least 1,200 minutes (20 hours) of active engagement, and a combined total of exactly 1,500 minutes (25 hours). To complete this section, first add up all the observation minutes from your log and enter the total in the top row, converting the minutes to hours by dividing by 60. Then, do the same for your active engagement minutes. Finally, check that your grand total equals 1,500 minutes (25 hours). You are welcome to

exceed the 1,200-minute minimum for active engagement, but you may not exceed 300 minutes of observation. Keep these limits in mind when tracking and finalizing your totals. Submissions that fall short of the required 1,200 minutes (20 hours) of active engagement will not be accepted. Use this final section to carefully double-check your calculations and ensure full compliance with fieldwork expectations before submitting your completed log.

Example

After reviewing log entries, a candidate totals the following -

TOTAL HOURS SUMMARY			
<i>Use this table to calculate your total fieldwork hours.</i>			
Category	Minutes		Hours
Observation	240	/ ≤ 300	4 / ≤ 5
Active Engagement	1,260	/ ≥ 1200	21 / ≥ 20
TOTAL:	1,500	/ ≥ 1500	25 / ≥ 25

This example also meets all fieldwork requirements:

- Observation time is below the 300-minute maximum
- Active engagement time exceeds the 1,200-minute minimum
- The overall total is exactly 1,500 minutes (25 hours)

This kind of distribution is typical when students are more involved in instructional routines during later visits.

4.3 Talking with Your Cooperating Teacher

To make the most of your time on campus, initiate a respectful and proactive conversation with your cooperating teacher early in the semester, ideally when you conduct your Teacher Interview and complete your Field Experience Intent Form. This is a natural opportunity to introduce yourself, explain your course requirements, and begin building a collaborative relationship.

Let them know that you are enrolled in EDEC 3301 or EDEC 3302 and are required to complete 25 hours of in-person field-based experience for each course. Of those 25 hours, a maximum of 5 hours may be focused observation and at least 20 hours must involve active engagement, such as supporting students during instruction, facilitating small-group activities, or assisting with classroom routines related to learning.

Ask your cooperating teacher about the daily schedule, instructional priorities, and opportunities where your presence can be helpful without disrupting the flow of teaching. Use the sample activity list in this handbook to guide your conversation.

You might say:

- “I’m required to complete 20 hours working directly with students and 5 hours of structured observation. Could I help during small-group instruction, centers, or read-alouds?”
- “Are there times I can assist students one-on-one or observe your lesson delivery for reflection purposes?”
- “Would you be comfortable sharing your lesson goals or routines so I can better understand how to support your classroom?”

5. Professional Accountability

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As a teacher candidate, you are stepping into the professional world of education. From your first field placement to your final semester of clinical teaching, you are expected to uphold the ethics, conduct, and responsibilities of a certified Texas educator. Participation in the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching/Weatherford College Educator Preparation Program (BAAS ECET/WC EPP) is not just about academic success. It is about developing the professional habits, communication skills, and ethical standards that will define your future in the classroom. Every field visit, email, lesson plan, and peer interaction is an opportunity to demonstrate your readiness for this role. The expectations outlined in this section are grounded in the Texas Educators' Code of Ethics (19 TAC §247.2) and reflect Weatherford College's commitment to preparing candidates who are not only competent in instructional practice but also trustworthy, reflective, and professional in all settings. These expectations extend beyond your coursework and apply to your appearance, attendance, communication, social media presence, and ability to receive and respond to feedback. Failure to meet these standards may result in a professional growth plan, removal from fieldwork, or dismissal from the program. What follows are the core responsibilities you are expected to fulfill throughout your early field-based experiences. These expectations exist to protect the schools and students who welcome you into their classrooms while helping you grow into a teacher others can trust.

In addition to program and institutional standards, all candidates must comply with requirements outlined in HB 2 (89th Legislature). This includes participating in synchronous preservice training (SECTION 2.08) and upholding prohibitions on certain instructional content (SECTION 2.09; TEC §21.0443, §28.0022). Candidates who fail to comply with these legislative requirements may be subject to disciplinary action, including removal from placements or dismissal from the program.

5.1 Texas Educators Code of Ethics

Appendix D

Texas Educator 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.

Requirements

- Demonstrate honesty, integrity, and professionalism at all times
- Protect the confidentiality of students and staff (including on social media)
- Avoid gossip, sarcasm, or judgmental comments about teachers, students, or schools
- Maintain respectful, appropriate relationships with students and staff
- Follow all campus safety protocols and procedures

5.2 Attendance

Your cooperating teacher and the students in the classroom are counting on you to show up consistently, on time, and fully prepared (19 TAC §247.2). Field-based experience is not a drop-in observation. It is a scheduled commitment that reflects the professional responsibilities of teaching. Once your placement schedule has been confirmed, you are expected to attend each session in full, arrive early, and communicate proactively about any changes. You should plan to arrive a few minutes early to check in with the front office and get settled before instruction begins. Remain on-site for the entire scheduled block of time unless your cooperating teacher explicitly releases you. Leaving early without approval, arriving late without notice, or missing field hours without communication is considered unprofessional conduct. If you must miss a scheduled visit due to illness, emergency, or unavoidable conflict, you must contact both your cooperating teacher and your course instructor in advance—ideally by phone or email. You are responsible for rescheduling the visit and making up any missed time. All make-up hours must be clearly documented on your timesheet and approved by your instructor.

Attendance Expectations:

- Arrive on time (or a few minutes early)
- Stay for the full scheduled visit
- Contact both your cooperating teacher and your instructor if you must miss a session
- Make up all missed hours promptly
- Log your make-up time clearly and honestly

5.3 Dress Code

Your professional appearance communicates respect for your students, your cooperating teacher, and the school community. As a preservice teacher, you are expected to present yourself as a future educator, not just a college student visiting campus. Field-based experience is your first professional placement, and your attire should reflect the standards of the profession (19 TAC §247.2). Every day you are in the classroom, you are making an impression not only on your mentor teacher but on the children and families you may one day serve. You should dress in a way that is modest, neat, comfortable for working with children,

and aligned with the professional dress code followed by staff on your assigned campus. Always check with your cooperating teacher or the school handbook if you are unsure about site-specific expectations. When in doubt, dress more formally than you think you need to. It's far easier to dress down later than to recover from being underdressed. If you are ever unsure about what is appropriate, consult your instructor or cooperating teacher before you show up in something questionable. As a future teacher, your appearance is part of your professional presence. It matters.

Dress Code Guidelines:

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

What NOT to Wear:

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

5.4 Social Media Use

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

Student privacy is non-negotiable. As a teacher candidate, you are legally and ethically bound to protect the confidentiality of all students, families, and school personnel you encounter during your field-based experiences. Under the Family Educational Rights and Privacy Act (FERPA), personally identifiable information about students (e.g., names, photos, videos, and details about behavior, academic performance, or family circumstances) must be kept strictly confidential. This applies not only in formal documentation, but also in any personal or professional communication, including class discussions, shared drives, private group chats,

and all forms of social media. You may not post, share, or transmit any photos, videos, names, or identifying details related to your placement, school, classroom, cooperating teacher, or students regardless of your privacy settings or intent. Even vague or “anonymous” posts (e.g., “you wouldn’t believe what happened in my classroom today...”) can violate ethical standards if they reference student behavior, instructional decisions, or district personnel. Sarcasm, passive-aggressive complaints, or humorous takes on field experiences (even if intended innocently) can do real harm to your credibility, the trust placed in you by schools, and your future in the profession. Violating this expectation may result in immediate removal from your field placement, a professional dispositions referral, and possible dismissal from the program.

Do NOT:

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

You May:

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

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

5.5 Communication

Strong, respectful communication is one of the most important qualities of an effective educator. As a teacher candidate, you are expected to communicate with your cooperating teacher, school staff, and college instructors in a way that reflects professionalism, maturity, and readiness to enter the field. Every email you send, every hallway conversation, and every thank-you note is a chance to build credibility and trust. You are not expected to know

everything. But you are expected to ask questions, respond promptly, and interact with the adults in your placement as a member of the professional team. This includes how you manage logistics (scheduling, absences, observations), how you ask for help, and how you show appreciation for the time your mentor is investing in your development. Every interaction is a reflection of your readiness for the profession. When you communicate clearly and respectfully, you demonstrate responsibility, reliability, and the kind of professionalism that schools are looking for in future teachers.

Guidelines:

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

5.6 Dispositions in Practice

Appendix A Dispositions Rubric

In addition to demonstrating competence in academic and instructional tasks, you are expected to consistently model the professional dispositions required of effective educators. Dispositions are the habits of mind, behaviors, and attitudes that influence how you engage with students, colleagues, and the teaching profession. These include not only outward professionalism, but also your mindset, openness to feedback, emotional maturity, and ability to build trust with others.

Instructors and cooperating teachers will assess your professionalism using the Professional Dispositions for Preservice Teachers Rubric, which is aligned with the InTASC standards, the Texas Teacher Standards, and program expectations. Dispositional evaluations may occur formally (e.g., midpoint and final evaluations) or informally through daily interactions and feedback. Your development as a teacher is not just about what you know. It's about how you carry yourself as a professional. Concerns about professional dispositions may result in a written professionalism referral, a growth plan, or a required conference with the BAAS ECET/WC EPP Director.

You are expected to demonstrate the following throughout all coursework and field experiences:

- **Preparedness and Punctuality:** Arriving on time, ready to participate, with all necessary materials and assignments
- **Positive Relationships with Peers, Students, and Staff:** Building rapport through respect, inclusiveness, and empathy
- **Appropriate, Respectful Communication:** Using professional tone and language in speech, writing, and online platforms
- **Flexibility, Responsiveness, and Willingness to Adapt:** Adjusting to feedback, changes in plans, or challenges with a growth mindset
- **Commitment to Ethical Practice and Ongoing Growth:** Upholding the Code of Ethics, engaging in reflection, and seeking ways to improve

5.7 Disciplinary Procedures

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

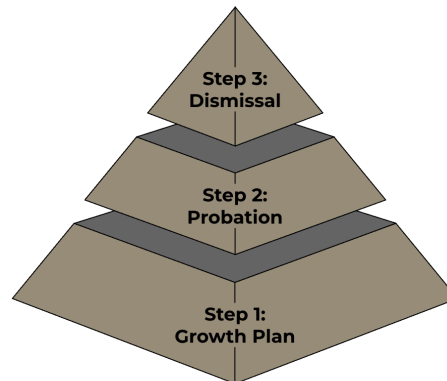
To uphold the standards of the teaching profession and protect program integrity, the BAAS ECET/WC EPP implements a structured, tiered accountability process for addressing concerns related to academic performance, professional conduct, fieldwork readiness, and ethical responsibility. This system is developmental, not punitive. It is designed to support candidates in meeting expectations through targeted feedback, individualized plans, and documented interventions. The goal is to equip future educators with the dispositions, competencies, and decision-making capacity required to succeed in the classroom and earn standard teacher certification in Texas.

Specifically, the program applies a three-tier model:

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

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

Tiered Accountability Process



Step 1. Growth Plan

Appendix D Growth Plan

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

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

conditions of the plan, the concern may escalate to Probation, and field placement privileges may be suspended or restricted. Growth Plans are designed to support success while upholding the high standards required of future Texas educators.

Step 2. Probation

Appendix D
Probation Notice

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

Step 3. Dismissal

Appendix D
Dismissal Notice

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

Candidates who wish to reapply following dismissal must:

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

Removal from Placement

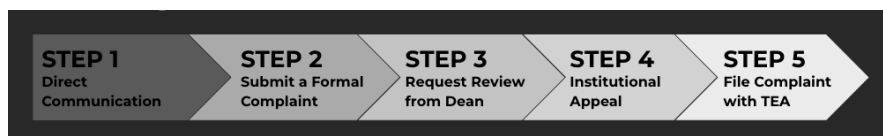
Removal from placement may occur in more serious cases or when a Growth Plan does not result in meaningful improvement. A candidate may be temporarily or permanently removed from their field placement if their conduct violates ethical standards, places students, staff, or school partnerships at risk, 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.

5.8 Grievances & Appeals

The BAAS ECET/WC EPP is committed to fostering a learning environment built on communication, collaboration, and respect. While most concerns can be resolved through direct and professional dialogue, the program recognizes that conflicts or misunderstandings may occasionally arise. In such cases, candidates have the right to seek resolution through a structured, transparent, and fair grievance process. The procedures outlined below are designed to support candidates in resolving concerns related to coursework, field placements, program policies, professional standing, or any action that affects their status in the program. This process complies with 19 TAC §228.20(h), which requires educator preparation programs to provide written policies outlining candidate expectations, and 19 TAC §228.70 and §228.31(i), which require programs to retain documentation of all formal complaints and their resolution. Candidates are expected to model the professionalism and ethical communication required of future educators throughout this process.

Grievance & Appeals Process



Step 1: Address the Concern Directly

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

Candidates are strongly encouraged to:

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

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

Step 2: Submit a Formal Complaint

Appendix D
Complaint Form

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

Step 3: Request a Review by the Dean of Academics

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

5.9 Voluntary Exit (Withdrawal)

Appendix D
Request to
Withdraw/
Voluntary Exit

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

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 teaching experience required for certification, occurring after successful completion of early field-based experiences.

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 educator assigned to supervise and mentor a teacher candidate during early field-based experiences 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.

Early Field-Based Experience (FBE): Structured, in-person, school-based instructional hours completed by teacher candidates prior to clinical teaching. These experiences must total at least 50 hours, with at least 80% being active engagement (19 TAC §228.35(e)(1)(A); §228.43(c)(2)).

EDEC 3301: A junior-level course in the BAAS ECET/WC EPP in which candidates complete 25 hours of fieldwork in PreK–2nd grade classrooms.

EDEC 3302: A junior-level course in the BAAS ECET/WC EPP in which candidates complete 25 hours of fieldwork in 3rd–6th grade classrooms.

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.

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).

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.

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)).

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.

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.

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.

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. The BAAS ECET/WC EPP aligns its observation and reflection tools with T-TESS dimensions.

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.

Appendix A

All Early Field-Based Experiences

Early Field-Based Experiences Commitment Form

Timesheet

Lesson Plan Template (blank)

Lesson Plan Template (w/explanations)

Cooperating Teacher Feedback Form

T-TESS Rubric

Teaching Demonstration Reflections

Dispositions Inventory Rubric

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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	
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	<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

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 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](#)

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.

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 - 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

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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

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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 most 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

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

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.



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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.



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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)



TEACHING DEMONSTRATION

Candidate Reflections

Course EDEC 3301 EDEC 3302

Background Information

Candidate/WC Student Name

Course

Instructor

Cooperating Teacher

District

Campus

Grade

Reflections

Compose a thorough response to each of the prompts citing specific examples from your teaching demonstration.

Planning for Instruction

T-TESS Dimension 1.1 – Standards and Alignment; 1.3 – Knowledge of Students

How did your lesson design reflect the TEKS, your students' learning needs, and their developmental levels?

What evidence shows that your instructional goals and objectives were appropriate and measurable?

Classroom Environment

T-TESS Dimension 3.1 – Classroom Environment, Routines, and Procedures; 3.3 – Classroom Culture

How did your routines, transitions, and expectations support an organized, respectful learning environment?

What specific strategies contributed to a safe and inclusive classroom climate during this lesson?

Student Engagement

T-TESS Dimension 2.4 – Differentiation; 3.3 – Classroom Culture

What did you do to ensure that all students were actively engaged in meaningful learning?

How do you know your students were cognitively involved in the content?

Instructional Delivery & Adjustment

T-TESS Dimensions 2.2 – Content Knowledge and Expertise; 2.5 – Monitor and Adjust

How did you check for understanding and respond in real time to student needs?

Did you make any in-the-moment adjustments to your instruction, and if so, why?

Assessment & Feedback

T-TESS Dimensions 1.2 – Data and Assessment; 2.5 – Monitor and Adjust

How did you use formative or summative assessment to measure student learning?

Describe a moment where you gave feedback that positively impacted a student's progress.

Reflection & Professional Growth

T-TESS Domain IV – Professional Practices and Responsibilities

What is one specific aspect of your teaching that was effective and that you want to continue?

If you were to reteach this lesson, what would you change and why?

How does this experience inform your goals for future professional growth?

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 candidate 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, 7I, 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: 10O; 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.

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Appendix B

EDEC 3301 Supervised Experiences in Early Childhood

Intent Form

Teacher Interview

Classroom Interactions Observation

Learning Through Play Observation

Final Reflections

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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	_____	_____
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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

Teacher Interview

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?



OBSERVATION 1
Classroom Interactions
 Early Childhood (PreK-2nd Grade)

This observation protocol is designed to help you look closely at how teachers and students interact in an early childhood classroom. Observe for a full 60 minutes and complete the following three sections:

Background Information

Fill in your name, the cooperating teacher's name, the date, the subject being taught, and the grade.

 BAAS ECET/ WC EPP Candidate

 Cooperating Teacher Observed

 Date

 Subject

 Grade

Activity Log

Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher is doing and what the students are doing. Use clear, specific, objective language.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist *After completing the activity log, go through each section of the checklist. Check all items that you observed.*

EMOTIONAL SUPPORT

Positive Climate *T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures, 3.3 Classroom Culture*

- There are many indications that the teacher and students enjoy warm, supportive relationships with one another.
- There are frequent displays of positive affect by the teacher and/or students.
- There are frequent positive communications, verbal or physical, among teachers and students.
- The teacher and students consistently demonstrate respect for one another.

Teacher Sensitivity *T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures, 3.3 Classroom Culture*

- The teacher is aware of students who need extra support/assistance/attention.
- The teacher is consistently responsive to students and matches his or her support to their needs and abilities (e.g., acknowledges needs & provides support).
- The teacher is consistently effective at addressing students' problems and concerns.
- The students appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.

Regard for Student Perspectives *T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures, 3.3 Classroom Culture*

- The teacher is flexible in his or her plans, goes along with students' ideas, and organizes instruction around students' interests.
- The teacher provides consistent support for student autonomy and leadership.
- There are many opportunities for student talk and expression.
- The students have freedom of movement and placement during activities.

CLASSROOM ORGANIZATION

Behavior Management *T-TESS 3.1 Classroom Environment, Routines, & Procedures*

- Rules and expectations for behavior are clear and consistently enforced.
- The teacher is proactive and monitors the classroom effectively to prevent problems from developing.
- The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take away time from learning.
- There are few, if any, instances of student misbehavior in the classroom.

Productivity *T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures*

- The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.
- The classroom resembles a "well-oiled machine"; everybody knows what is expected of them and how to go about doing it.
- Transitions are quick and efficient.
- The teacher is fully prepared for activities and lessons.

Learning Formats *T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures*

- The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement.
- The teacher uses a variety of modalities/materials including auditory, visual, and movement to effectively engage students in activities and lessons.
- Students are consistently interested and involved in activities and lessons.
- The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.

INSTRUCTIONAL SUPPORT

Concept Development *T-TESS 2.2 Standards & Alignment, 1.4 Activities, 2.2 Content Knowledge & Expertise, 2.3 Communication, 2.5 Monitor & Adjust*

- The teacher often uses discussions and activities that encourage analysis and reasoning.
- The teacher often provides opportunities for students to be creative and/or generate their own ideas and products.
- The teacher consistently links concepts and activities to one another and to previous learning.
- The teacher consistently relates concepts to the students' actual lives.

Quality of Feedback *T-TESS 2.1 Achieving Expectations, 2.2 Content Knowledge & Expertise, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor & Adjust*

- The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.
- There are frequent feedback loops - back-and-forth exchanges - between the teacher and students.
- The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions.
- The teacher often provides additional information to expand on students' understanding or actions.
- The teacher often offers encouragement of students' efforts that increases students' involvement and persistence.

Language Modeling *T-TESS 2.2 Standards & Alignment, Achieving Expectations, 2.2 Content Knowledge & Expertise, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor & Adjust*

- There are frequent conversations in the classroom.
- The teacher asks many open-ended questions.
- The teacher often repeats or extends the students' responses.
- The teacher consistently maps his or her own actions and the students' actions through language and description.
- The teacher often uses advanced language with students.

SOURCE: Pianta, R., La Paro, K., & Hamre, B. (2008). *Classroom assessment scoring system pre-k manual*. Charlottesville, TN: Teachstone Training, LLC.

Reflections Compose a thorough response to each of the reflection prompts, citing specific examples from your observation.

EMOTIONAL SUPPORT

T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures, 3.3 Classroom Culture

How did the teacher leverage relationships, positive affect, positive communication, and/or respect to create a **positive climate** in his or her classroom?

How did the teacher demonstrate **sensitivity** through awareness, responsiveness, addressing problems, and/or comforting students.

How did the teacher demonstrate **regard for student perspectives** through flexibility and student focus, support for autonomy and leadership, student expression, and/or restriction of movement? Cite specific examples from your observation.

CLASSROOM ORGANIZATION

T-TESS 1.3 Knowledge of Students, 3.1 Classroom Environment, Routines, & Procedures

Explain did the teacher leverage clear behavior expectations, proactiveness, and/or redirection of misbehavior for **behavior management**?

How did the teacher promote **productivity** in his or her classroom through maximizing learning time, routines, transitions, and/or preparation?

How did the teacher leverage **instructional learning formats** through facilitation, variety of modalities and materials, student interest, and/or clarity of learning objectives to enhance student learning?

INSTRUCTIONAL SUPPORT

T-TESS 2.2 Standards & Alignment, 1.2 Data & Assessment, 1.3 Knowledge of Students, 1.4 Activities, 2.1 Achieving Expectations, 2.2 Content Knowledge & Expertise, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor & Adjust

How did the teacher leverage analysis and reasoning, creating, integration, and/or connections to the real world to support students' **concept development**?

How did the teacher use **feedback** to scaffold student learning, engage in or encourage feedback loops, promote thought processes, provide information, and/or encourage and affirm students to increase student participation?

How did the teacher use **language modeling** to encourage frequent conversations, ask open-ended questions, repeat and extend students' responses, engage in self- and parallel-talk, and/or use advanced language?



OBSERVATION 2

Learning Through Play

Early Childhood (PreK-2nd Grade)

This tool is designed to help you closely observe how young children learn through play and how teachers use play to support development. The observation should last one full hour and includes three parts: background information, an activity log, and a checklist with reflection prompts.

Background Information

Fill in your name, the cooperating teacher's name, the date, the subject being taught, and the grade.

BAAS ECET/ WC EPP Candidate

Cooperating Teacher Observed

Date

Subject

Grade

Physical Environment *How was the classroom arranged? Draw a diagram of the room, labeling the different areas and learning centers or play areas (e.g., blocks, dramatic play, library, art). Try to capture how the space is organized to support different types of play.*

Activity Log Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher & students are doing.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist After completing the activity log, check all items that you observed.

TYPES OF PLAY

- Language & Literacy Play:** Children use words to understand the world and express themselves.
- Physical Play:** Children explore the movement of their bodies and/or use their bodies to express themselves.
- Mathematics Play:** Children explore the mathematical dimensions by interacting with numbers, shapes, & sizes.
- Engineering Play:** Children use materials to build something new.
- Aesthetic Play:** Children use art mediums to express themselves.
- Digital Play:** Children use technology and digital media to understand the world and express themselves.
- Dramatic/Sociodramatic Play:** Children act out an imagined situation or story.

TEACHER MOVES

- The teacher provides playful activities that support development within each domain.
- The teacher participates in child-initiated play with all children.
- The teacher engages in playful activities throughout the lesson (songs, books, games, pretending).
- The teacher ensures children have access to ample play materials.
- The teacher utilizes learning centers, stations, or interest areas to encourage play.
- The teacher observes and documents children's play interests.
- The teacher expands on play initiated by children to reinforce language, ideas, and social development.
- The teacher models problem-solving skills during play.
- The teacher balances the need for adult-guided and child-directed learning opportunities.
- The teacher creates opportunities for children to make-believe, make choices, and adjust activities on their own.
- Curriculum/lesson plans/daily schedule allow for child-initiated & adult-guided play based on children's interests.

SOURCE: Morrison, G., Woika, M., & Breffni, L. (2020). Chapter 5. Observing and assessing young children. In *Fundamentals of early childhood education* (pp. 158-199). Pearson.

Reflections *Compose a thorough response to each of the reflection prompts in light of the elements you observed. Make sure to cite specific examples from your observation.*

What types of play did you observe? Cite evidence from your observation to support your assertions.

How effective was the teacher in leveraging play to elevate student learning? Consider both the teacher's learning center design and their interactions with students. What were the strengths and areas for improvement in their teaching practice?

Which aspects of the observed practice would you like to incorporate into your future teaching? Why?

What questions do you have about play in early childhood environments?



EARLY FIELD-BASED EXPERIENCE

Final Reflections

Early Childhood (PreK-2nd Grade)

The EDEC 3301 Final Reflections assignment serves as a formal opportunity for candidates to synthesize their learning from early field-based experience. Reflection prompts are aligned with the Texas Teacher Evaluation and Support System (T-TESS) and support development in instructional planning, classroom environment, professional responsibility, and continuous improvement (19 TAC §228.35(e)(2)(B) and §228.43(a)).

Background Information

_____	EDEC 3301	_____	
Candidate/WC Student Name	Course	Instructor	
_____	_____	_____	_____
Cooperating Teacher	District	Campus	Grade

Reflections

Respond to each prompt using evidence from your fieldwork and referencing the [T-TESS Rubric](#).

Surprises

T-TESS 1.3 Knowledge of Students, 3.3 Classroom Culture

What surprised you most about working with early childhood students?

Instruction

T-TESS 1.1 Standards and Alignment, 1.3 Knowledge of Students, 2.2 Content Knowledge and Expertise, 2.4 Differentiation

What specific instructional skills did you develop during this placement?

Successes

T-TESS 2.1 Achieving Expectations, 2.5 Monitor and Adjust

What were your biggest successes, and what factors contributed to them?

Challenges

T-TESS 3.1 Classroom Environment, Routines, and Procedures, 3.2 Managing Student Behavior, 3.3 Classroom Culture

What were your greatest challenges, and how did you respond to them?

Classroom Management

T-TESS 3.1 Classroom Environment, Routines, and Procedures, 3.3 Classroom Culture, 4.3 Professional Development

What did you learn about classroom management and student engagement in early childhood?

Relationships

T-TESS 3.3 Classroom Culture, 4.3 Professional Development

How did you build relationships with students, colleagues, and your cooperating teacher?

Professional Goals & Teacher Identity

T-TESS 4.2 Goal Setting, 4.3 Professional Development

How has this experience influenced your professional goals and teaching identity?

Resources

T-TESS 4.3 Professional Development, 2.4 Differentiation

What tools, resources, or strategies were most helpful to you?

Time Management

T-TESS 4.3 Professional Development, 6D(1) Professional Ethics and Integrity

How did you manage the workload and responsibilities of your field placement?

Key Takeaways

T-TESS Domains I-IV: Planning, Instruction, Learning Environment, and Professional Practices

What are your key takeaways from this early childhood experience that you will carry into your future classroom?

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Appendix C

EDEC 3302 Supervised Experiences in Upper Elementary

Intent Form

Teacher Interview

Learning Environment Observation

Actions of Students Observation

Actions of Teachers Observation

Teaching & Learning Observation

Final Reflections

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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 _____ EDEC 3302 _____
 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
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	_____	_____
_____	_____ <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	_____	_____
_____	_____ <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

Teacher Interview

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?



OBSERVATION 1

Learning Environment

Upper Elementary (Grades 3-6)

This tool is designed to help you closely observe how upper elementary students learn, interact, and stay engaged in the classroom. The observation should last one full hour and includes three parts: background information, an activity log, and a checklist with reflection prompts.

Background Information

BAAS ECET/ WC EPP Candidate

Cooperating Teacher Observed

Date

Subject

Grade

Physical Environment

How was the classroom arranged? Draw a diagram of the room, labeling the different areas and learning centers or play areas (e.g., blocks, dramatic play, library, art). Try to capture how the space is organized to support different types of play.

Activity Log

Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher & students are doing.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist

After completing the activity log, go through each section of the checklist. Check all items that you observed.

ACCOMPLISHMENT

T-TESS 1.1 Standards & Alignment; 2.4 Differentiation; 3.2 Classroom Environment, Routines, & Procedures

Academic Accomplishment

- Teacher communicated clear, high expectations for all students.
- Teacher differentiated instruction to meet diverse student needs.
- Teacher incorporated student interests and cultural backgrounds into lessons to make learning relevant/engaging.
- Teacher promoted a collaborative environment by encouraging cooperation over competition.
- Teacher provided multiple and varied opportunities for students to demonstrate mastery.
- Teacher recognized & celebrated individual student achievements, providing specific feedback and reinforcement.

Social Accomplishment

- Teacher provided students with opportunities to take responsibility for their actions and learning.
- Teacher created opportunities for students to engage in positive peer interactions and modeled conflict resolution..
- Teacher facilitated opportunities for student leadership within the classroom (e.g., group leaders, helpers).
- Teacher recognized and celebrated students' social accomplishments (e.g., helping peers).

Physical Accomplishment

- Teacher incorporated physical activities that allowed all students to participate, fostering an inclusive environment.
- Teacher established clear classroom routines that promoted orderly movement and physical engagement.

BELONGING

T-TESS 1.3 Knowledge of Students, 3.3 Classroom Culture

- Teacher created a positive, inclusive, & respectful classroom environment where all students felt safe & supported.
- Teacher nurtured relationships with students by showing care and building personal connections.
- Teacher facilitated open discussion and dialogue, encouraging all voices to be heard and valued.
- Teacher extended the classroom community to include family and community members.

ENGAGEMENT

T-TESS 1.3 Knowledge of Students; 2.3 Communication; 2.4 Differentiation; 3.3 Classroom Culture

Academic Engagement

- Teacher used problem-based or inquiry-based learning activities to spark curiosity and encourage deep thinking.
- Teacher encouraged student-led discussions & actively engaged students in generating ideas & solving problems.
- Teacher used questioning techniques that challenge students to think critically & apply learning to new situations.

Social Engagement

- Teacher provided students with opportunities for collaboration and peer interactions to build communication skills.
- Teacher supported students' cultural/linguistic diversity, allowing them to express themselves comfortably.
- Teacher fostered a classroom environment where students felt valued & part of the learning community.

Physical Engagement

- Teacher incorporated physical activities into learning to maintain student engagement.
- Teacher allowed for appropriate movement during lessons, ensuring students remained active and focused.

SOURCE: Finnan, C. (2009). Chapter 7. The classroom environment: Supporting accomplishment, belonging, and engagement. In *The upper elementary years: Ensuring success in grades 3-6* (pp. 119-140). Thousand Oaks, CA: Corwin Press.

Reflections

Compose a thorough response to each of the reflection prompts in light of the elements you observed. Make sure to cite specific examples from your observation.

ACCOMPLISHMENT

T-TESS 1.1 Standards & Alignment; 2.4 Differentiation; 3.2 Classroom Environment, Routines, & Procedures

How did the teacher foster academic, social, and physical accomplishments in the classroom, and how did these strategies impact student engagement and growth?

In what ways did the teacher balance the needs of diverse learners while maintaining high expectations for all students, and how were individual student accomplishments recognized and celebrated?

BELONGING

T-TESS 1.3 Knowledge of Students, 3.3 Classroom Culture

How did the teacher create a sense of belonging and community in the classroom, and how did these efforts promote a safe and inclusive environment for all students?

How did the teacher foster an inclusive and respectful environment, and how was student diversity (e.g., language, culture, abilities) acknowledged and celebrated?

ENGAGEMENT

T-TESS 1.3 Knowledge of Students; 2.3 Communication; 2.4 Differentiation; 3.3 Classroom Culture

How did the teacher actively engage students in academic and social learning, and what strategies were used to encourage critical thinking, collaboration, and inquiry-based learning?

In what ways did the teacher incorporate physical movement and appropriate classroom procedures to maintain student engagement and energy throughout the lesson?



OBSERVATION 2

Actions of Teachers

Upper Elementary (Grades 3-6)

This tool helps you observe what upper elementary students are doing during instruction. Observe for one hour. Complete the background information, activity log, checklist, and reflections. Focus on how students show involvement, collaborate, and succeed in the classroom. Use specific, objective examples.

Background Information

BAAS ECET/ WC EPP Candidate

Cooperating Teacher Observed

Date

Subject

Grade

Activity Log

Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher & students are doing.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist

After completing the activity log, go through each section of the checklist. Check all items that you observed.

UNDERSTANDING OF STUDENTS

Differentiated Instruction *T-TESS 2.4 Differentiation*

- Teacher provided multiple levels of support to meet the diverse academic and linguistic needs of students.
- Teacher adapted content to address varying readiness levels, interests, or learning styles.
- Teacher used flexible grouping strategies to allow for varied student interaction.

Culturally Relevant Examples *T-TESS 1.3 Knowledge of Students, 3.3 Classroom Culture*

- Students used learning tools/materials to engage in tasks.
- Teacher incorporated real-world examples or scenarios related to students' cultural backgrounds, interests, or personal experiences to make the content more relatable.
- Teacher invited students to share their personal perspectives, enriching the lesson with diverse viewpoints.

Adjusting Pacing *T-TESS 2.4 Differentiation, 2.5 Monitor & Adjust*

- Teacher observed student responses and adjusted the pace of instruction to accommodate comprehension.
- Teacher provided differentiated opportunities for students who needed extra time or acceleration.

Formative Assessment *T-TESS 1.2 Data & Assessment*

- Teacher used questioning techniques to check for understanding and adjusted instruction.
- Teacher implemented quick formative assessments to monitor student progress throughout the lesson.
- Teacher offered immediate feedback to guide student improvement, reinforcing success or redirecting misconception.

TEACHER AS LEARNING LEADER

Modeling Problem-Solving and Critical Thinking *T-TESS 2.3 Communication*

- Teacher explicitly modeled strategies for solving complex problems or thinking critically about content.
- Teacher asked higher-order thinking questions to challenge students to analyze, evaluate, and synthesize information.

Scaffolding Instruction *T-TESS 2.4 Differentiation, 2.5 Monitor & Adjust*

- Teacher broke tasks into smaller, manageable steps to help students build understanding and confidence.
- Teacher used verbal cues, prompts, or visual supports to guide students toward independent mastery of skills or concepts.

Promoting Student-Led Learning *T-TESS 2.1 Achieving Expectations, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor & Adjust*

- Teacher facilitated opportunities for student-led discussions, peer teaching, or collaborative group work, allowing students to take ownership of their learning.
- Teacher encouraged student autonomy by offering choices in how they demonstrate learning or complete tasks.
- Teacher encouraged self-assessment or peer feedback to enhance metacognition and student self-awareness of their learning.

Clear Learning Objectives and Structure *T-TESS 1.1 Standards & Alignment, 1.4 Activities*

- Teacher communicated clear, specific learning objectives at the start of the lesson and referenced them throughout to maintain focus.
- Teacher provided a structured lesson framework to support student understanding and engagement.
- Transitions between lesson components were smooth and maintained student focus, with clear instructions provided at each step.

SOURCE: Finnan, C. (2009). Chapter 8. Teaching and Learning. In *The upper elementary years: Ensuring success in grades 3-6* (pp. 141-167). Thousand Oaks, CA: Corwin Press.

Reflections

Compose a thorough response to each of the reflection prompts in light of the elements you observed. Make sure to cite specific examples from your observation.

UNDERSTANDING OF STUDENTS

T-TESS Rubric: Domain I. Planning, Dimension 1.2 Data & Assessment, Dimension 1.3 Knowledge of Students; Domain II Instruction, Dimension 2.4 Differentiation, 2.5 Monitor & Adjust

How did the teacher demonstrate a deep understanding of the diverse learning needs of students, and how were differentiated instructional strategies implemented to ensure equitable access to the lesson content?

In what ways did the teacher use formative assessments to adjust pacing and instructional delivery, and how did these adjustments support student comprehension?

TEACHER AS LEARNING LEADER

T-TESS Rubric: Domain II. Instruction, Dimension 2.1 Achieving Expectations, Dimension 2.3 Communication; Domain III. Learning Environment, Dimension 3.3 Classroom Culture

How did the teacher model critical thinking and problem-solving strategies for students, and what impact did these strategies have on student engagement and understanding?

How did the teacher foster student autonomy through scaffolding and peer-led learning opportunities, and how did these approaches support student ownership of their learning?



OBSERVATION 3 Actions of Students

Upper Elementary (Grades 3-6)

This tool helps you observe what upper elementary students are doing during instruction. Observe for one hour. Complete the background information, activity log, checklist, and reflections. Focus on how students show involvement, collaborate, and succeed in the classroom. Use specific, objective examples.

Background Information

BAAS ECET/ WC EPP Candidate

Cooperating Teacher Observed

Date

Subject

Grade

Activity Log

Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher & students are doing.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist

After completing the activity log, go through each section of the checklist. Check all items that you observed.

INVOLVEMENT

T-TESS 1.3 Knowledge of Students, 1.4 Activities, 2.1 Achieving Expectations, 2.5 Monitor & Adjust, 3.1 Classroom Environment, Routines, & Procedures

- Students were visibly focused on the lesson, demonstrated by behaviors such as paying attention, following instructions, or taking notes.
- Students asked relevant questions or actively participated in class discussions, contributing ideas or seeking clarification.
- Students completed assigned tasks or activities without requiring frequent redirection from the teacher.
- Students used learning tools and materials (e.g., manipulatives, technology) effectively to engage with the lesson content.

COOPERATION & COLLABORATION

T-TESS 2.3 Communication, 3.1 Classroom Environment, Routines, and Procedures, 3.2 Managing Student Behavior, 3.3 Classroom Culture.

- Students worked cooperatively in pairs or groups to complete a task, demonstrating collaborative learning.
- Students shared ideas, materials, or information with peers, contributing to collective understanding.
- Students offered help or feedback to peers during group activities, supporting the success of others.
- Students resolved disagreements or differing opinions collaboratively, fostering a positive classroom culture.

SUCCESS

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 2.1 Achieving Expectations, 2.5 Monitor & Adjust, 3.1 Classroom Environment, Routines, & Procedures

- Students demonstrated understanding by completing tasks correctly and applying knowledge effectively.
- Students showed improvement or progress during the lesson, either through increased participation or task completion.
- Teacher provided feedback, praise, or redirection to support student success, guiding them toward mastery.
- Students demonstrated confidence when answering questions, participating in discussions, or sharing their work with the class.

SOURCE: Finnan, C. (2009). Chapter 8. Teaching and Learning. In *The upper elementary years: Ensuring success in grades 3-6* (pp. 141-167). Thousand Oaks, CA: Corwin Press.

Reflections

Compose a thorough response to each of the reflection prompts in light of the elements you observed. Make sure to cite specific examples from your observation.

INVOLVEMENT

T-TESS 1.3 Knowledge of Students, 1.4 Activities, 2.1 Achieving Expectations, 2.5 Monitor & Adjust, 3.1 Classroom Environment, Routines, & Procedures

How did students demonstrate active involvement in the learning process, and in what ways did the use of learning tools or materials support their engagement with the lesson content?

What strategies did the teacher use to maintain student focus, and how did these strategies help students stay on task throughout the lesson?

COOPERATION AND COLLABORATION

T-TESS 2.3 Communication, 3.1 Classroom Environment, Routines, and Procedures, 3.2 Managing Student Behavior, 3.3 Classroom Culture.

How did students collaborate with their peers during group activities, and what impact did this collaboration have on their learning experience?

In what ways did students resolve disagreements or differences of opinion during group activities, and how did the teacher support this process to ensure effective collaboration?

SUCCESS

T-TESS 1.2 Data & Assessment, 1.3 Knowledge of Students, 2.1 Achieving Expectations, 2.5 Monitor & Adjust, 3.1 Classroom Environment, Routines, & Procedures

How did students demonstrate their understanding of the lesson content, and how did the teacher's feedback contribute to student progress and success?

In what ways did students' confidence in their learning, and how did this confidence develop over the course of the lesson?



OBSERVATION 4
Teaching & Learning
 Upper Elementary (Grades 3-6)

This tool helps you observe what upper elementary students are doing during instruction. Observe for one hour. Complete the background information, activity log, checklist, and reflections. Focus on how students show involvement, collaborate, and succeed in the classroom. Use specific, objective examples.

Background Information

 BAAS ECET/ WC EPP Candidate

 Cooperating Teacher Observed

 Date

 Subject

 Grade

Activity Log

Watch the classroom closely for one full hour. Every five minutes, make a note of what the teacher & students are doing.

Time	Teacher	Students
0-5 min		
6-10 min		
11-15 min		
16-20 min		
21-25 min		
26-30 min		
31-35 min		
36-40 min		
41-45 min		
46-50 min		
51-55 min		
56-60 min		

Checklist

After completing the activity log, go through each section of the checklist. Check all items that you observed.

AUTHENTIC LEARNING EXPERIENCES

T-TESS 1.3 Knowledge of Students, 1.4 Activities

- The content related to real-world situations, making the lesson relevant and engaging for students.
- Teacher connected the lesson to students' prior knowledge, building on their experiences to deepen understanding.

INTEGRATED CURRICULUM

T-TESS 2.2 Content Knowledge & Expertise

- Content was connected across subjects, allowing students to see interdisciplinary links.
- Teacher made interdisciplinary connections clear, enhancing students' ability to transfer skills and knowledge.

INSTRUCTION AS DIALOGUE

T-TESS 2.3 Communication

- Teacher encouraged discussion and prompted students to explain their thinking.
- Students had opportunities to articulate their thoughts and engage in dialogue with peers and the teacher.

INCLUSIVE INSTRUCTION

T-TESS 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation

- Lesson design included activities that accommodated different learning styles (e.g., visual, auditory, kinesthetic).
- Students were given various ways to demonstrate their knowledge and understanding (e.g., projects, discussions, assessments).

ACTIVE CONSTRUCTION OF KNOWLEDGE

T-TESS 1.4 Activities, 2.3 Communication

- Students had hands-on opportunities to explore and experiment, engaging in inquiry-based learning.
- Students participated in discovery-based learning, constructing knowledge through experience.

MEANINGFUL LEARNING

T-TESS 1.1 Standards & Alignment, 2.1 Achieving Expectations, 2.2 Content Knowledge & Expertise

- The lesson was organized around central concepts or big ideas, providing a cohesive framework for learning.
- Students made connections between new learning and prior knowledge, reinforcing understanding.

CONNECTEDNESS

T-TESS 1.3 Knowledge of Students, 2.2 Content Knowledge & Expertise, 2.3 Communication

- Teacher helped students make connections between what they already knew and new content, fostering deeper learning.
- Students applied prior knowledge to new situations or problems, demonstrating transfer of skills.

SOURCE: Finnan, C. (2009). Chapter 8. Teaching and Learning. In *The upper elementary years: Ensuring success in grades 3-6* (pp. 141-167). Thousand Oaks, CA: Corwin Press.

Reflections

Compose a thorough response to each of the reflection prompts in light of the elements you observed. Make sure to cite specific examples from your observation.

AUTHENTIC LEARNING EXPERIENCES

T-TESS 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation

How did the teacher connect the lesson content to real-world situations and students' prior knowledge, and how did this impact student engagement?

INTEGRATED CURRICULUM

T-TESS 2.2 Content Knowledge & Expertise

How did the teacher integrate content from multiple subjects, and how did these interdisciplinary connections enhance student understanding?

INSTRUCTION AS DIALOGUE

T-TESS 2.3 Communication

In what ways did the teacher encourage discussion and promote student thinking, and how did this dialogue impact student engagement and understanding?

INCLUSIVE INSTRUCTION

T-TESS 1.3 Knowledge of Students, 1.4 Activities, 2.4 Differentiation

How did the teacher design the lesson to accommodate different learning styles and provide various ways for students to demonstrate their knowledge?

ACTIVE CONSTRUCTION OF KNOWLEDGE

T-TESS 1.4 Activities, 2.3 Communication

How did the teacher create opportunities for students to actively construct knowledge through hands-on exploration and discovery-based learning?

MEANINGFUL LEARNING

T-TESS 1.1 Standards & Alignment, 2.1 Achieving Expectations, 2.2 Content Knowledge & Expertise

How did the teacher organize the lesson around central concepts, and how did students connect prior knowledge to new learning?

CONNECTEDNESS

T-TESS 1.3 Knowledge of Students, 2.2 Content Knowledge & Expertise, 2.3 Communication

In what ways did the teacher help students make connections between prior knowledge and new content, and how did students apply this knowledge to new situations?



EARLY FIELD-BASED EXPERIENCES

Final Reflections

Upper Elementary (Grades 3-6)

The EDEC 3302 Final Reflections assignment serves as a formal opportunity for candidates to synthesize their learning from early field-based experience. Reflection prompts are aligned with the Texas Teacher Evaluation and Support System (T-TESS) and support development in instructional planning, classroom environment, professional responsibility, and continuous improvement (19 TAC §228.35(e)(2)(B) and §228.43(a)).

Background Information

_____	EDEC 3302	_____	
Candidate/WC Student Name	Course	Instructor	
_____	_____	_____	_____
Cooperating Teacher	District	Campus	Grade

Reflections

Respond to each prompt using evidence from your fieldwork and referencing the [T-TESS Rubric](#).

Surprises

T-TESS 1.3 Knowledge of Students, 3.3 Classroom Culture

What surprised you most about working with upper elementary students?

Instruction

T-TESS 1.1 Standards and Alignment, 1.3 Knowledge of Students, 2.2 Content Knowledge and Expertise, 2.4 Differentiation

What specific instructional skills did you develop during this placement?

Successes

T-TESS 2.1 Achieving Expectations, 2.5 Monitor and Adjust

What were your biggest successes, and what factors contributed to them?

Challenges

T-TESS 3.1 Classroom Environment, Routines, and Procedures, 3.2 Managing Student Behavior, 3.3 Classroom Culture

What were your greatest challenges, and how did you respond to them?

Classroom Management

T-TESS 3.1 Classroom Environment, Routines, and Procedures, 3.3 Classroom Culture, 4.3 Professional Development

What did you learn about classroom management and student engagement in early childhood?

Relationships

T-TESS 3.3 Classroom Culture, 4.3 Professional Development

How did you build relationships with students, colleagues, and your cooperating teacher?

Professional Goals & Teacher Identity

T-TESS 4.2 Goal Setting, 4.3 Professional Development

How has this experience influenced your professional goals and teaching identity?

Resources

T-TESS 4.3 Professional Development, 2.4 Differentiation

What tools, resources, or strategies were most helpful to you?

Time Management

T-TESS 4.3 Professional Development, 6D(1) Professional Ethics and Integrity

How did you manage the workload and responsibilities of your field placement?

Key Takeaways

T-TESS Domains I-IV: Planning, Instruction, Learning Environment, and Professional Practices

What are your key takeaways from this early childhood experience that you will carry into your future classroom?

Appendix D

Professional Accountability

Texas Educator Code of Ethics

Growth Plan

Probation Notice

Dismissal Notice

Complaint Form

Request to Withdraw/Voluntary Exit

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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.



BAAS ECET/WC EPP Growth Plan

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

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



BAAS ECET/WC EPP Probation Notice

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

Candidate Information								
Student Name _____	Weatherford College ID # _____							
Date of Notice _____	Issued by (Name/Role) _____							
Reason for Probation		Description:						
<input type="checkbox"/> Failure to fulfill a Growth Plan (Dated: _____) <input type="checkbox"/> Academic ineligibility (< 2.75 GPA, course failure) <input type="checkbox"/> Professional misconduct or ethics violation <input type="checkbox"/> Fieldwork performance issues <input type="checkbox"/> Unprofessional communication or behavior <input type="checkbox"/> Other: _____								
Terms of Probation								
<i>You are currently not in good standing in the BAAS ECET/WC EPP. The following conditions must be met to regain eligibility for fieldwork, clinical teaching, and certification recommendation.</i>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Condition</th> <th style="padding: 5px;">Deadline</th> <th style="padding: 5px;">Responsible Party</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Condition	Deadline	Responsible Party				Progress Monitoring Requirements <input type="checkbox"/> Weekly check-in <input type="checkbox"/> Dispositions evaluations <input type="checkbox"/> Assignment tracking <input type="checkbox"/> Attendance verification <input type="checkbox"/> Fieldwork observation reports <input type="checkbox"/> Other: _____	
Condition	Deadline	Responsible Party						
Signatures								
By signing below, I acknowledge that I understand I am on program probation, that I am currently not in good standing, and that I must meet the conditions outlined above to continue in the BAAS ECET/WC EPP. I understand that failure to fulfill this plan may result in dismissal.								
Student _____	Date _____							
BAAS ECET/WC EPP Director _____	Date _____							
Dean of Academics _____	Date _____							
Outcome of Probation								
<input type="checkbox"/> Met Standard: Reinstated to good standing <input type="checkbox"/> Approaching Standard: Probation extended <input type="checkbox"/> Did NOT Meet Standard: Dismissal recommended								
Reviewed by: _____ Date: _____ Initials: _____								



BAAS ECET/WC EPP Dismissal Notice

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

Candidate Information

Student Name

Weatherford College ID #

Date of Notice

Issued by (Name/Role)

Grounds for Dismissal

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

This decision has been made based on the following grounds:

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

Terms of Dismissal

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

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

Right to Appeal

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

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

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

Signatures

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

Student

Date

BAAS ECET/WC EPP Director

Date

Dean of Academics

Date

Executive Vice President of Academics

Date



BAAS ECET/WC EPP Complaint Form

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

Candidate Information

Student Name

Weatherford College ID #

Summary of the Concern

Submission Date

Date of Incident/Concern

Name and Role of Person(s) Involved

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

Documented Resolution Attempts

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

Yes No

If yes, summarize the discussion and outcome.

Requested Outcome or Resolution

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

Acknowledgement

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

Candidate/Student Signature

Date

For Program Use Only

Program Actions

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

Outcome

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

Candidate Standing at Time of Complaint

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

Notes:

Director Signature

Date



BAAS ECET/WC EPP Request to Withdraw/Voluntary Exit

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

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

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