



EDUCATOR PREPARATION PROGRAM



Field Supervisor Handbook

2026-2028

About This Handbook

This handbook is the official guide for Field Supervisors assigned by the Weatherford College Educator Preparation Program (WC EPP) to observe, coach, and evaluate a Candidate during Clinical Teaching. It explains the Clinical Teaching structure, Field Supervisor qualifications and responsibilities, the required observation cycle, communication and documentation requirements, evaluation processes, and procedures for reporting concerns.

The Field Supervisor provides program-based supervision through structured guidance and regular, ongoing support: initial contact and placement verification, informal and formal observations, individualized pre- and post-observation conferences, written feedback, collaboration with the Cooperating Teacher, progress monitoring, and evaluative recommendations to WC EPP. The Field Supervisor works in partnership with the Candidate, Cooperating Teacher, campus or district personnel, and WC EPP.

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

This handbook is aligned with applicable provisions of the Texas Administrative Code (TAC), including Chapters [228](#) and [247](#), and provides written guidance regarding the qualifications, responsibilities, support, communication, documentation, and evaluation processes associated with the Field Supervisor role during Clinical Teaching. The WC EPP may revise this handbook to reflect changes in state requirements, College policy, district procedures, or program operations. Current materials are available at wc.edu/edbachelors.

Program Contact

Dr. Leslie Hancock

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

1. Program Overview

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

1.1 Mission, Vision, & Goals

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

Mission

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

Vision

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

Goals

To realize this vision, the BAAS ECET/WC EPP is guided by five overarching goals that align with state priorities and support long-term impact. Each goal aligns with relevant provisions of the Texas Administrative Code and supports ongoing evaluation and improvement efforts. Field supervision contributes most directly to Goals 2, 3, and 5.

1. **Expand Access.** Increase enrollment of nontraditional, place-bound, and underrepresented students by offering an affordable, locally grounded pathway to teacher certification.
2. **Maintain Academic Quality.** Ensure all courses and school-based practice opportunities align with applicable Texas Administrative Code requirements, Texas Teacher Standards, and other applicable state educator standards, while incorporating relevant national professional standards and research-based frameworks.
3. **Support Candidate Success.** Maintain high rates of course completion, certification exam passage, and on-time graduation.
4. **Strengthen Workforce Impact.** Partner with regional districts to place graduates in high-need EC-6 positions and improve teacher retention in local schools.

5. **Lead with Excellence and Inclusive Practice.** Prepare educators who use culturally responsive, developmentally appropriate, and research-informed instructional strategies to meet the needs of all learners and support strong outcomes for historically underserved student groups.

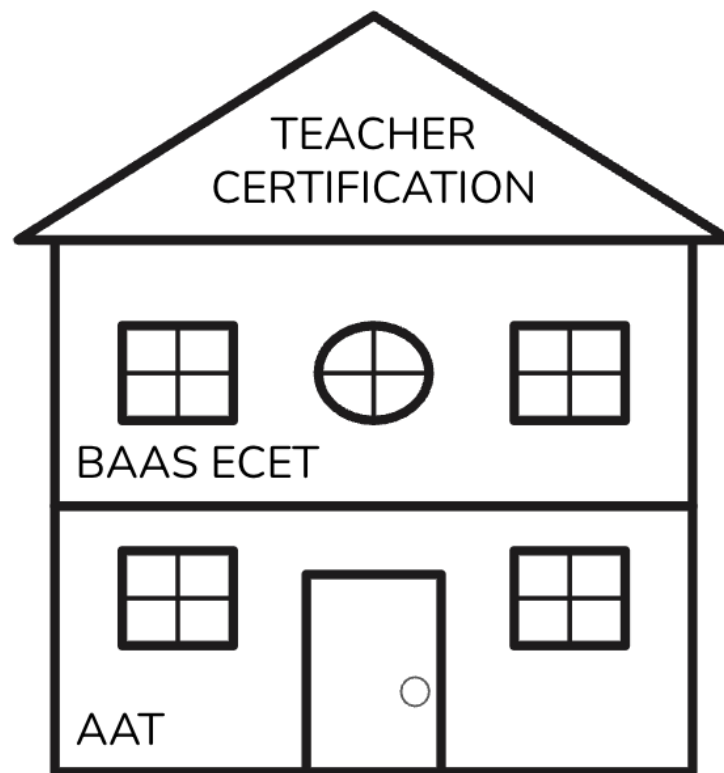
1.2 Credential Pathway

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

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

Figure 1

Stackable Credentials



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

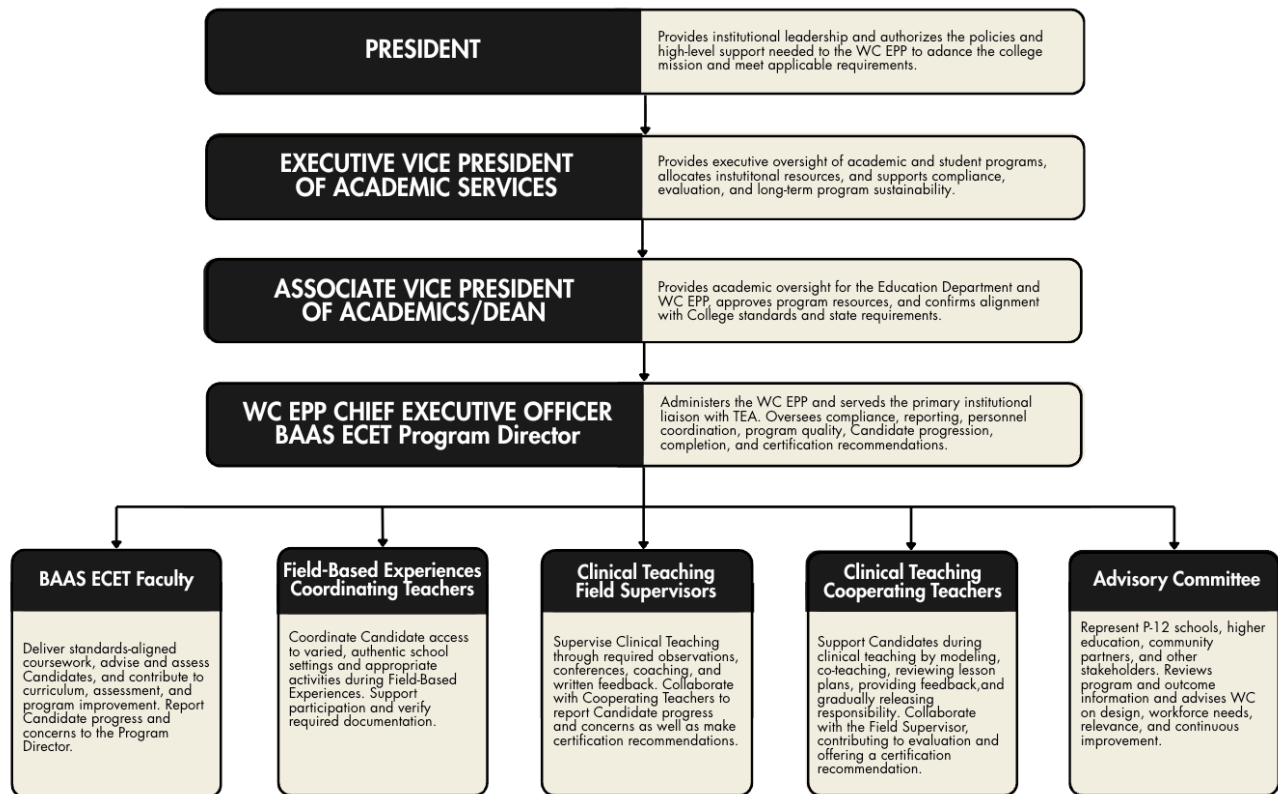
1.3 Governance

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

The following figure outlines the governance and operational structure of the WC EPP. It illustrates the reporting hierarchy from the President of Weatherford College to the Program Director, who serves as the Chief Operating Officer, and highlights the interconnected roles of full-time and adjunct faculty, Field Supervisors, Cooperating Teachers, and the Advisory Committee. The Field Supervisor is hired by and reports to WC EPP, not to the partner campus or district, which preserves the independence of program-based supervision.

Figure 2

BAAS ECET/WC EPP Organizational Structure



2. Clinical Teaching

Successful Clinical Teaching depends on clearly defined roles, purposeful instructional support, and consistent communication among the Candidate, Cooperating Teacher, Field Supervisor, campus or district personnel, and WC EPP. The Field Supervisor is the program's presence in the placement: the person who verifies that the assignment is functioning as approved, observes and documents the Candidate's practice against the educator standards, coaches for growth, and supplies the evidence on which WC EPP bases progression and certification recommendation decisions.

2.1 What Is Clinical Teaching?

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

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

Table 1

Clinical Teaching Phases

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

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

State rules permit the minimum Clinical Teaching requirement to be reduced to no fewer than 455 hours in a documented instance of parental leave, military leave, medical leave, or bereavement. Any reduction must be reviewed, approved, and documented by WC EPP. A Field Supervisor may not independently waive or reduce the Candidate's required hours, but the Field Supervisor is often the first to learn of a qualifying circumstance and must report it to WC EPP promptly.

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

2.2 The Clinical Teaching Team

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

Table 2

Key Roles

Team Member	Primary Role
Candidate	Participates actively in the assignment, completes required hours and documentation, prepares for observations, applies feedback, demonstrates professional growth, and complies with WC EPP and campus or district requirements.
Cooperating Teacher	Provides daily school-based guidance, co-teaches with the Candidate, gradually releases instructional responsibility, retains responsibility for the classroom and students, reports progress to the Field Supervisor, and participates in evaluation and recommendation decisions.
Field Supervisor	Provides structured guidance and regular, ongoing support on behalf of WC EPP; makes initial contact and verifies the placement; conducts required informal and formal observations with pre- and post-observation conferences; provides written feedback to the Candidate and Cooperating Teacher; requests and documents Cooperating Teacher feedback; monitors Candidate progress; and provides evaluative ratings and a certification recommendation to WC EPP.
Campus or District Administrator	Collaborates with WC EPP in assigning the Cooperating Teacher, provides campus access for observations, and supports implementation of the Clinical Teaching assignment.
WC Educator Preparation Program	Approves and oversees the assignment, verifies Field Supervisor and Cooperating Teacher qualifications, provides training and evaluation instruments, monitors compliance, reports observation data to TEA, maintains records, and determines program completion and certification recommendation eligibility.

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

Any proposed change to the approved assignment, including a change in the Cooperating Teacher, school, grade level, subject area, schedule, or other placement condition, must be reported to WC EPP. A change may be made only after it has been authorized by WC EPP in collaboration with the campus or district, as appropriate. The Field Supervisor may not independently alter the approved Clinical Teaching assignment and must report any unauthorized change discovered during supervision.

2.3 The Field Supervisor

The Field Supervisor is a qualified educator, who preferably has advanced credentials, hired by WC EPP to observe Candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators, and who holds either a valid certificate in the classroom teacher class or a related master's degree with the required continuing professional education, as described below. Each Field Supervisor must satisfy the applicable state and WC EPP qualification requirements before being assigned to a Candidate.

Required Qualifications

To qualify for assignment the Field Supervisor must:

- have at least three creditable years of experience in the classroom teacher certification class in which supervision occurs (campus-level administrator experience combined with a certificate appropriate for a principal assignment also satisfies this requirement for classroom teacher Candidates);
- hold a valid certificate in the classroom teacher class, or hold at least a master's degree in the academic area or field related to that class and comply with continuing professional education requirements;
- be an accomplished educator, as shown by student learning;
- not be employed at the school where the Candidate is completing Clinical Teaching;
- not also serve as the intern mentor teacher, host teacher, Cooperating Teacher, or site supervisor for the same Candidate; and
- complete the WC EPP Field Supervisor training and the TEA-approved field supervisor training described below.

WC EPP additionally prefers Field Supervisors who hold certification appropriate to an elementary Prekindergarten-Grade 6 assignment (for example, Core Subjects EC-6, Core Subjects with Science of Teaching Reading EC-6, Generalist EC-6, or an equivalent legacy elementary certificate), who hold or have held T-TESS certification, and who have recent experience coaching or appraising teachers.

Credential Verification. Before a Field Supervisor is assigned, WC EPP uses the *Field Supervisor Credential Verification* to document and verify the proposed Field Supervisor's qualifications. The verification includes creditable years of experience and the class in which they were earned, evidence of accomplishment as shown by student learning, current certificate status confirmed through the TEA certificate lookup (or the master's degree and CPE alternative), confirmation that the Field Supervisor is not employed at the Candidate's campus, confirmation of appropriate separation among supervisory roles, and training status. WC EPP retains the completed verification and supporting documentation for at least five years in accordance with the program's records-retention requirements.

Required Training

Every Candidate must be supervised by a Field Supervisor who has been trained. The Field Supervisor must (1) receive training from WC EPP in the Field Supervisor role, renewed annually, and (2) complete TEA-approved field supervisor training at least once every three years. WC EPP training is grounded in scientifically based research and addresses the WC EPP observation instruments and T-TESS domains, the observation cycle and conference protocols, evidence-based written feedback, coaching conversations, co-teaching and gradual release, the Cooperating Teacher Feedback Checkpoint, evaluation and recommendation procedures, required

documentation and TEA reporting, professional communication, and procedures for identifying and reporting concerns. Training must be completed before the Field Supervisor makes initial contact with a Candidate.

Table 3

TEA-Approved Field Supervisor Training Renewal Schedule

If the Field Supervisor completed TEA-approved training...	Renewal is due...	Then...
On or before September 1, 2025	By September 1, 2027	≥ 1x / every three years thereafter
Between September 2, 2025, and August 31, 2026	By September 1, 2028	≥ 1x / every three years thereafter
On or after September 1, 2026	Within 3 years of completion	≥ 1x / every three years thereafter

Note. Beginning September 1, 2027, valid T-TESS certification and other agency-approved observation and coaching training may count toward the TEA-approved training requirement for supervisors of teacher Candidates. WC EPP documents the training provider, completion date, and renewal date for every Field Supervisor and maintains this record for accountability review.

Responsibilities

The Field Supervisor's role combines evaluation of the Candidate's performance against the educator standards with coaching that accelerates growth. Fulfilling this role requires timely contact, careful observation, evidence-based written feedback, individualized conferences, disciplined documentation, consistent collaboration with the Cooperating Teacher, prompt communication of concerns, and professional conduct as a guest on a partner campus.

Initial Contact & Placement Verification. The Field Supervisor must contact the Candidate within the first three weeks of the assignment start date, by telephone, email, or other electronic communication, to introduce the supervision relationship and confirm expectations. WC EPP requires this contact to occur during Week 1 and to be followed within the same three-week window by a first campus visit at which the Field Supervisor meets the Cooperating Teacher, confirms the assigned grade level and subject match the certification sought, confirms that the Cooperating Teacher assigned by WC EPP and the campus is the educator actually supporting the Candidate, confirms the Candidate's half-day schedule and the observation windows, and finalizes the Supervision Schedule. Any discrepancy between the approved assignment and the placement as it exists on campus is reported to WC EPP immediately.

Structured Guidance & Ongoing Support. Each Candidate is entitled to supervision that includes structured guidance and regular, ongoing support throughout the assignment. Beyond the required observations, the Field Supervisor maintains regular communication with the Candidate and Cooperating Teacher, responds to messages within one business day, reviews the Candidate's weekly reflections and lesson plans as needed, helps the Candidate connect coursework and the educator standards to classroom practice, and is available for questions between visits. The state's accountability system measures the quality of field supervision by asking Candidates whether their Field Supervisor frequently or always provided these components of structured guidance and ongoing support; consistent, responsive support is therefore both a professional expectation and an accountability requirement.

Informal Observations. The Field Supervisor conducts at least three informal observations of at least 15 minutes each during each Clinical Teaching course. The first informal observation in each course must occur within the first six weeks of the course and must be in person. WC EPP schedules informal observations in Weeks 3, 8, and 13 and conducts all of them in person. Each informal observation focuses on identified instructional or professional skills, is followed by a brief post-observation discussion, and produces written feedback on the Informal Observation Form that is provided to the Candidate and Cooperating Teacher.

Formal Observations. The Field Supervisor conducts two formal observations of at least 45 minutes each during EDEL 4311 and two during EDEL 4312, for a total of four across the assignment. The first formal observation occurs in Week 4 of EDEL 4311, well within the first third of the assignment. All WC EPP formal observations are conducted in person at the Candidate's campus. Each formal observation cycle includes an individualized pre-observation conference, documentation of the observed educational practices on the Formal Observation Form, and written feedback delivered through an individualized, synchronous, and interactive post-observation conference.

Written Feedback. The Field Supervisor prepares and provides written observation feedback to the Candidate and Cooperating Teacher within five business days of the observation. For formal observations, the Field Supervisor reviews the feedback with the Candidate during an individualized, synchronous, interactive post-observation conference held within one week of the observation. The Candidate submits the completed informal observation packet to Canvas within five business days of the observation and debrief and the completed formal observation packet within five business days of the post-observation conference. The Field Supervisor verifies that the required records are complete, retains the supervision records, and documents feedback delivery and submission dates on the Observation Compliance Log.

Collaboration with the Cooperating Teacher. The Field Supervisor collaborates with the Candidate and Cooperating Teacher throughout Clinical Teaching and requests and documents the Cooperating Teacher's feedback during Weeks 3 and 9 of both EDEL 4311 and EDEL 4312, for a total of four feedback checkpoints. At each checkpoint, the Field Supervisor sends an email requesting specific feedback about the Candidate's preparation, instruction, classroom management, professionalism, responsiveness to feedback, and effect on student learning. The Cooperating Teacher responds with specific examples of strengths, concerns, and recommended next steps. The Field Supervisor retains the dated request and response, forwards the record to the Program Director, and uses the feedback to guide coaching and evaluation. The Field Supervisor also confers with the Cooperating Teacher during campus visits and provides copies of written observation feedback. A signature acknowledging receipt of observation feedback does not replace the Cooperating Teacher's substantive feedback about the Candidate.

Progress Monitoring & Gradual Release. The Field Supervisor monitors the Candidate's progress toward proficiency in the educator standards and the appropriateness of the Cooperating Teacher's gradual release of instructional responsibility. The Field Supervisor reviews the pace of release at each visit, encourages meaningful opportunities for the Candidate to plan, teach, assess, and assume sustained lead instruction as readiness is demonstrated, and supports the Cooperating Teacher when the progression must be slowed, paused, or temporarily reversed. Where the Candidate is not receiving opportunities that match demonstrated readiness, or is being given responsibility beyond demonstrated readiness, the Field Supervisor raises the matter with the Cooperating Teacher first and with WC EPP if it is not resolved.

Evaluation & Recommendation. The Field Supervisor provides evidence-based ratings, comments, and a recommendation on the Midpoint Evaluation at the conclusion of EDEL 4311 and on the Final Evaluation at the conclusion of EDEL 4312, leads the evaluation conference, and recommends to WC EPP whether the Candidate should be recommended for a standard certificate.

Reporting Concerns. Concerns involving attendance, punctuality, preparation, performance, professionalism, conduct, documentation, student learning, or compliance with campus, district, or WC EPP requirements must be communicated promptly to the Program Director. Concerns should be reported when they arise rather than delayed until a scheduled observation or evaluation and are documented on the Concern Report. When a concern involves an immediate risk to student safety or well-being, the Field Supervisor must follow applicable campus procedures, notify campus administration, and notify WC EPP as soon as practicable. Concerns about the placement itself, including an unqualified or unavailable Cooperating Teacher, a Candidate left as the sole adult with students, or a schedule that does not permit the required hours, are placement-compliance matters that must be reported to WC EPP the same day.

Professional Conduct on Campus. The Field Supervisor is a guest of the partner campus and represents Weatherford College. The Field Supervisor follows campus visitor procedures, including check-in, identification, and any district background-check requirement, honors the campus schedule when arranging visits, protects the confidentiality of student and Candidate information, and communicates with campus personnel through professional channels. Observation notes and forms are stored securely and are shared only with the Candidate, Cooperating Teacher, and WC EPP.

2.4 Observation Cycle & Supervision Schedule

WC EPP's observation design meets or exceeds every state frequency, duration, timing, and modality requirement for field supervision. Every observation must be completed as scheduled, meet the minimum duration, and be documented with the date, start and end times, modality, and the Field Supervisor's name. A missed or short observation cannot be repaired after the course ends.

Table 4

Observation Requirements: State Minimum and WC EPP Design

Element	State Requirement	WC EPP Design
Initial contact	Within first three weeks of assignment start; phone, email, or electronic	Week 1 contact plus a campus visit within the first three weeks
Informal observations	At least 3 per semester, each at least 15 minutes; first within 6 weeks and in person; written feedback and targeted-skill focus	3 per course (Weeks 3, 8, 13), all in person, 15+ minutes, written feedback within 5 business days
Formal observations	At least 2 in first half and 2 in second half; first within first third of assignment; at least 2 in person per assignment; each 45+ minutes	2 per course (Weeks 4 and 9), all 4 in person, 45+ minutes
Formal observation components	Individualized pre-observation conference; documentation of practices; written feedback through an individualized, synchronous, interactive post-observation conference; copy to Cooperating Teacher	Pre-conference the week before, observation, post-conference the week after; copies to Candidate, Cooperating Teacher, and Canvas
Virtual formal observations	Permitted only in addition to the two in-person minimum per assignment; if used, at least two additional virtual observations, each 45+ minutes, unedited transmission, post-conference within 72 hours	WC EPP conducts all required formal and informal observations in person. Pre- and post-observation conferences may occur in person, by telephone, or by video conference.
Cooperating Teacher feedback	Requested and documented at least 3 times during clinical teaching	4 Feedback Checkpoints (Weeks 3 and 9 of each course)
Written feedback copies	Cooperating Teacher receives copy of written feedback	All informal and formal feedback shared with Cooperating Teacher and uploaded to Canvas

Formal Observation Cycle

Each formal observation is a three-part cycle completed across three consecutive weeks. The cycle is the Field Supervisor's primary evaluative tool and must be executed consistently for every Candidate.

Pre-Observation Conference (individualized). The Field Supervisor meets with the Candidate, in person or virtually, before the observation to review the full BAAS ECET/WC EPP Lesson Plan the Candidate will teach, confirm that the Cooperating Teacher has reviewed and initialed the plan, discuss the learning objectives, the students, anticipated challenges, and the T-TESS dimensions that will be the focus of the observation, and agree on any specific data the Field Supervisor will collect. The conference is documented on the Pre-Observation Conference Form. The conference need not occur at the campus.

Observation (45+ minutes, in person). The Field Supervisor observes the Candidate leading instruction for at least 45 continuous minutes, records objective evidence of what the Candidate and students say and do, and scripts the lesson against the T-TESS dimensions on the Clinical Teaching Formal Observation & Post-Conference Form. The Field Supervisor does not interrupt instruction or co-teach during the observation. The Cooperating Teacher remains responsible for the classroom throughout.

Post-Observation Conference: The individualized, synchronous, and interactive conference in which the Field Supervisor reviews written observation feedback with the Candidate, discusses strengths and areas for growth, and establishes actionable next steps. WC EPP requires this conference within one week of each formal observation. The conference may occur in person, by telephone, or by video conference.

Informal Observation Protocol

Informal observations are shorter, targeted visits designed to build a fuller picture of the Candidate's practice and to coach specific skills between formal cycles. Before each informal observation, the Field Supervisor identifies the targeted skill (for example, transitions, checks for understanding, or academic language) in consultation with the Candidate and Cooperating Teacher, often drawing on the previous formal observation's refinement area. The Field Supervisor observes for at least 15 minutes, holds a brief post-observation discussion, and completes the Informal Observation Form.

Table 5

Clinical Teaching Supervision Schedule & Field Supervisor Responsibilities (applies to both EDEL 4311 and EDEL 4312 unless noted)

Requirement	When	Field Supervisor Responsibility
Initial Contact & Placement Verification	Week 1 (contact); by end of Week 3 (campus visit)	Contact the Candidate; visit the campus; meet the Cooperating Teacher; verify the placement matches the approved assignment; report discrepancies to WC EPP.
Supervision Schedule	Weeks 1-2 of each course	Complete and sign the schedule with the Candidate and Cooperating Teacher, including observation windows, conference dates, communication procedures, the start-of-year phase, and the evaluation conference. Communicate changes promptly.

Requirement	When	Field Supervisor Responsibility
Weekly Timesheet & Reflection	Weekly	Spot-check the Candidate's cumulative timesheet for accuracy against observed attendance; read weekly reflections; respond to concerns raised in reflections; verify the completed semester timesheet at the evaluation conference.
Lesson Plans	Beginning Week 3	Review the full Lesson Plan before each formal observation; sample weekly plans at informal visits; confirm Cooperating Teacher initials; return plans that do not meet expectations with guidance.
Informal Observation 1	Week 3 (in person, 15+ min)	Observe a targeted skill, hold a post-observation discussion, provide written feedback to the Candidate and Cooperating Teacher
Cooperating Teacher Feedback Checkpoint 1	Week 3	Request specific feedback from the Cooperating Teacher by email. Review the response, clarify concerns as needed, and use the feedback to guide coaching. Retain the dated request and response, forward the record to the Program Director, and record completion on the Observation Compliance Log.
Formal Observation Cycle 1 (EDEL 4311) / Cycle 3 (EDEL 4312)	Week 3: Pre-conference Week 4: Observation Week 5: Post-conference	Hold the pre-observation conference; observe for 45+ minutes in person; complete the Formal Observation Form; hold the post-observation conference; deliver copies to the Candidate and Cooperating Teacher; upload to Canvas.
Informal Observation 2	Week 8 (in person, 15+ min)	Same as Informal Observation 1, with the targeted skill drawn from the Cycle 1 refinement area.
Formal Observation Cycle 2 (EDEL 4311) / Cycle 4 (EDEL 4312)	Week 8: Pre-conference Week 9: Observation Week 10: Post-conference	Same as Cycle 1. Use the results to guide continued support and gradual release of responsibility.
Cooperating Teacher Feedback Checkpoint 2	Week 9	Same as Checkpoint 1.
Informal Observation 3	Week 13 (in person, 15+ min)	Same as Informal Observation 1, with a focus on readiness for the next phase or for entry-year teaching.
Midpoint Evaluation (EDEL 4311) / Final Evaluation (EDEL 4312)	Week 14	<u>Midpoint</u> : Lead the evaluation conference; provide evidence-based T-TESS ratings, comments, and a recommendation regarding progression to EDEL 4312; help establish goals for the second half; verify the semester timesheet. <u>Final</u> : Lead the evaluation conference; provide evidence-based ratings, comments, and a recommendation regarding successful completion and certification recommendation; verify the semester timesheet
Observation Compliance Log	Updated after every observation; submitted Week 14	Record date, start and end time, minutes, modality, type, and conference dates for every observation so WC EPP can report accurately to TEA

Scheduling Note. If a scheduled observation cannot occur (Candidate absence, campus closure, testing day, or Field Supervisor illness), the Field Supervisor reschedules within the same or the following week and notifies WC EPP in writing the same day. The first informal observation may never move beyond Week 6, and the first formal observation may never move beyond Week 9 of EDEL 4311. Two formal observations must be completed in each course regardless of how the semester unfolds.

Observation Instruments

WC EPP observation and evaluation instruments align with the four T-TESS domains and their dimensions. Formal observations and midpoint and final evaluations use the WC EPP Clinical Teaching Rating Scale: Accomplished, Proficient, Developing, and Improvement Needed. This program scale is adapted for Candidate assessment and is not the complete state T-TESS appraisal rubric. Formal observations permit Not Observed when sufficient evidence is unavailable. Informal observations provide descriptive feedback without performance ratings. Midpoint and final evaluations draw on evidence collected throughout the applicable evaluation period.

2.5 Required Documentation & Records

The Candidate is responsible for preparing and submitting all required Clinical Teaching records. The Field Supervisor is responsible for the supervision records that document the program's compliance with state requirements and that support progression and certification decisions. Documentation that is missing, late, or inconsistent with the actual dates and durations of observations exposes the Candidate, the Field Supervisor, and the program to accountability findings.

Table 6

Field Supervisor Documentation & Deadlines

Document	Submitted by... to... via...	Due Date
Field Supervisor Credential Verification and training certificates	Field Supervisor submits to Program Director by email.	Before assignment; training renewals as they occur
Field Supervisor Commitments Form	Field Supervisor submits to Program Director by email.	Before assignment
Initial Contact & Placement Verification Log	Field Supervisor submits to Program Director by email.	End of Week 3
Supervision Schedule	Candidate submits to WC EPP via Canvas.	End of Week 2 of each course
Informal Observations (3 per semester of assignment)	Candidate submits to WC EPP via Canvas.	Within 5 business days of each observation & debrief
Formal Observations (POP Cycles, 2 per semester of assignment)	Candidate submits to WC EPP via Canvas.	Within 5 business days of the post-observation conference

Document	Submitted by... to... via...	Due Date
Cooperating Teacher Feedback Checkpoints (2 per course)	Field Supervisor requests feedback from the Cooperating Teacher by email and forwards the dated request and written response to the Program Director by email.	End of Weeks 3 and 9
Observation Compliance Log	Field Supervisor submits to Program Director by email.	Week 14 of each course
Concern Reports (as needed)	Field Supervisor submits to Program Director by email.	Within 1 business day of the concern
Midpoint / Final Evaluation (includes Field Supervisor Recommendation)	Candidate submits to WC EPP via Canvas.	Week 14 of each course

Observation feedback and Cooperating Teacher Feedback Checkpoints are separate. Observation feedback is prepared by the Field Supervisor. Feedback Checkpoints document information requested from and provided by the Cooperating Teacher. The Field Supervisor must not sign or approve documentation that is incomplete, inaccurate, or inconsistent with the Candidate's actual attendance or performance, and must not record an observation that did not occur or that did not meet the minimum duration. Questions, discrepancies, and concerns must be communicated promptly to the Candidate, Cooperating Teacher, and Program Director.

TEA Reporting and Records Retention. WC EPP reports Candidate, placement, and observation data to TEA annually and TEA uses observation data to determine the program's compliance with the frequency and duration requirements. The Observation Compliance Log is the source record for that submission. WC EPP retains all Field Supervisor documentation for at least five years after the Candidate completes, withdraws from, or is discharged from the program and may be required to produce it during a TEA program review or complaint investigation.

2.6 Successful Completion & Recommendation

Completing the required hours is necessary, but hours alone do not constitute successful completion of Clinical Teaching. Clinical Teaching is successful when the Candidate demonstrates proficiency in each of the educator standards for the assignment and the Field Supervisor and Cooperating Teacher recommend to the EPP that the Candidate should be recommended for a standard certificate. WC EPP determines successful completion by reviewing the Candidate's performance and fulfillment of requirements across both Clinical Teaching courses.

To successfully complete Clinical Teaching, the Candidate must:

- complete at least 490 verified Clinical Teaching hours, unless WC EPP has approved and documented a qualifying reduction permitted by state rule; the reduced requirement may not be fewer than 455 hours;
- demonstrate proficiency in the educator standards applicable to the assignment;
- complete all required observations, evaluations, coursework, documentation, assessments, and other program requirements;
- earn a rating of Developing or higher in every T-TESS domain on the Final Evaluation;
- meet WC EPP expectations for professionalism and ethical conduct; and
- receive recommendations from both the Cooperating Teacher and Field Supervisor to WC EPP that the Candidate should be recommended for a standard certificate.

The Role of the Field Supervisor

The Field Supervisor evaluates the Candidate's performance based on the evidence gathered across all observations, conferences, Feedback Checkpoints, and reviews of documentation. At the Midpoint Evaluation, the Field Supervisor rates each T-TESS domain, comments on evidence, and recommends whether the Candidate should progress to EDEL 4312, with goals for the second half. At the Final Evaluation, the Field Supervisor rates each domain, comments on evidence, and recommends to WC EPP whether the Candidate should be recommended for a standard certificate. The Field Supervisor does not submit a certification recommendation directly to the Texas Education Agency and does not independently determine the Candidate's certification eligibility. The Cooperating Teacher provides a separate recommendation, and WC EPP reviews both recommendations and the Candidate's complete program record before determining whether to submit the formal certification recommendation.

Ratings and recommendations must rest on documented evidence. A Field Supervisor who anticipates a rating below Developing in any domain, or who anticipates not recommending the Candidate, must have raised the underlying concern with the Candidate, the Cooperating Teacher, and the Program Director well before the evaluation conference, so that the Candidate has had a reasonable opportunity to understand expectations, apply feedback, and demonstrate growth.

When a Candidate Is Not Recommended for Certification

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

3. Professional Standards & Accountability

As a Field Supervisor, you model and uphold the professional standards expected of all Texas educators, and you are the program's primary evaluator of whether a Candidate is developing those same habits. The expectations in this section reflect Weatherford College's standards for teacher preparation and the Texas Educators' Code of Ethics, which applies to educators and to Candidates for certification alike. Field Supervisors reinforce these expectations through feedback and redirection, document concerns when they arise, and notify the Program Director so that the program can respond early. Our shared goal is to prepare Candidates who are skilled, trustworthy, and reflective professionals ready to lead classrooms of their own.

In addition to the professional standards outlined here, Field Supervisors, Cooperating Teachers, and Candidates must comply with legislative requirements related to synchronous preservice training and the exclusion of prohibited instructional content. Field Supervisors are expected to recognize and report instruction or materials that would violate these requirements.

3.1 Standards

Texas Educators' Code of Ethics

All Field Supervisors and Candidates must abide by the Texas Educators' Code of Ethics, which outlines the professional responsibilities and moral obligations of all certified educators in the state of Texas and of candidates for certification. Ethical conduct includes maintaining appropriate and respectful boundaries with students, families, and colleagues; protecting student confidentiality both in class and on social media; communicating truthfully, professionally, and constructively; complying with state regulations, local board policies, and state and federal law; and avoiding any behavior, online or in person, that could damage professional credibility. The Code was recently amended to add standards requiring compliance with statutory prohibitions on diversity, equity, and inclusion duties, prohibitions on assistance with social transitioning, restrictions on instruction regarding sexual orientation and gender identity, the prohibition on promoting illegal conduct in a manner accessible to students, and the duty to provide full information to parents, as well as the prohibition of subjecting a colleague to sexual harassment.

Field Supervisors must be especially attentive to standards related to falsification of records, confidentiality of student information, and professional boundaries and appropriate communication with students. The full Code is reviewed during Field Supervisor training, and Field Supervisors sign an acknowledgment as part of the Commitments Form. Candidate 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.

Criminal Background Checks

All Clinical Teaching Candidates must complete a district criminal background check before beginning their assignment and before each of the four semesters in the program. The Field Supervisor confirms at placement verification that the Candidate has been cleared by the district and reports to WC EPP any Candidate who has begun attending a campus without clearance. Partner districts may also require Field Supervisors to complete a visitor or volunteer background check before entering campuses; Field Supervisors comply with these district requirements and provide WC EPP a copy of any clearance issued.

Liability Insurance

Field Supervisors are engaged by Weatherford College and should confirm with Human Resources the scope of College coverage that applies to their supervision activities. Candidates are not employees of either Weatherford College or the school district and are not covered under the College's liability policies. WC EPP strongly recommends that Candidates obtain professional liability insurance through a student membership in an organization such as the Association of Texas Professional Educators (ATPE), the Texas State Teachers Association (TSTA), or the Texas Classroom Teachers Association (TCTA). The Field Supervisor reinforces this recommendation at initial contact.

Attendance

Candidates are expected to follow a consistent, professional schedule throughout the assignment, arriving at least 10 to 15 minutes before the scheduled start time and remaining on campus for the full duration of assigned hours. Absences should be rare, communicated in advance to both the Cooperating Teacher and Field Supervisor, and made up. The Field Supervisor monitors attendance through the weekly timesheet, the Cooperating Teacher's reports, and direct observation, and reports patterns of tardiness, early departure, or absence to the Program Director through a Concern Report. The Field Supervisor also models the same reliability: observations occur as scheduled, and any change is communicated in advance.

Professional Presentation, Communication, and Social Media

Candidates are expected to present themselves in a manner consistent with the professional standards of the campus staff dress code, to communicate with campus personnel and the Field Supervisor in a professional,

timely manner (responding to email within 24 hours), and to refer to themselves as teacher Candidates. Candidates are strictly prohibited from posting any images, commentary, or identifying information about the classroom, students, or school on any social media platform, and may photograph classroom materials for personal reference only with the Cooperating Teacher's explicit permission and only when no student information could be captured. These expectations are WC EPP policy, and they rest on real obligations: FERPA restricts disclosure of personally identifiable information from students' education records, district policy typically extends similar protection to classroom information, and the Code of Ethics requires confidentiality.

Field Supervisors hold themselves to the same standards. Field Supervisors do not connect with Candidates on personal social media during the assignment, conduct all communication through College email or WC EPP-approved platforms, and never share observation content, ratings, or Candidate information outside the Clinical Teaching team. Under WC EPP policy, Candidates are not required to appear in campus or district promotional media and may decline; a Candidate who agrees should provide written consent and consult the Field Supervisor first.

Substitute Teaching Restrictions

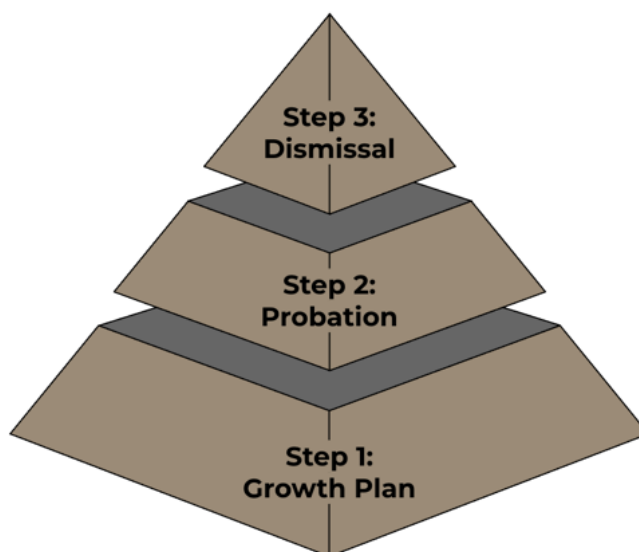
Candidates may not serve as substitute teachers under any circumstances, may not function as the teacher of record, and may not be left alone with students or assume full responsibility for classroom instruction in the absence of a certified educator, even briefly and even with good intentions. If the Cooperating Teacher is absent or pulled from the classroom, the Candidate may continue delivering instruction only if another certified staff member is physically present in the room. A Field Supervisor who observes or learns that a Candidate has been left as the sole adult with students must report it to campus administration and WC EPP the same day. This boundary is WC EPP policy. It protects students, the Candidate, and the campus, and it keeps the placement within the state requirement that the Candidate remain under the supervision of an appropriately certified educator for every hour counted toward Clinical Teaching.

Transportation, Non-Instructional Time, Meals, and Personal Responsibilities

Candidates arrange their own transportation, are strictly prohibited from transporting students at any time for any reason, remain on campus during non-instructional time and meals unless explicitly permitted to leave, and are responsible for their own medical costs if they become ill or injured on campus. Field Supervisors are responsible for their own transportation to partner campuses in accordance with College travel procedures. If a Field Supervisor learns of a Candidate injury or incident on campus, the Field Supervisor notifies the Program Director as soon as possible so the incident can be documented and appropriate follow-up coordinated.

3.2 Tiered Accountability Process

To uphold the standards of the teaching profession and protect program integrity, the BAAS ECET/WC EPP implements a structured, tiered accountability process for addressing concerns related to academic performance, professional conduct, Fieldwork readiness, and ethical responsibility. This system is developmental, not punitive. It is designed to support Candidates in meeting expectations through targeted feedback, individualized plans, and documented interventions, consistent with the benchmark and structured-assessment obligations. As outlined in Figure 3, the program applies a three-tier model: Step 1: Growth Plan, Step 2: Probation, Step 3: Dismissal. Candidates may begin at any tier depending on the nature and severity of the concern.

Figure 3*Tiered Accountability Process*

Step 1. Growth Plan. A Candidate may be placed on a Growth Plan when concerns arise that do not yet warrant immediate probation or dismissal but indicate a need for targeted support. The plan states the concern, the evidence, the expected change, the supports to be provided, and the date by which improvement will be reviewed.

Step 2. Probation. A Candidate may be placed on Program Probation when (1) they fail to fulfill the expectations outlined in a Growth Plan, or (2) they engage in behavior or demonstrate performance that presents a significant concern and requires immediate formal intervention, such as ethical violations, repeated unprofessional conduct, or failure to maintain academic standing. While on probation, the Candidate remains enrolled but is no longer in good standing.

Step 3. Dismissal. If a Candidate fails to meet the expectations outlined in a probationary plan or has been inactive for two calendar years, they are dismissed from the BAAS ECET/WC EPP. Dismissal decisions are made by the WC EPP Chief Operating Officer in consultation with the Dean of Academics and Vice President of Academics, and dismissed Candidates receive a formal dismissal notice documenting the rationale and outcome.

Removal from Assignment. A Candidate may be temporarily or permanently removed from a Field assignment if their conduct violates ethical standards, places students, staff, or school partnerships at risk, disrupts the classroom environment, or reflects a failure to improve after documented concerns. Removal may be initiated as part of a formal Probation or Dismissal decision, or at the request of the campus or district. Once removed, the Candidate may not participate in classroom-based hours until the issue is resolved and reinstatement is approved by the Program Director. Removal from an assignment does not automatically constitute dismissal from the program.

Role of the Field Supervisor

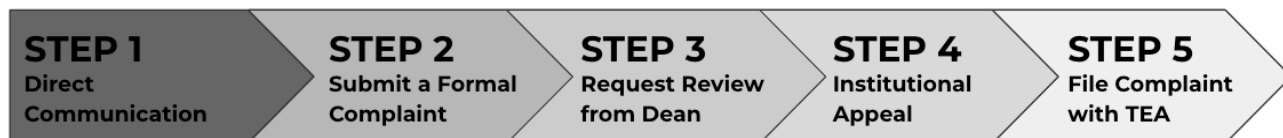
The Field Supervisor is central to early identification and to the integrity of the process. Because the Field Supervisor's observation records are the program's primary evidence of a Candidate's performance, the Field Supervisor documents specific, dated examples of concerns on the Concern Report and communicates them to the Program Director promptly. The Field Supervisor does not place a Candidate on a Growth Plan, probation, or dismissal; those are WC EPP decisions. When a Growth Plan is developed, the Field Supervisor typically helps draft the performance targets, aligns subsequent observations and coaching to those targets, provides written progress updates at each visit, and reports at the review date whether the targets were met. If a Candidate is placed on probation or removed from an assignment, the Field Supervisor may be asked to provide documentation or to participate in a meeting. In all cases, the Field Supervisor maintains a supportive and professional stance while ensuring that expectations for professionalism and student safety are upheld.

3.3 Grievances & Appeals

The BAAS ECET/WC EPP is committed to fostering a learning environment built on communication, collaboration, and respect. While most concerns can be resolved through direct and professional dialogue, the program recognizes that conflicts or misunderstandings may occasionally arise. Candidates have the right to seek resolution through a structured, transparent, and fair grievance process, and WC EPP is required to adopt and publish a complaint procedure that provides for timely resolution at the program level before a complaint is filed with TEA.

Figure 4

Complaints & Grievances Procedure



Step 1: Address the Concern Directly. Candidates are expected to address concerns informally and professionally at the earliest level by communicating directly with the individual involved, which may be a course instructor, Field Supervisor, or Cooperating Teacher, requesting a meeting rather than relying solely on email, and following up with a brief summary email that serves as informal documentation.

Step 2: Submit a Formal Complaint. If the concern is not resolved, the Candidate submits the official Complaint Form to the WC EPP Chief Operating Officer, who acknowledges receipt within three (3) business days, conducts a review, and responds in writing within ten (10) business days.

Step 3: Request a Review by the Dean of Academics. Within ten (10) business days of the Chief Operating Officer's response, the Candidate may request a review by the Dean of Academics, who evaluates the full grievance record and provides a written decision, typically within ten (10) business days.

Step 4: File an Institutional Appeal. If the issue remains unresolved, the Candidate may submit a formal grievance to the Executive Vice President of Academics and Chief Academic Officer through the Student Complaint or Grievance Form. The Executive Vice President's decision is the final institutional response.

Step 5: File a Complaint with the Texas Education Agency (TEA). If a Candidate believes that WC violated state law or failed to follow proper procedures, the Candidate may file a written complaint with TEA using the TEA complaint form. Candidates are encouraged to use the WC EPP procedure first and to document their efforts:

WC EPP's procedure is designed to resolve concerns at the program level, the TEA form requires the complainant to state the facts and describe the measures taken to resolve the matter, and if a complainant has not exhausted the EPP's complaint and appeal procedures, TEA staff may delay initiating an investigation until that process is complete. Anonymous complaints are not investigated. TEA reviews only complaints within its jurisdiction; complaints about grades, credit, reinstatement, or contractual and commercial matters are outside that jurisdiction, and complaints filed more than two years after the complainant knew or should have known of the events may be closed without investigation. Information is available at tea.texas.gov under Complaints Against Educator Preparation Programs, and WC EPP posts a link to the TEA complaints page on its website and a notice at each site where the program operates.

Role of the Field Supervisor

Occasionally, a Candidate may express concerns or dissatisfaction related to their assignment, their Cooperating Teacher, or their coaching experience. The Field Supervisor is often the first program representative to hear such a concern. The Field Supervisor listens respectfully, helps the Candidate distinguish between a matter to raise directly with the Cooperating Teacher and a matter for the program, coaches the Candidate on approaching a Step 1 conversation professionally, and refers the Candidate to the Program Director when a concern involves the placement, campus, or program. Concerns that involve student safety, ethics, or placement compliance are not held for the grievance process; they are reported immediately under Section 2.3. If a grievance involves the Field Supervisor directly, the Field Supervisor should remain open to feedback, model reflective practice, avoid becoming defensive, and cooperate fully with the program's review, including by providing factual documentation. The Field Supervisor must not retaliate against any Candidate, Cooperating Teacher, or campus employee who raises a concern or participates in a review.

Non-Employee Complaints & Grievances. The program also recognizes the right of nonemployees (for example, Cooperating Teachers, community partners, or district administrators engaged in clinical or Field-based experiences) to file complaints, and the Texas Administrative Code expressly recognizes Cooperating Teachers, mentors, site supervisors, and administrators at hosting campuses as persons who may file a complaint with TEA. Nonemployee complaints are submitted directly to the EPP Director, who investigates and provides a written response. Where resolution is not achieved to the satisfaction of the complainant, escalation options include filing a complaint with TEA, THECB, or SACSCOC. Field Supervisors who are contracted rather than employed by the College may use this same process for complaints about the program.

3.4 State Accountability for Field Supervision

Field supervision is one of the five indicators on which SBEC determines the accreditation status of every educator preparation program. Two measures apply directly to the work described in this handbook:

- **Frequency and duration.** Beginning with the 2025-2026 academic year, TEA evaluates each program's observation data against the TAC requirements. The performance standard is that 95% of Candidates completing clinical teaching, residency, or an internship received field supervision that met every frequency, duration, timing, and modality requirement. A single non-compliant observation record counts against the Candidate and the program.
- **Quality.** Candidates complete a state survey at program completion that is a required condition of completing the program. The performance standard is that 90% of Candidates rate their Field Supervisor as "frequently" or "always or almost always" providing the components of structured guidance and ongoing support.

Falling below a standard can lead to accreditation sanctions and affects the program's continuing approval. In practical terms, this means that every Field Supervisor's observations must be complete, on time, and accurately logged, and that every Candidate should experience supervision that is responsive, individualized, and consistent. WC EPP reviews Observation Compliance Logs at the end of each course and shares survey results with Field Supervisors as part of annual training.

4. Coaching Conversations

Field Supervisors are evaluators, but the observations that matter most to a Candidate's growth are the ones that are followed by a conversation the Candidate can use. One of the most powerful ways to support a clinical teacher is through intentional conversations that foster reflection, build trust, and promote growth. These coaching conversations do not require scripted feedback. They are rooted in active listening, curiosity, and a shared commitment to student success. When done well, they help Candidates recognize their strengths, identify areas for improvement, and connect day-to-day experiences to long-term professional goals. This chapter offers a practical framework for the required post-observation conference and for the shorter debriefs that follow informal observations, using three foundational practices, principles adapted from *Crucial Conversations*, and a simple structure for reflective feedback.

4.1 Core Practices

At the heart of every effective coaching relationship are a few key habits that build trust, spark reflection, and promote growth. Simple in theory and powerful in practice, these habits can be woven naturally into the conversations that occur between Field Supervisors and Candidates (Knight, 2016). The goal is not to deliver a perfectly scripted conversation, but rather to create the kind of dialogue that invites vulnerability, insight, and instructional risk-taking. Whether offering praise, posing a question, or providing redirection, the tone and structure of your interactions can either create space for learning or shut it down entirely (Patterson et al., 2021). This matters especially for a Field Supervisor, whose ratings carry weight: a Candidate who experiences the Field Supervisor only as a rater will hide difficulties rather than surface them.

This section highlights three foundational coaching practices that are especially useful in post-observation conferences: committed listening, paraphrasing, and positive presupposition. These strategies help shift the coaching relationship from directive to collaborative, empowering Candidates to think critically and take ownership of their growth. They require presence, patience, and a belief in the Candidate's potential, which are core conditions for creating psychological safety and nurturing adult learning (Aguilar, 2013; Costa & Garmston, 2016).

Table 7

Core Practices of Effective Instructional Coaching

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

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

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

Positive Presupposition. Positive presupposition means assuming the Candidate is trying, learning, and improving, and framing feedback through that lens. Rather than approaching mistakes with judgment, the coach assumes the Candidate is doing their best and is capable of growth. Aguilar (2013) emphasizes that positive presuppositions “help create the psychological safety that allows a teacher to be vulnerable” (p. 134). When Field Supervisors lead with belief in a Candidate’s potential during hard conversations, they create a culture of trust and continuous improvement, while still rating the evidence accurately.

4.2 Guiding Principles

Even the most well-intentioned feedback can be misinterpreted if the coaching conversation lacks safety, clarity, or purpose. Certain guiding principles adapted from *Crucial Conversations* (Patterson, Grenny, McMillan, & Switzler, 2021) help Field Supervisors hold meaningful dialogue that balances encouragement with accountability. They are especially important when a formal observation has not gone well and the written feedback includes a rating the Candidate did not expect.

Table 8

Principles of Productive Coaching Conversations

Principle	What It Means	Why It Matters
Start with Heart	Focus on your real intent: helping the Candidate grow.	Keeps the conversation grounded in support rather than correction.
Learn to Look	Notice signs of discomfort, frustration, or disengagement.	Helps you address emotional barriers before they derail the conversation.
Make It Safe	Reinforce that you are on the Candidate’s side. Feedback is about learning, not judgment.	Builds trust and keeps the Candidate open to receiving feedback.
Master Your Stories	Stick to facts, not assumptions. Say what you saw, not what you assume.	Prevents miscommunication and keeps conversations focused on observable behavior.
State Your Path	Share your observations clearly, then explain your thinking.	Promotes clarity and transparency and models respectful, direct communication.

Principle	What It Means	Why It Matters
Explore Others' Paths	Ask open-ended questions and invite the Candidate's perspective.	Encourages reflection and helps uncover new insights or contributing factors.
Move to Action	Agree on one next step or strategy to try.	Translates reflection into progress and gives the Candidate a clear, actionable takeaway.

Start with Heart. Before engaging in any coaching conversation, clarify your internal purpose. Coaching that begins from a mindset of curiosity, compassion, and partnership is more likely to lead to meaningful learning than coaching driven by frustration or urgency (Patterson et al., 2021). Starting with heart means recognizing that your role is not to fix the Candidate, but to walk alongside them as they learn, and checking your own emotions and assumptions before initiating feedback.

Learn to Look. What is *not* said is often as important as what *is*. Learning to look means paying close attention to emotional cues, such as silence, sudden defensiveness, nervous laughter, or signs of withdrawal. These nonverbal signals can indicate that a Candidate is feeling overwhelmed, uncertain, or disengaged even if their words suggest otherwise. Instead of pushing forward, pause, reflect, and create space to explore what might be going on beneath the surface.

Make It Safe. Feedback is most effective when it is received in a context of emotional safety. Creating safety means reinforcing that your intent is to help the Candidate grow, through small but powerful gestures: acknowledging effort, asking permission to share observations, and reminding them that learning is a journey. If you notice a conversation becoming tense or defensive, pause, check in, and reestablish safety before proceeding.

Master Your Stories. Mastering your stories means recognizing the difference between what actually happened and what you *believe* it meant. Rather than saying, "You didn't prepare for today," reframe the statement with evidence: "I noticed the lesson plan wasn't submitted before the observation." This is also the discipline that produces defensible observation records: the Clinical Teaching Formal Observation & Post-Conference Form should read as evidence, not interpretation.

State Your Path. Stating your path means expressing what you observed, what it suggests to you, and why you are bringing it up, with a tone of partnership rather than authority. Rather than "You lost control of the class," try "I noticed students were frequently off-task during the independent work time, and I wondered if the expectations were clear."

Explore Others' Paths. After sharing your observations, invite the Candidate's voice into the conversation with open-ended questions such as "What was your thinking during that moment?" This builds trust, promotes partnership, and models the reflective practice we hope Candidates will bring to their own classrooms.

Move to Action. The most effective coaching conversations end with intention: a specific goal, strategy, or adjustment the Candidate can try before the next visit. The action does not have to be big; it needs to be clear and achievable. Record it on the Post-Observation Conference Record and follow up on it at the next informal observation.

4.3 Reflective Feedback

Coaching conversations are most powerful when they invite Candidates to think deeply about their practice and uncover their own insights. Effective coaches avoid jumping directly into correction or advice. They start with reflective feedback, a strategy that emphasizes noticing, naming, and prompting reflection rather than

delivering solutions (Aguilar, 2013). According to Knight (2016), reflective feedback is most effective when it is respectful, dialogic, and focused on helping the teacher think through their own reasoning and next steps. The following prompts, organized by T-TESS domain, can be used during post-observation conferences and informal debriefs.

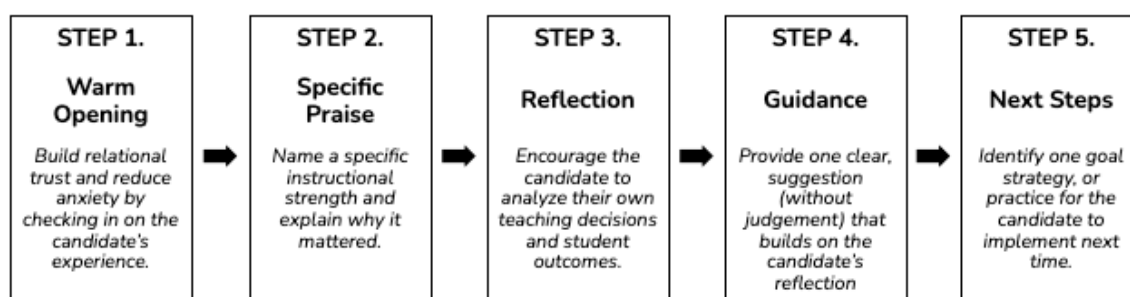
Table 9

Reflective Prompts Aligned to T-TESS Domains

T-TESS Domain	Reinforcement (Glows)	Refinement (Grows)
Domain 1: Planning	“Your objectives were tightly aligned to the TEKS. How did you decide on that focus?” “You incorporated strong scaffolds in the lesson design. What helped you anticipate those needs?”	“What adjustments could you make to better match the lesson to student readiness?” “How might you build in more opportunities for formative checks?”
Domain 2: Instruction	“One strength I noticed was your use of questioning to deepen student thinking.” “You monitored student understanding consistently. How did that shape your decisions mid-lesson?”	“What strategies could help re-engage students who seemed off task?” “When students seemed confused, how might you check for understanding more explicitly?”
Domain 3: Learning Environment	“You set a positive, respectful tone. What do you think helped students respond so well?” “I noticed smooth transitions. What routines helped make that happen?”	“What routines might help reduce downtime during transitions?” “How could you reinforce expectations to reduce off-task behavior?”
Domain 4: Professional Practices and Responsibilities	“You were well-prepared and had materials ready. What planning routine supports you?” “You were very receptive to feedback. What reflections have you had since our last conversation?”	“What would help you submit lesson plans more consistently?” “What support would help you follow through with documentation or next steps?”

4.4 The 5-Step Coaching Conversation

Even brief coaching conversations can have a lasting impact when they are intentional, structured, and centered on partnership. Field Supervisors use the following five-step template to guide the post-observation conference and the shorter debrief that follows an informal observation. This approach blends affirmation, inquiry, and goal setting to help Candidates connect daily practice to long-term development while maintaining the high expectations reflected in the ratings (Aguilar, 2013; Knight, 2016).

Figure 5*5-Step Coaching Conversation***Table 10***Reflective Coaching Prompts*

Step	Purpose	Example Prompts
1. Warm Opening	Build rapport, reduce anxiety, and center the Candidate's experience.	"How are you feeling after that lesson?" "What felt energizing or surprising to you today?"
2. Specific Praise	Reinforce instructional strengths and highlight their impact on student learning.	"You did a great job with [specific action]. It really helped students..."
3. Reflection	Promote metacognition and encourage ownership of professional learning.	"What do you think went well?" "What might you change if you taught it again?" "How did students respond?"
4. Guidance	Suggest a clear, actionable next step that builds on the Candidate's reflection and the evidence in the report.	"One thing you might consider trying is..." "Looking at the evidence for Dimension 2.5, what would it take to move to Proficient?"
5. Next Steps	Establish a concrete, short-term goal to support improvement and promote follow-through.	"What is one thing you want to focus on before my next visit?" "I will look for this during the informal observation in Week 8."

Sample Post-Observation Conference

The following scenario models how a Field Supervisor might guide the required post-observation conference after a formal observation. It demonstrates how warm tone, specific evidence, and intentional questioning turn a rated observation into a coaching opportunity.

Scenario. A second-grade classroom during a literacy block. The Candidate, Ms. Lopez, led a 50-minute phonics lesson on the short /e/ sound using word cards, visuals, and a partner sort while the Field Supervisor, Dr. Reyes, scripted the lesson from the back of the room. Materials were well prepared, visuals were clear during

modeling, and rapport with students was strong (Dimension 3.1). During the independent sort, several students were off-task or unsure what to do; the transition lacked clear modeling and pacing (Dimensions 2.3 and 2.5). Two days later, Dr. Reyes meets Ms. Lopez in the campus conference room with the completed Clinical Teaching Formal Observation & Post-Conference Form.

Table 11*Sample Coaching Conversation*

Step	Dialogue
1. Warm Opening	<u>Field Supervisor</u>: Thanks for making time. How are you feeling about the phonics lesson now that you have had a couple of days? <u>Candidate</u>: Honestly, a little unsure. I felt like some of the kids were lost halfway through. <u>Field Supervisor</u>: I appreciate you naming that. It is normal with a new routine, and it is exactly the kind of thing we can work on together.
2. Specific Praise	<u>Field Supervisor</u>: Let me start with the evidence on the report. In the modeling section, you used the picture cards to anchor the short /e/ sound, and I recorded eleven students responding correctly on the first choral read. That is why Dimension 2.2 is rated Proficient.
3. Reflection	<u>Field Supervisor</u>: What do you think went well, besides that? <u>Candidate</u>: I think the call-and-response part worked. But I probably lost some of them during the independent sort. <u>Field Supervisor</u>: What do you think made that part more challenging? <u>Candidate</u>: Maybe the directions weren't clear enough. I should have modeled one more example.
4. Guidance	<u>Field Supervisor</u>: That matches what I saw. My notes show the transition took about ninety seconds and six students at the back table started before hearing the directions, which is why 2.5 is Developing. One thing you might consider is a quick "turn and teach" with a partner before releasing them to sort, so they rehearse the task aloud first. Ms. Johnson uses something similar in math; you could ask her to model it.
5. Next Steps	<u>Field Supervisor</u>: What is one thing you want to focus on when you reteach this group? <u>Candidate</u>: Definitely modeling. I will do an example with the class and then one with a partner before releasing them. <u>Field Supervisor</u>: Good. Let's write that as your next step, and I will look for it during the Week 8 informal observation. Ms. Johnson gets a copy of this report today so she can support the same thing.

References

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

Definitions

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

Accomplished Educator: An educator whose effectiveness is shown by student learning, as required of Field Supervisors and Cooperating Teachers. WC EPP documents this through appraisal ratings, student growth data, campus or district recognition, or a professional resume reviewed by the Program Director.

ASEP: Accountability System for Educator Preparation Programs, under which SBEC assigns accreditation statuses based on performance indicators including the frequency, duration, and quality of field supervision.

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

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

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

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

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

Clinical Teaching I / II: The first and second halves of the single 490+ hour Clinical Teaching assignment, each consisting of 245+ hours during a 14-week semester and culminating in the Midpoint Evaluation (EDEL 4311) or Final Evaluation (EDEL 4312).

Concern Report: The WC EPP form on which a Field Supervisor documents a dated, specific concern about a Candidate's attendance, preparation, performance, professionalism, conduct, or compliance, or about the placement, and transmits it to the Program Director.

Cooperating Teacher: A qualified educator collaboratively assigned by WC EPP and the appropriate campus or district administrator to provide the Candidate with daily, school-based guidance during Clinical Teaching, co-teach, gradually release instructional responsibility, maintain classroom oversight, report progress to the Field Supervisor, contribute to evaluations, and provide a recommendation to WC EPP.

Cooperating Teacher Feedback Checkpoint: A designated point at which the Field Supervisor requests and documents evidence-based input from the Cooperating Teacher regarding the Candidate's preparation, instruction, classroom management, professionalism, responsiveness to feedback, and effect on student learning. WC EPP requires two per course, for a total of four, which satisfies the TAC requirement to request and document Cooperating Teacher feedback at least three times.

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

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

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

Final Evaluation: The comprehensive evaluation completed during Week 14 of EDEL 4312 in which the Cooperating Teacher and Field Supervisor provide evidence-based ratings, comments, and recommendations regarding proficiency, professional conduct, successful completion of Clinical Teaching, and readiness for certification recommendation. WC EPP requires a rating of Developing or higher in every T-TESS domain.

Formal Observation: A structured observation conducted by the Field Supervisor lasting at least 45 minutes and including an individualized pre-observation conference, documentation of observed educational practices, written feedback, and an individualized, synchronous, and interactive post-observation conference, with a copy of the feedback provided to the Cooperating Teacher. WC EPP requires two in-person formal observations in each course, for a total of four.

Gradual Release of Responsibility: The planned process through which the Candidate assumes increasing responsibility for planning, instruction, assessment, classroom management, and other professional duties as the Candidate demonstrates mastery of the applicable educator standards, including leading classroom instruction. The progression is based on performance rather than the passage of time.

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

Informal Observation: A documented observation of at least 15 minutes conducted by the Field Supervisor to provide targeted coaching and feedback on identified skills, followed by a post-observation discussion and written feedback. WC EPP requires three in-person informal observations in each course, for a total of six; the first in each course occurs within the first six weeks.

Midpoint Evaluation: The structured evaluation completed during Week 14 of EDEL 4311 to assess the Candidate's performance during the first half of Clinical Teaching and determine eligibility to progress to EDEL 4312. WC EPP requires a rating of Developing or higher in every T-TESS domain.

Observation Compliance Log: The WC EPP record of the date, start and end times, duration, modality, type, and conference dates of every observation, maintained by the Field Supervisor and used by WC EPP for the annual data submission to TEA.

Observation Feedback: Written feedback prepared by the Field Supervisor following a formal or informal observation that identifies evidence from the Candidate's practice, recognizes demonstrated strengths, identifies areas for improvement, and establishes actionable next steps.

Post-Observation Conference: The individualized, synchronous, and interactive conference in which the Field Supervisor delivers written feedback after a formal observation. For an in-person observation, WC EPP requires the conference within one week; a virtual observation, if ever approved, requires the conference within 72 hours.

Pre-Observation Conference: The individualized conference held with the Candidate before each formal observation to review the lesson plan, context, and observation focus. It need not occur at the campus.

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

Records Retention: Secure maintenance of EPP records and evidence of compliance. WC EPP retains documentation evidencing Candidate eligibility and completion of program requirements, including field

supervision records, for at least five years after the Candidate completes, withdraws from, or is discharged or released from the EPP.

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

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

Structured Guidance and Ongoing Support: The supervision each Candidate must receive from a trained and experienced Field Supervisor, including contact, observation, feedback, coaching, and availability between visits. Candidates rate these components on the state survey used for the quality indicator.

Successful Completion of Clinical Teaching: WC EPP's determination that the Candidate has completed the required hours and activities, demonstrated proficiency in each of the educator standards for the assignment, earned a rating of Developing or higher in every T-TESS domain, completed all required observations, evaluations, coursework, and documentation, and received recommendations from both the Cooperating Teacher and Field Supervisor.

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

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

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

TEA-Approved Field Supervisor Training: Training approved by TEA that a Field Supervisor must complete at least once every three years, in addition to annual WC EPP training. Beginning September 1, 2027, valid T-TESS certification and other agency-approved observation and coaching training may count toward this requirement.

Texas Educators' Code of Ethics: The ethical standards and standard practices adopted by SBEC in 19 TAC Chapter 247 governing professional conduct, conduct toward professional colleagues, and conduct toward students. The Code applies to educators and to candidates for certification.

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

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

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

Appendix



VERIFICATION OF FIELD SUPERVISOR QUALIFICATIONS

Weatherford College BAAS ECET / WC Educator Preparation Program
225 College Park Drive, Weatherford, TX 76086

Weatherford College verifies the qualifications of every Field Supervisor before assignment to a Candidate. The Field Supervisor must meet the qualifications. This form is completed by the proposed Field Supervisor, verified by the Program Director, and retained with supporting documentation (certificate lookup printout, service record or experience verification, evidence of accomplishment, and training certificates) for at least five years.

FIELD SUPERVISOR INFORMATION

Last Name	First Name	Middle Initial	TEA ID #
College Email	Phone	Current Employer (if any)	Current Campus (if any)

VERIFICATION OF QUALIFICATIONS

- ☐ **Experience.** At least three creditable years of experience in the classroom teacher class.
Years: _____ Verified by: ☐ service record ☐ experience verification letter ☐ campus administrator experience with principal certificate
- ☐ **Certification.** Holds a valid Texas certificate in the classroom teacher class (certificate lookup attached; expiration _____), OR holds at least a master's degree in a related field (degree _____) and complies with CPE requirements.
- ☐ **Accomplished Educator.** Evidence of accomplishment as shown by student learning attached (appraisal ratings, student growth data, recognition, or resume reviewed)
- ☐ **Employment Separation.** Is not employed at the campus where the assigned Candidate is completing Clinical Teaching
- ☐ **Role Separation.** Does not serve as intern mentor teacher, host teacher, Cooperating Teacher, or site supervisor for the assigned Candidate
- ☐ **WC EPP Training.** Annual WC EPP Field Supervisor training completed on _____
- ☐ **TEA-Approved Training.** Completed on _____ by provider _____; renewal due _____
- ☐ **Elementary Certification Preference** Holds a certificate appropriate to an elementary PK-6 assignment: ☐ Yes ☐ No (category: _____)

FIELD SUPERVISOR ATTESTATION

I certify that the information above is accurate and that I will notify WC EPP immediately of any change in my certification status, employment, or relationship to the assigned Candidate or campus.

Field Supervisor Signature

Date

PROGRAM DIRECTOR VERIFICATION

I certify that the Field Supervisor listed above meets all applicable requirements and that supporting documentation has been reviewed and retained.

Program Director Signature

Date



FIELD SUPERVISOR COMMITMENTS FORM

Weatherford College BAAS ECET/WC Educator Preparation Program
225 College Park Drive, Weatherford, TX 78086

By signing this form, the Field Supervisor acknowledges the responsibilities described in the WC EPP Field Supervisor Handbook and the requirements of 19 TAC Chapter 228, Subchapter F, and Chapter 247.

Commitments

As a field supervisor in partnership with the Weatherford College Educator Preparation Program, I agree to the following commitments as a condition of supporting teacher Candidates:

- ☐ Complete WC EPP Field Supervisor training annually and TEA-approved training at least every three years, and provide certificates to WC EPP.
- ☐ Contact the Candidate during Week 1 and complete a campus visit and placement verification within the first three weeks of the assignment.
- ☐ Conduct three in-person informal observations of at least 15 minutes in each course, the first within the first six weeks, each with a targeted skill focus, post-observation discussion, and written feedback.
- ☐ Conduct two in-person formal observations of at least 45 minutes in each course, each with an individualized pre-observation conference, documented evidence, and an individualized, synchronous, interactive post-observation conference within one week.
- ☐ Provide a copy of all written observation feedback to the Cooperating Teacher and upload it to Canvas within five business days.
- ☐ Request and document Cooperating Teacher feedback at each of the four Feedback Checkpoints and confer with the Cooperating Teacher at every visit.
- ☐ Provide structured guidance and regular, ongoing support between visits, responding to Candidate and Cooperating Teacher communication within one business day.
- ☐ Record every observation accurately on the Observation Compliance Log, never recording an observation that did not occur or did not meet the minimum duration.
- ☐ Report concerns about the Candidate or the placement to the Program Director when they arise, and report student-safety and placement-compliance matters the same day.
- ☐ Base all ratings and recommendations on documented evidence and raise any anticipated below-Developing rating or non-recommendation with the Candidate, Cooperating Teacher, and Program Director well before the evaluation conference.
- ☐ Follow campus visitor procedures, protect student and Candidate confidentiality, and maintain professional boundaries, including refraining from personal social media connections with the Candidate during the assignment.
- ☐ I have viewed and commit to abide by the Texas Educators' Code of Ethics.

Acknowledgement

I confirm that I meet the qualification requirements for field supervisors, have completed required WC EPP field supervisor training, have completed or will complete required TEA-approved training, and agree to fulfill the responsibilities outlined above in accordance with applicable Texas Administrative Code requirements.

Printed Name _____

Signature _____

Date _____



OBSERVATION COMPLIANCE LOG

Weatherford College BAAS ECET / WC Educator Preparation Program
225 College Park Drive, Weatherford, TX 76086

Maintained by the Field Supervisor and submitted to Canvas in Week 14 of each course. WC EPP uses this log for the annual data submission to TEA and to demonstrate compliance with the frequency, duration, and modality requirements (95% standard). Enter actual dates and times; do not enter an observation that did not occur or did not meet the minimum duration.

Candidate Name	Field Supervisor Name
Cooperating Teacher	District / Campus
Course	Assignment Start Date

OBSERVATIONS

TYPE	WEEK	DATE	START TIME	END TIME	MIN.	MODALITY	PRE-CONF. DATE	POST-CONF. DATE	CT COPY DATE
Informal # _____	3					In person	N/A		
Formal # _____	4					In person			
Informal # _____	8					In person	N/A		
Formal # _____	9					In person			
Informal # _____	13					In person	N/A		

ADDITIONAL REQUIREMENTS

REQUIREMENT	WEEK	DATE	METHOD	NOTES
Initial Contact	3			
Campus Visit / Placement Verification	4			
Cooperating Teacher Feedback Checkpoint # _____	8			
Cooperating Teacher Feedback Checkpoint # _____	9			
Midpoint / Final Evaluation	13			

Check to confirm:

- ☐ All observations met minimum duration and modality.
- ☐ First/Sixth informal observation occurred within the first six weeks.
- ☐ First/Third formal observation occurred within the first third of the semester.
- ☐ Any rescheduled observation was reported to WC EPP in writing on the day it was scheduled.

Field Supervisor Printed Name	Signature	Date
Program Director Printed Name	Signature	Date



CLINICAL TEACHING

Supervision Schedule

Course ☐ EDEL 4311 ☐ EDEL 4312

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

CANDIDATE INFORMATION

Candidate _____ WC ID # _____ TEA ID # _____

Cooperating Teacher _____ Field Supervisor _____

District _____ Campus _____ Grade Level _____

REGULAR WEEKLY CLINICAL TEACHING SCHEDULE

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

Time	Monday	Tuesday	Wednesday	Thursday	Friday

KNOWN EVENTS OR SCHEDULE CHANGES

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

Date	Event	Effect on Clinical Teaching/Supervision

PLANNED SUPERVISION ACTIVITIES

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

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

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

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name _____ Signature _____ Date _____

Cooperating Teacher

Printed Name _____ Signature _____ Date _____

Field Supervisor

Printed Name _____ Signature _____ Date _____



Clinical Teaching Formal Observation & Post-Conference Form

Course ☐ EDEL 4311 ☐ EDEL 4312 Formal Observation # _____

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

CANDIDATE INFORMATION

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

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

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

OBSERVATION

General Notes *Provide general notes about what was observed.*

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

	(A) Accomplished Demonstrates a deep understanding of the dimension with highly effective practices that require no guidance or support. Shows significant independence and self-initiated growth.	(P) Proficient Shows a clear understanding of the dimension with consistent and effective practices. Requires occasional guidance or support, demonstrates increasing independence, and makes steady progress.	(D) Developing Displays a partial understanding of the dimension with inconsistent or moderately successful implementation. Requires moderate guidance and support, shows some dependence, and needs additional growth despite some improvement.	(IN) Improvement Needed Exhibits little to no understanding of the dimension, with minimal success in implementation. Frequently makes errors, relies heavily on guidance, and demonstrates significant room for improvement.		
OBSERVATION	A	P	D	IN	N/O	EVIDENCE
DOMAIN I. PLANNING						
1.1 Standards and Alignment: clear, well-organized, sequential lesson reflects best practice, aligns with standards, and is appropriate for diverse learners	☐	☐	☐	☐	☐	
1.2 Data and Assessment: formal and informal methods measure student progress, and student data used to inform instruction	☐	☐	☐	☐	☐	
1.3 Knowledge of Students: use of student knowledge and proven practices, ensures high levels of learning, social-emotional development & achievement.	☐	☐	☐	☐	☐	
1.4 Activities: plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement	☐	☐	☐	☐	☐	
DOMAIN II. INSTRUCTION						
2.1 Achieving Expectations: supports all learners in their pursuit of high levels of academic and social-emotional success	☐	☐	☐	☐	☐	
2.2 Content Knowledge & Expertise: content and pedagogical expertise used to design & execute lessons aligned w/ state standard & student needs	☐	☐	☐	☐	☐	
2.3 Communication: clearly and accurately communicates to support persistence, deeper learning, and effective effort	☐	☐	☐	☐	☐	
2.4 Differentiation: differentiates instruction, aligning methods and techniques to diverse student needs	☐	☐	☐	☐	☐	
2.5 Monitor & Adjust: formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments	☐	☐	☐	☐	☐	
DOMAIN III. LEARNING ENVIRONMENT						
3.1 Classroom Environment, Routines, & Procedures: organizes a safe, accessible, and efficient classroom	☐	☐	☐	☐	☐	
3.2 Managing Student Behavior: establishes, communicates, and maintains clear expectations for student behavior	☐	☐	☐	☐	☐	
3.3 Classroom Culture: leads a mutually respectful and collaborative class of actively engaged learners	☐	☐	☐	☐	☐	
DOMAIN IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES						
4.1 Professional Demeanor & Ethics: meets district expect, for attendance, professional appearance, decorum, procedural, ethical, legal, & respon.	☐	☐	☐	☐	☐	
4.2 Goal Setting: reflects on his/her practice	☐	☐	☐	☐	☐	
4.3 Professional Development: enhances the professional community	☐	☐	☐	☐	☐	

POST-OBSERVATION CONFERENCE

Date: _____

Reinforcement

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

Refinement

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

Goal-Setting

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

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date _____

Field Supervisor

Printed Name

Signature

Date _____



CLINICAL TEACHING INFORMAL OBSERVATION

Course ☐ EDEL 4311 ☐ EDEL 4312 Informal Observation # _____

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

PART I. INFORMAL OBSERVATION

A. Background Information

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

B. General Notes

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

C. Co-Teach Model(s) Observed

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

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

D. Reinforcement

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

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

E. Refinement

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

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

FIELD SUPERVISOR & COOPERATING TEACHER ACKNOWLEDGEMENTS

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

Field Supervisor

Name

Signature

Date

Cooperating Teacher

Name

Signature

Date



CLINICAL TEACHING MIDPOINT EVALUATION

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

BACKGROUND INFORMATION

Candidate

WC ID #

TEA ID #

Cooperating Teacher

Field Supervisor

District

Campus

Grade Level

TIMESHEET VERIFICATION

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

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

Initials

Total EDEL 4311

- ☐ Met Standard (245+ hours)
☐ Did NOT Meet Standard (245+ hours)

T-TESS CHECKLIST

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

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

I. PLANNING

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

A P D IN

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

II. INSTRUCTION

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

A P D IN

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

III. LEARNING ENVIRONMENT

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

A P D IN

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES

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

A P D IN

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

GENERAL FEEDBACK

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

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

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

COOPERATING TEACHER

Initials

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

Notes:

FIELD SUPERVISOR

Initials

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CLINICAL TEACHING FINAL EVALUATION

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

BACKGROUND INFORMATION

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

TIMESHEET VERIFICATION

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

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

Initials _____ EDEL 4311 _____ EDEL 4312 _____ TOTAL _____

☐ Met Required Hours
☐ Did NOT Meet Required Hours

T-TESS CHECKLIST

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

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

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

GENERAL FEEDBACK

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

COOPERATING TEACHER

FIELD SUPERVISOR

RECOMMENDATIONS

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

COOPERATING TEACHER

Initials

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

Notes:

FIELD SUPERVISOR

Initials

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

ACKNOWLEDGEMENTS

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

Candidate/WC Student

Printed Name

Signature

Date

Cooperating Teacher

Printed Name

Signature

Date

Field Supervisor

Printed Name

Signature

Date



CONCERN REPORT

Weatherford College BAAS ECET / WC Educator Preparation Program
225 College Park Drive, Weatherford, TX 76086

Complete when a concern arises about a Candidate's attendance, punctuality, preparation, performance, professionalism, conduct, documentation, student learning, or compliance, or about the placement itself. Submit to the Program Director within one business day; report student-safety and placement-compliance matters the same day. This report documents the concern; decisions under the Tiered Accountability Process are made by WC EPP.

Candidate Name _____ Field Supervisor Name _____

Course / Week _____ District / Campus _____

Source of Information (observed / Cooperating Teacher / Campus / other) _____ Date(s) of Incident(s) _____

Type of Concern (check all that apply)

- ☐ Attendance / punctuality
- ☐ Preparation / lesson planning / documentation
- ☐ Instructional performance
- ☐ Classroom management / student learning
- ☐ Professionalism / communication
- ☐ Ethical conduct / confidentiality / Code of Ethics
- ☐ Campus or district policy compliance
- ☐ Student safety (immediate)
- ☐ Placement compliance (Cooperating Teacher qualifications, sole-adult supervision, schedule, unauthorized change)
- ☐ Other: _____

Concern Details

Description of Concern

Prior feedback/Coaching Provided & Date(s)

Candidate's Response (if discussed)

Field Supervisor's Recommendation (continued coaching / Growth Plan review / placement action)

Field Supervisor Signature / Date _____ Program Director Received / Date _____ Action Taken by WC EPP _____