



EAST TEXAS
— **A&M** —

Undergraduate **Teacher Candidate Handbook**

Field-Based Programs, Admissions & Certifications

2025-2026

This handbook subject to changes per SBEC and TEA rulings

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Welcome!

Teacher Candidates:

We are pleased and honored that you have chosen to be a part of our teacher education program!

East Texas A&M University has a long-standing commitment to excellence, and the College of Education and Human Services believes our well-developed program will continue our tradition of excellence in preparation of tomorrow's teachers.

The clinical experience is the capstone experience for a novice teacher. It is critical, challenging, and rewarding to all involved and a time of great professional growth. The clinical experience typically has a lasting effect upon a teacher's outlook toward teaching, and therefore, greatly affects future generations of teachers and students.

As a teacher candidate, you will be putting into practice all you have learned through your coursework and field experiences, while at the same time learning from two other sets of expertise—those of your cooperating teacher or host teacher and field supervisor.

Teacher candidates, cooperating/host teachers, and field supervisors must function effectively as a team during this clinical experience. Good communication is vital to ensuring a positive experience for all involved. Ask good questions about your teaching, try new things, and study your environment ... good teachers never stop being good learners!

We offer our best wishes for a powerful semester of learning as you join the next generation of professional educators!

~The Department of Curriculum and Instruction team

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[Undergraduate Teacher Certification Webpage](#)

Teacher Education Program Terminology

General Definitions

Applicant – An individual seeking admission to an educator preparation program for any class of certificate.

Benchmarks – Requirements that must be met to successfully complete the preparation program. Failure to meet the requirements in any area will prevent a candidate from moving forward in or removal from the program.

Candidate - An individual who has been formally admitted into an Educator Preparation Program.

Center Coordinator – East Texas A&M faculty member in a leadership role at each field-based center. The Center Coordinator is the primary contact and facilitates collaboration between the field-based center and partner ISDs. Other responsibilities include scheduling interviews for clinical teaching/teacher residency placements, collaborating with ISDs to select cooperating/host teachers, facilitating governance meetings, coordinating seminars, and resolving concerns.

Code of Ethics-Standards of practice and ethical conduct toward students, colleagues, school officials, parents, and members of the community to which Texas educators adhere.

Completer – A candidate who has met all the requirements of an approved educator preparation program. Successful completion of an educator preparation program is one of the requirements for being recommended for certification.

Classroom Walkthrough (CW) – also referred to as an **informal observation**. Short (15-minute) observation allowing the field supervisor to collect a “snapshot” of information on co-teaching, professionalism, and overall development of the teacher candidate. The field supervisor conducts a minimum of 3 classroom walkthroughs each semester for candidates in clinical teaching and a minimum of 4 classroom walkthroughs each semester for candidates in yearlong residency.

Clinical Experience – A supervised educator assignment through an Educator Preparation Program (EPP) at a public school accredited by the TEA where candidates demonstrate proficiency in the standards for the certificate sought. **Two separate options** for clinical experience are clinical teaching and residency. Different requirements apply to each kind of clinical experience. A candidate will begin the final year of their program on a track to complete 1 or 2 semesters of clinical teaching OR a track to complete a yearlong residency.

D2L / Brightspace – East Texas A&M’s online platform for sharing content and information. This platform is accessible through myLEO on the university website.

Dispositions for Teaching – Initial assessment prior to being admitted into the educator preparation program. Assessment of appropriate dispositions for teaching and professionalism are assessed through the admissions essay.

Educator Preparation Program (EPP) – An entity approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories. *(This includes coursework, early field experience and clinical experiences that lead to graduation, program requirements, and initial teacher certification.)*

Field-Based Centers – East Texas A&M sites for coursework and seminars located throughout northeast Texas and DFW. A partner ISD is connected to the field-based center that is located geographically closest to the ISD.

Field-Based Experiences – Introductory experiences for a classroom teacher certification candidate involving, at the minimum, 50 hours; (25 of which are active engagement in educational and instructional activities), and reflection over the experience of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting. The experiences must take place in a variety of settings.

Field-Based Program - A collaborative process between East Texas A&M and partner independent school districts to provide a rich, authentic experience during clinical experiences.

Field Performance Rubric/Progress Report – A performance-based assessment used to holistically assess the teacher candidate’s performance in the field and in seminars. This document is a part of the midterm and final ILTs (Instructional Leadership Team meetings).

Field Supervisor- A currently certified educator, hired by the Educator Preparation Program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification as a classroom teacher. Field supervisors receive annual EPP training and TEA-approved field supervisor training at least once every three years. Field supervisors for residency experiences also receive additional annual training as outlined in Texas Administrative Code 228.101(a)(4).

Fitness to Teach – This is an assessment tool that may be utilized throughout the program to help candidates be aware of the expectations of the teaching profession.

Google Drive – Online cloud storage service from Google that allows users to simultaneously create and edit documents in browsers and create and share folders.

Governance Meetings – Meetings between the ISD and EPP during which key stakeholders (EPP faculty and staff, campus and district administrators, and other university and district representatives) discuss the progress of teacher candidates, share data, and address program updates, questions, and/or concerns. Texas Administrative Code for residency programs requires quarterly governance meetings with campus supervisors present. Impacted campus supervisors would be those with residency candidates currently placed on their campus.

Instructional Leadership Team (ILT) - The ILT consists of the cooperating or host teacher, teacher candidate, and university field supervisor. ILTs for residency candidates will also include the campus supervisor. The ILT is a major decision-making body for the teacher candidate that adjusts expectations based on the individual circumstances of the placement, and the teacher candidate's strengths and weaknesses.

Paid Clinical Experiences (selected districts) - The teacher candidate (TC) is one who participates in a year-long clinical experience (may be classified as clinical teaching or residency based on district partnership) under the guidance of a highly effective educator. The teacher candidate observes and learns to teach on the job in preparation for a teaching career while earning a degree. For a full school year, full-time, the candidate works alongside the certified educator. TCs are actively engaged in as many elements of the classroom as possible from the beginning of the academic year. The TC will gradually assume greater responsibilities throughout the year as they develop as a teacher. Compensated roles must not compromise learning goals for future teachers. The teacher candidate begins and ends on the public school calendar. They may be considered an employee of the district. Rules for residency or clinical teaching are applied to the candidate during their placement, as applicable, based on their route to certification.

Performance Assessments - Performance assessments of a teacher candidate are a collaborative process engaged in by the cooperating or host teacher, field supervisor, campus supervisor (for residency), seminar instructors and the teacher candidate as a team, based on a series of formative and summative assessments.

Professional Growth Plan (PGP) - Support tool created by teacher candidate, field supervisors and cooperating or host teachers when issues arise with teacher candidates or when they are at risk of not meeting performance assessments.

Seminars – The seminar courses include application and performance, learning opportunities, growth and development by applying theory and best practices to the classroom. Seminars will be held at the designated East Texas A&M location and

vary by center. The schedule will be determined by the center and certification sought by candidates.

Student Achievement Chart (SAC) - The Student Achievement Chart is a tool used during the performance assessment that scaffolds teacher candidates as they analyze data based on their student population and then use those data to inform their instruction.

Teacher Candidate (TC) – In this handbook, teacher candidate refers to undergraduate students that are seeking initial teacher certification. A teacher candidate is a student admitted into the teacher preparation program at East Texas A&M University. Teacher candidates may be in an “early phase” consisting of pre-teaching and semesters that take place prior to their clinical experience; or in a “later phase” consisting of the final semester(s) when they are completing their clinical experience as either a student teacher or teacher resident.

TK20 by Watermark - College of Education and Human Services online data management system used for candidate and program assessment. This system is utilized throughout the program.

Traditional Program – An unpaid student teaching experience that typically consists of 16-week semester(s) where candidates begin in the fall semesters at least two weeks prior to the universities start date to experience the beginning of school in their public school district. The candidates begin in the spring semesters on the university calendar start date.

Definitions Specific to Clinical Teaching

Clinical Teacher - Pre-service teacher who is assigned to a certified cooperating teacher in an accredited public school.

Clinical Teaching - One form of the culminating clinical experience in a teacher certification preparation program. In the experience, the teacher candidate gradually assumes the teacher role. The assignment must be at a public school accredited by the Texas Education Agency (TEA) in the particular category for which a certificate area is being sought. The candidate must log 490 hours in the clinical experience setting. Candidates who complete a successful clinical teaching experience have satisfied a requirement for a Standard teaching certificate. Clinical teaching may be paid or unpaid depending on the agreement with the partnership district.

Cooperating Teacher (CT) – An educator collaboratively assigned by ETAMU and the campus administrator to support the candidate during the clinical teaching experience.

Cooperating Teacher Qualifications - The EC-12 classroom teachers in the partner school district who have agreed to have a teacher candidate in their classroom; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training (including co-teaching strategies) by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification area for which the clinical teacher candidate is seeking certification.

Cooperating Teacher Duties - The certified educator guides, assists, and supports the candidate during their clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies. The cooperating teacher reports the candidate's progress to that candidate's field supervisor.

Clinical Teaching Semester I – Clinical Teaching Semester I is the first of two final semesters in the program, consisting of a field placement and seminar coursework. *During the first half* of semester I, students report to their field placement with a single cooperating teacher for two full days each week and attend weekly seminars. *During the second half* of the semester, students report to their field placement for three full days each week and attend a weekly 90-minute seminar, per field-based center design.

Clinical Teaching Semester II – The final semester of student teaching. During clinical teaching, teacher candidates report to their field placement five full days each week with the exception of eight seminar days scheduled throughout the semester. Those seeking special education certification will have two placements during clinical teaching.

POP Cycle (Clinical Teaching) - The evaluation process used at East Texas A&M University. A POP “cycle” consists of (a) a pre-conference to review the teacher candidate’s lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons as directed by the center coordinator or field supervisor.

Standard Certificate – When applying for certification during the Clinical Teaching II semester, our candidates submit an application with the Texas Education Agency, (TEA). Choose the standard certificate option; apply for fingerprinting if not already done so at this time.

Definitions Specific to Yearlong Residency

Teacher Resident – Pre-service teacher who is assigned to a certified host teacher in an accredited public school as part of a Texas teacher residency program.

Campus Supervisor – A school administrator or designee responsible for the annual performance appraisal of a candidate pursuing a residency certificate. This individual meets with the field supervisor, candidate, and host teacher at least three times each semester of residency to support the candidate's growth and development as a teacher.

Enhanced Standard Certificate – This certificate is only available to candidates who are formally selected and classified as residency route candidates. Due to the extensive nature of requirements beyond clinical teaching, candidates should verify with the EPP that all performance and other criteria have been met prior to submitting an application with the Texas Education Agency, (TEA).

Host Teacher – for a teacher residency candidate, an educator who is jointly assigned by ETAMU and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement. Host teachers are jointly selected by the EPP and the school district.

Host Teacher Qualifications – Host teachers are EC-12 classroom teachers in the partner school district who have been selected to host a residency candidate in their classroom. The host teacher has at least three years of teaching experience; ratings of proficient or above on at least 3 of their annual evaluations; demonstrated evidence of positive impact on student learning; and possesses other dispositional criteria determined by ETAMU and the partnership district. The host teacher must complete host teacher training (including co-teaching strategies) provided by the EPP within three weeks of being assigned to a resident and again during the second semester of residency. The host teacher must be currently certified in the certification area for which the residency candidate is seeking certification. An individual may not serve as both the host teacher and field supervisor.

Host Teacher Duties – The host teacher co-teaches with the teacher resident, gradually releasing instructional responsibility and lead instruction time to the candidate. The host teacher guides, assists, gives feedback to, and supports the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The host teacher reports the candidate's progress to that candidate's field supervisor at least monthly and participates in frequent collaborative meetings designed to support the resident's progression through the clinical experience.

Performance Gates – Assessment measures to monitor a candidate's performance

during the residency, determine progression in the residency experience, and include plans for formal supports and interventions when performance criteria are not met at an established gate. For the residency clinical experience at ETAMU, the four POP Cycles (formal observations) serve as performance gates. For information on how POP Cycles function to monitor candidate progression throughout the residency, see the sections of this handbook on POP Cycles for residency candidates and the section on Gradual Increase of Professional Responsibility.

POP Cycle (Residency) - The evaluation process used at East Texas A&M University. A POP “cycle” consists of (a) a pre-conference to review the teacher candidate’s lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons as directed by the center coordinator or field supervisor. The POP Cycle functions as a performance assessment to determine candidate progression of instructional responsibility in the classroom of residency. This is done in collaboration with the ILT and proficiency in specific areas of each POP Cycle are required to satisfactorily complete the residency.

Residency (selected districts and candidates) – One form of the culminating clinical experience in a teacher preparation program. The yearlong residency is a separate classification of clinical experience from traditional clinical teaching. This is a supervised educator assignment for an entire school year through a partnership between ETAMU and a public school accredited by the TEA that may lead to completion of an enhanced standard certificate. Candidates in residency participate in a full range of professional responsibilities. The resident is placed in the classroom of a highly qualified host teacher and the campus supervisor is an additional member of the team supporting the development of the candidate. Teacher residency may be paid or unpaid depending on the agreement with the partnership district. Throughout the duration of the residency, candidates must accrue a minimum of 750 hours, at least 400 of which involve coteaching and leading classroom instruction. There are other additional requirements beyond traditional clinical teaching.

Residency Semester I – This is the initial semester of residency. Candidates must attend and begin logging hours in their assignment on the first instructional day of the EC-12 district’s academic calendar. During residency, teacher candidates report to their field placement for a minimum of 21 hours each week. Candidates must also attend a weekly seminar for university course content.

Residency Semester II – This is the final semester of residency. During residency, teacher candidates report to their field placement for a minimum of 21 hours each week. Eight seminar days occur during this semester and are spread out across the semester. The final residency semester ends when the EC-12 instructional calendar

is over, which in many cases is after the university calendar ends for the semester. Candidates must continue working in their placement until the final EC-12 instructional day is over.

Admission to the Educator Preparation Program

Admission to East Texas A&M University and admission to the teacher education program specifically are separate events in the academic journey of a student. Formal admission to the EPP is required per Texas Education Agency rules prior to completion of specific teacher preparation activities. For this reason, the Curriculum and Instruction Department requires EPP admission prior to certain coursework in teacher education (as noted on the degree plan in DegreeWorks).

Step 1 – Advising & Preparation

Students are encouraged to meet with an academic advisor early and regularly to ensure they will meet EPP admission requirements when it is appropriate in their degree plan. The following is a list of items an advisor checks when preparing applicants for their eventual admission to the EPP:

- Most school districts require fingerprinting, which requires a social security number (SSN). **Additionally, the fingerprinting process used by the Texas Education Agency to issue teacher certificates requires a SSN.** Please talk to your advisor if you do not have a SSN to investigate solutions for eventual district placement in clinical experience and state certification.
- A minimum of 45 semester credit hours of college coursework needs to be completed before moving on to the next step.
- Texas Success Initiative (TSI) requirements need to be met.
- The student needs to be working toward an overall GPA of 2.65 at this phase of the process. The minimum GPA of 2.65 will be required for program admission. This is not the same as institutional or transfer GPA. It is overall GPA (combination of all coursework at any institution of higher education).
- The advisor will conduct a degree evaluation in myLeo (DegreeWorks) to verify courses and requirements still to be met throughout the student's program.
- Advisors review core coursework for appropriate grades and completion (usually after earning around 54 credit hours).
- Work to complete any course prerequisites for upcoming courses that require program admission.

Step 2 – Review of Admission Requirements

At this point, students should review the admission requirements below to avoid submitting an application that will be rejected for common reasons.

Requirements for admission include:

- Minimum overall GPA of 2.65

- Minimum of 12 semester credit hours completed in target certification content area for most certificate areas (e.g. Core Subjects EC-6, Early Childhood PK-3, etc.)
- Minimum of 15 semester credit hours completed in target certification content area for all math and science students (includes middle level and secondary).
- Must be TSI Complete (ask advisor for information on TSI completion, if needed)

Step 3 – Apply for EPP Admission

The program admission application for the EPP is completed through the software program TK20. This requires the purchase of TK20 for \$139.

- Directions for the purchase of TK20 and the completion of the program application can be found on the Undergraduate Field-Based Program webpage.
 - Scroll down to the section of the webpage labeled “Admission to Field-Based Program” to access instructions for purchasing TK20 and completing the application.
- There is a Texas Education Agency (TEA) assessment fee of \$35 and an EPP admission application processing fee of \$50. Both fees are due at the time of application.
- Students will identify their chosen program on the application:
 - Level/Teaching Field – in this space provide the grade levels and content area(s) of the teacher certification you are seeking
 - Note if you are or are not an educational aide in a TEA accredited school
- Within the application, complete a writing prompt. This will be scored for readiness and serves as a screening for program admission.

Step 4 – Admission Decision & Acceptance

Results of admission are recorded within TK20.

Accepted Students

- If an applicant meets admission requirements and their written work meets screening criteria, an Acceptance Survey is sent to the applicant’s Leomail and through TK20.
- Upon receiving the acceptance survey, applicants **MUST COMPLETE** the survey to finalize formal admission to the program by the deadline provided by the Certification Office.
- Failure to complete and submit the TK20 acceptance survey will result in the applicant not being admitted to the EPP and permission to register for applicable courses will be denied.

Denied Students

In the event an applicant does not gain admission by not yet meeting criteria and/or requires remediation, see below for next steps:

- Applicants who do not meet the writing prompt rubric score requirements will meet one-on-one with the EPP coordinator to determine appropriate intervention or remediation. Students will be notified by department personnel.
- Applicants who do not meet other admissions criteria (GPA, hours, etc.) will be notified by the Certification Office to determine next steps.

Applicants who do not meet admission criteria must reapply to the program after remediation of deficiencies is complete. The second application cycle must meet all admission requirements (written work, minimum GPA, application fee, etc.) for the applicant to be accepted into the program.

Step 5 – Maintaining Admission

- It is the responsibility of the candidate to inform the appropriate contact individuals in the event of a status change that prevents a candidate from moving forward with the program. They must formally withdraw from the program. In that event, notify the following individuals:
 - Certification Office – Mitzi.Hughes@tamuc.edu
 - C&I Department – Nicole.Jones@tamuc.edu
 - Your Center Coordinator (if you are already in clinical experience)
 - See the “Program Key Contacts” section for Center Coordinator email addresses.

TExES: Texas Examination of Educator Standards

To become a certified educator in Texas, teacher candidates must pass the exams matching their intended certificate area.

Some basic rules that apply to all candidates in Texas include:

- A teacher candidate must be admitted to the EPP prior to being given test approval.
 - When a candidate is formally admitted to the ETAMU EPP, a specific certificate area of admission is recorded. The candidate may not take an exam that does not align to their program admission and preparation area. This means that requests to take exams other than those that apply to a candidate’s specific degree and certification program will be denied.
- A teacher candidate must meet pre-established EPP test approval policies prior to being given test approval.

- Evidence of the teacher candidate meeting the pre-established policy must be retained in the candidate's certification file for Texas Education Agency audit purposes. This evidence is referred to as "evidence of readiness to test."

Additionally, pass rates on TExES exams are used to determine educator preparation program accreditation and continued approval to offer educator certificates to our candidates. Candidates should read the policies in this section of the handbook carefully and anticipate that all requests to deviate from processes outlined herein will be denied.

Exams Required by Certificate Area

Certificate Area(s) Pursued by Candidate	Required TExES Exams
Elementary Certificate Areas	
Early Childhood: PK-3	TExES 292: Early Childhood: PK-3 TExES 293: Science of Teaching Reading TExES 160: Pedagogy & Professional Responsibilities EC-12
EC-6 Core Subjects	TExES 391: Core Subjects EC-6 TExES 293: Science of Teaching Reading TExES 160: Pedagogy & Professional Responsibilities EC-12
EC-6 Core Subjects & English as a Second Language Supplemental	TExES 391: Core Subjects EC-6 TExES 293: Science of Teaching Reading TExES 160: Pedagogy & Professional Responsibilities EC-12 & TExES 154: English as a Second Language Supplemental
EC-6 Core Subjects & Bilingual Education Supplemental - Spanish	TExES 391: Core Subjects EC-6 TExES 293: Science of Teaching Reading TExES 160: Pedagogy & Professional Responsibilities EC-12 & TExES 164: Bilingual Education Supplemental TExES 190: Bilingual Target Language Proficiency Test (BTLPT) - Spanish
Middle Grades Certificate Areas	
English Language Arts & Reading (4-8)	TExES 217: ELAR 4-8 TExES 293: Science of Teaching Reading TExES 160: Pedagogy & Professional Responsibilities EC-12
Mathematics (4-8)	TExES 115: Mathematics 4-8 TExES 160: Pedagogy & Professional Responsibilities EC-12
Math/Science (4-8)	TExES 114: Mathematics/Science 4-8 TExES 160: Pedagogy & Professional Responsibilities EC-12
Science (4-8)	TExES 116: Science 4-8 TExES 160: Pedagogy & Professional Responsibilities EC-12
Social Studies (4-8)	TExES 118: Social Studies 4-8 TExES 160: Pedagogy & Professional Responsibilities EC-12

Secondary Certificate Areas	
Chemistry (7-12)	TEGES 240: Chemistry 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
English Language Arts & Reading (7-12)	TEGES 331: ELAR 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Family & Consumer Sciences Composite (6-12)	AAFCS 200 Family & Consumer Sciences Composite Examination TEGES 160: Pedagogy & Professional Responsibilities EC-12
History (7-12)	TEGES 233: History 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Life Science (7-12)	TEGES 238: Life Science 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Mathematics (7-12)	TEGES 235: Mathematics 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Math, Physical Science, Engineering (6-12)	TEGES 274: Mathematics/Physical Science/Engineering 6-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Physical Science (6-12)	TEGES 237: Physical Science 6-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Social Studies (7-12)	TEGES 232: Social Studies 7-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
All-Level Certificate Areas	
Art (EC-12)	TEGES 178: Art EC-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Languages Other Than English – Spanish (EC-12)	TEGES 613: LOTE Spanish EC-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Music (EC-12)	TEGES 177: Music EC-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Physical Education (EC-12)	TEGES 258: Physical Education EC-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Special Education Specialist (EC-12)	TEGES 186: Special Education Specialist EC-12 TEGES 160: Pedagogy & Professional Responsibilities EC-12
Theatre (EC-12)	TEGES 160: Pedagogy & Professional Responsibilities EC-12

Test Approval & Evidence of Readiness to Test

The academic department through which the degree is sought controls the content test approval process for candidates. To help you navigate the approval request process, categories are provided below.

- Candidates working on a BA/BS in Education or BA/BS in Secondary Education would seek both content and pedagogy exam approval through the Curriculum &

Instruction Department. The requirements for test approval and evidence of readiness to test in this handbook apply to these candidates.

- Candidates seeking degrees with certifications in Music (EC-12) or Agriculture, Food, and Natural Resources (6-12) should request both content and pedagogy examination approval from their respective faculty coordinators. These faculty members will provide students with information on what is required for approval and forward acceptable approval requests to the Certification Office for processing.
 - Music – Ms. Darla Meek – Darla.Meek@tamuc.edu
 - Agriculture – Dr. Whitney Figland – Whitney.Figland@tamuc.edu
- Candidates seeking all other degrees outside the C&I department contact their academic department's faculty for content test approval and follow C&I processes (found in this handbook) for pedagogy exam approval. If you do not know the name of the faculty member who controls test approval for your content area, you may email Alleigh.Phillips@tamuc.edu and request information.

C&I Departmental Approval Process for Exams

First Attempt Approval

Step 1 – Study

- Purchase Certify Teacher and select the online interactive practice option. The study tracker should be enabled.
- The cost is \$35 for 3 years of access (with promo code – TEXES4728).
- Complete an Exam Mode diagnostic test. The results of this test will determine your study plan.
- Complete 100% of the Study Plan Tracker.

Step 2 – Practice Exam with Minimum Score

- After completing the study plan tracker in Certify Teacher, take an Exam Mode practice test also in Certify Teacher and receive a score of at least 80%.
 - For TExES 391 approval, an 80% in each of the 5 content areas will be required.

Step 3 – Submit Score Report for Approval

- To attempt a real TExES exam for the first time, candidates must submit satisfactory practice exam scores to the C&I department using this [form](#).
- When submitting the form, your passing score report(s) should be uploaded as a PDF document. DO NOT submit pictures or other file formats. Include the entire score report in your submission.

Step 4 – Registration and Attempt

- Approved submissions will be forwarded to the Educator Certification Office for processing.
- The Educator Certification Office will retain your score report (evidence of readiness to test) in your certification file.
- The Educator Certification Office will process the test approval and send exam registration instructions via email to the candidate. This information will be sent to the candidate's ETAMU student email address.
- Register for your exam. Review exam result reporting dates on the Pearson website to ensure the date you selected will provide scores in time for any deadlines.
- Read all testing policies carefully prior to your exam date.
- Take your exam at the scheduled date and time.

Second Attempt (or more) Approval

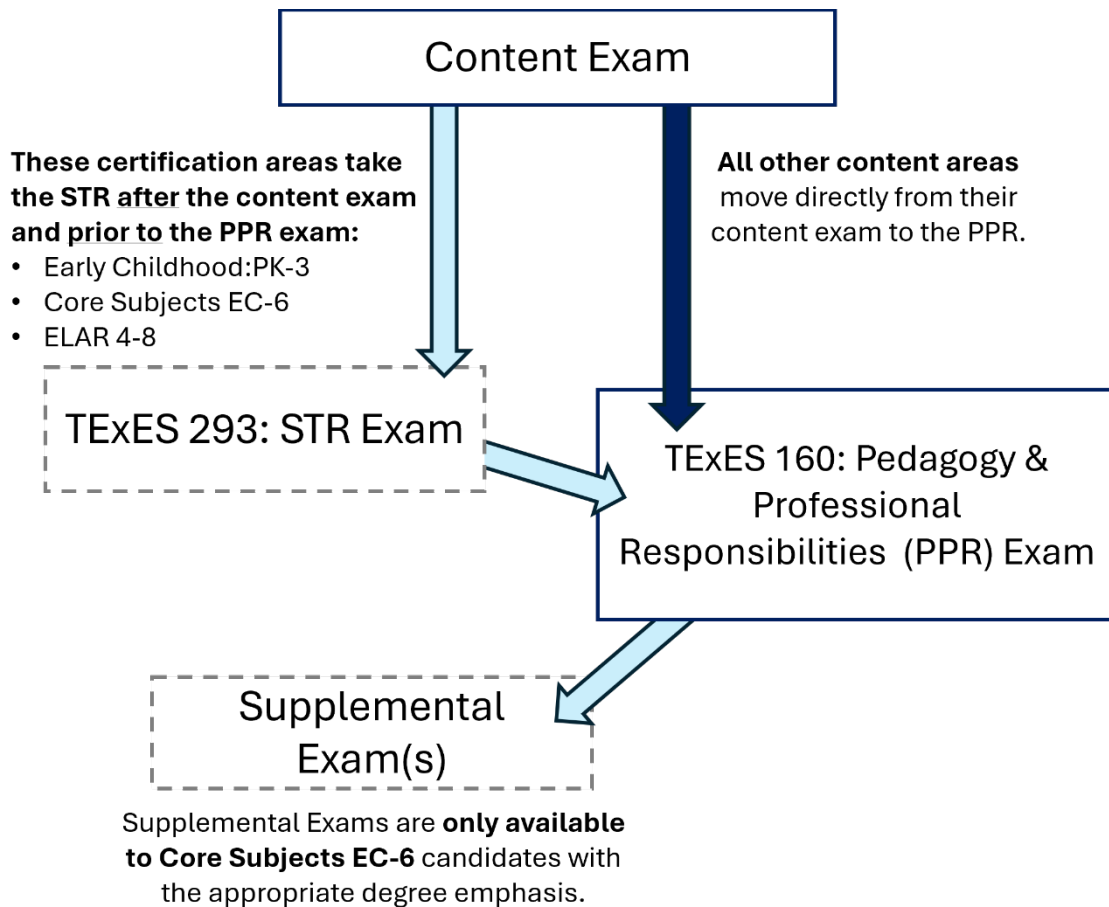
If approval for a **second attempt** of the real exam is needed, the student will be required to submit *additional evidence of readiness*:

- An overall passing score report of 80% or higher in each subject area assessed on the Representative Exam.
- **There is a 30 day waiting period between Representative Exam attempts.**
- To schedule a representative exam, contact Alleigh.Phillips@tamuc.edu.
- In the rare circumstance that a representative exam is not offered for your certificate area, the EPP Coordinator in the C&I department will review your information and determine an alternate approval process for your second attempt.

Exam Order

For candidates completing a degree through the Curriculum & Instruction Department, there is a set order in which approvals will be permitted while the candidate is enrolled in the university. Students must pass each exam in order prior to being approved for the next exam in the sequence.

You may reference the table in the “Exams Required by Certificate Area” section of this handbook to determine which of the tests below apply to you.



When am I required to pass my content exam?

The timing for passing content exams depends upon the clinical experience model in which the candidate participates. Regardless of clinical experience model, an educator certificate can only be issued to a candidate after all requirements (including passing TExES exams) have been met.

- **Yearlong Residency Candidates** – Must pass their content TExES exam prior to the beginning of their residency. This means they should begin studying and preparing for their exam during the semester prior to their residency starting. Test approval should be achieved early enough for the candidate to attempt the exam and receive scores by mid-July for a residency that begins with the start of the EC-12 academic year.
- **Clinical Teachers (2 Semesters of Clinical Teaching)** - Candidates completing two semesters of clinical teaching must pass their content TExES exam prior to the start of the second semester of clinical teaching. Deadlines for score reporting and suggested study timelines are communicated by Center Coordinators.
- **Clinical Teachers (1 Semester of Clinical Teaching)** - Candidates completing a single semester of clinical teaching are not required to pass their content TExES

exam prior to completing their clinical experience. However, candidates will not be recommended for a standard teaching certificate until all required exams are passed.

Pedagogy Exam Exemptions for Residency Candidates

The residency route of clinical experience involves a strict progression of teacher candidate responsibility, culminating in an entirety of professional responsibilities. To progress through these stages, the residency candidate must demonstrate proficiency in educator standards. To satisfactorily complete residency, the teacher candidate must demonstrate proficiency in all educator standards.

The TExES 160 (Pedagogy & Professional Responsibilities) exam is designed to assess a teacher candidate's knowledge of educator standards. Due to the fact that successful residencies result in the demonstration of proficiency in all educator standards, candidates who have completed successful residencies are exempt from taking the TExES 160.

Important: It cannot be stressed enough that only candidates who demonstrate proficiency in all educator standards, during a residency experience that meets all TEA requirements, will be exempt from the exam. Candidates who do not successfully complete their residency or who do not demonstrate proficiency in all educator standards will not be exempt from the TExES 160 exam and will not be eligible for the enhanced standard certificate.

Candidates completing a clinical teaching experience, candidates who did not demonstrate proficiency on all educator standards during a yearlong residency, and candidates who did not complete a residency meeting all requirements **will be held accountable for passing the TExES 160 exam** prior to the issuance of an educator certificate.

Important Notices Regarding Criminal History

Prior to engaging in clinical experience (student teaching or residency), teacher candidates must undergo a criminal history background check. Candidates who believe they may be ineligible for employment as an educator or ineligible for clinical experience due to criminal history record are encouraged to submit a preliminary criminal history evaluation through the Texas Education Agency. This should be done as early in the program as possible to allow ETAMU students to make the best judgements about their continuation in the teacher preparation degree program. See statutory information below about criminal history background checks and your right to request a preliminary criminal history evaluation. More information on how to request the preliminary evaluation can be found on the Texas Education Agency website.

Information on Criminal History Background Checks

Pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical experience; and pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator.

Right to Request a Preliminary Criminal History Evaluation

Per TAC Title 19, Section 249.16 Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter 8, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history. If you have the potential to be ineligible because you have been convicted of an offense, it is in your best interest to request a preliminary criminal history evaluation.

Program Requirements Prior to Clinical Experience

Prior to completing a clinical experience (clinical teaching or residency), teacher candidates must complete specific coursework and benchmarks. As stated previously, approval to enroll in certain teacher preparation courses is contingent upon successful EPP admission.

As the student progresses through the program and prepares for their clinical experience, they should be focused on completing the following:

- An official degree plan with teacher certification must be declared.
- Obtaining an overall GPA of 2.75, which will be required prior to approval for any clinical experience.
- Completing a minimum of 80 semester credit hours of college coursework on their degree plan.
- Completing all teacher education courses that precede clinical experience on the degree plan, as reflected in DegreeWorks.
- Earn a minimum grade of “C” in each teacher preparation course and a minimum GPA of 2.75 in all identified teacher education subsections of the DegreeWorks plan.
- Complete a minimum of 50 field-based experience hours.

Field-Based Experience Hours

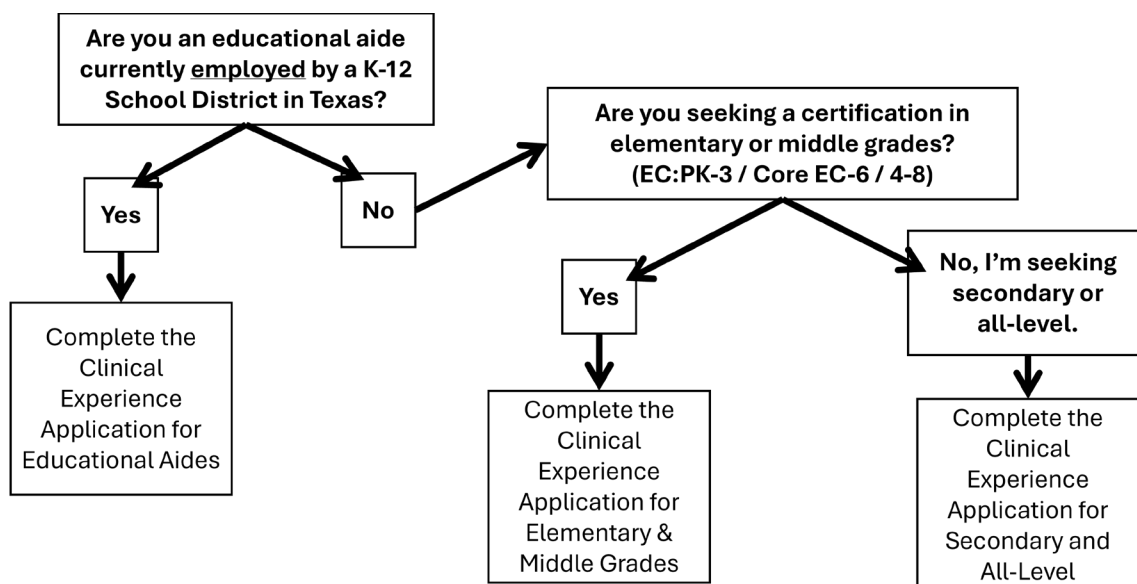
- These hours include a combination of observation and actively engaged (interactive) hours.

- The hours are connected to specific courses in the degree plan. During your enrollment in an applicable course, you will receive a field-based experience handbook and additional instructions for completing this requirement.
- Evidence of successful completion of field experience hours is documented in the candidate's TK20 account.
- A successful rating from the classroom teacher at the EC-12 school is required.
- If the hours are not completed and/or the teacher candidate receives an unsuccessful evaluation from the classroom teacher/campus/district this could impact a candidate's ability to continue in the program and may initiate a "Fitness to Teach" growth plan.
- It is a TEA requirement to complete all 50 field-based experience hours prior to beginning a clinical experience. NO candidate will be allowed to begin clinical teaching or residency without first properly documenting all field-based experience hours.

Application for Clinical Experience

After completing programmatic requirements, candidates submit an application for their clinical experience. There are two separate applications, and the application completed will depend on whether the candidate is an Educational Aide at a Texas EC-12 accredited school or not. All candidates must be **admitted to the EPP prior to** approval for clinical experience. Candidates purchased TK20 during their program admission application process and will not need to purchase TK20 again – their account should still be active.

There are three separate applications for clinical experience. Your degree program, certificate area, and whether or not you are an educational aide will determine the application you complete. See the flow chart below to help you determine which section on clinical experience application applies to you.



Clinical Experience Applications (Candidates NOT Educational Aides)

Regardless of whether a student wishes to pursue a clinical teaching experience or a yearlong residency experience, **any candidate pursuing certification who is *not* an educational aide will complete the application process outlined here.** Within the application the candidate will be able to note preferences and additional information.

General Information

During **the first three weeks of the spring or fall semester prior to** beginning the clinical experience, candidates must submit an application. It is essential that candidates complete it on time – it takes time to coordinate placements with school districts!

- Meet with an advisor to determine readiness to apply for clinical experience.
- The application opens on the first class day of the semester.
- This application must be:
 - completed in early spring to begin a teaching placement in fall.
 - completed in early fall to begin a teaching placement in spring.
- Check the website for the day the application closes. Applications may not be processed past this date.
- The application is an online process within TK20.
 - Complete the **CORRECT application** for your certificate area:
 - Elementary & Middle Grades Application, OR
 - Secondary & All-level Application
 - Contact Mitzi.Hughes@tamuc.edu if you are unsure which application to complete.
- Information within the application will allow the candidate to note if they would like to be considered for residency and/or a paid clinical experience.

- Applicants must select a route and their school district preferences.
- Please note that not all districts provide paid clinical experiences.
 - A route may be: Paid or Unpaid
 - A route may be: Clinical Teaching or Residency
- Candidates seeking elementary or middle grades certificates complete either 2 semesters of clinical teaching or a yearlong residency.
- Candidates seeking secondary or all-level certificates should consult their DegreeWorks:
 - If one semester of clinical teaching is shown on the degree plan, the candidate is not eligible for the residency route and will have a single semester of clinical teaching.
 - If two semesters of clinical teaching are shown on the degree plan, the candidate will complete either two semesters of clinical teaching or a yearlong residency.

Tk20 Application Elements

The application in Tk20 consists of the following:

- Choice of path:
 - Unpaid or Paid (as available from partner districts)
 - Clinical Teaching or Residency (as allowed by degree plan)
- An autobiographical sketch
- A signed commitment contract
- A schedule of courses currently enrolled in and courses still lacking
- Orientation PowerPoint Acknowledgement – read the orientation carefully!
 - Questions related to the orientation should be emailed to Mitzi.Hughes@tamuc.edu.

See sections on application screening, denial of clinical experience application, and field-based placement for processes that occur after your application is submitted.

Commitment Contract

The commitments below are listed within the Tk20 application for clinical experience. Candidates submit their electronic signature stating that they understand and agree to the commitments. These items are listed in the handbook here to allow candidates to review and reference them.

- I commit to the understanding that, as part of the traditional (undergraduate) path, during any unpaid clinical semesters, I will not expect any compensation from East Texas A&M University or my ISD for any teaching that I do. I understand that, if I meet the qualifications of the ISD to substitute and I am hired to substitute on days other than clinical teaching days, I can accept compensation from the ISD. During my second clinical semester, I am not to receive compensation as a substitute. Additionally, during my second clinical semester, I am not to serve as a substitute teacher with or without compensation. This is

due to TEA rules regarding student teaching experience being under the supervision of a cooperating teacher.

- I commit to the understanding that, as part of the paid clinical teaching or paid teacher residency certificate path, I am expected to follow the selected district's job description. I understand that payment is determined by the school district, and I will not expect any compensation from East Texas A&M University.
- I understand that if I am employed by a district and am later dismissed or removed for unsatisfactory job performance, my progress through the program will be impacted. Termination from the district may result in a range of outcomes, including, but not limited to, change of clinical experience placement or removal from the certification program at East Texas A&M University.
- I commit to maintaining all of the academic requirements of East Texas A&M University relative to teacher education. I understand that to be approved to begin a clinical experience, I must meet all admission and retention criteria.
- I commit to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, excellence, the learners in the classroom, and my own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with ILT and East Texas A&M University faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy and never being in a position of sitting without anything to do; avoiding eating and drinking in classrooms; maintaining a high attendance record with minimal absences (East Texas A&M University policy on excused absences will be followed; all other absences will be made up); soliciting constructive criticism and accepting it gracefully; and always being prepared.
- I commit to the understanding that the school district in which I am placed will require data from me for the purpose of obtaining criminal history record information. I am also aware that all Texas public schools are required by law to obtain criminal history record information on all applicants for employment. My early screening will provide the school district with this information.
- I commit to full partnership with my Instructional Leadership Team, to seek their mentorship, to earn their respect, to participate with them in their required voluntary duties and activities, to be a decision-maker with them, and to assist my ILT in their efforts to provide the best education to their learners.
- I commit, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I will think like a teacher, not a student. I will see myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether or not I am in charge, continually seek information from my ILT members and East Texas A&M University faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become "the best I can be."
- I commit to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of "becoming" more and more effective.

- I commit to the belief that all children can learn. I welcome the opportunity to learn to teach children of various backgrounds, needs, and abilities. I believe that all participants in my program (including EC-12 teachers, East Texas A&M University faculty, clinical teachers, teacher residents, and children) will be both teachers and learners.
- I commit to the understanding that becoming a teacher is developmental and focuses on continual improvement, i.e., not static but evolving, changing and refining, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.
- I commit to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video taped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.
- I commit to the understanding that, student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (cost approximately \$25) is highly recommended. In the absence of such a membership, proof that I have liability insurance through a private insurance carrier is also an option which is available and recommended.
- I commit to the understanding that to be authorized to take the official TExES exams, I must first work through the study materials in 240 Tutoring or Certify Teacher, take the required practice exams, and receive the designated passing score. If unsuccessful on my first attempt of the official TExES exam, I understand there will be additional requirements from the department to receive test approval for additional attempts.
- I commit to the following regarding the appropriate TExES exam(s) during my clinical experience:
 - **For clinical teachers:** I understand I must successfully pass the appropriate TExES exam to move forward to the second clinical semester. (For EC-6, that includes the Core Subjects exam) (For EC-3, that includes the Early Childhood PK-3 exam) (For 4-8, that includes my specific content area – math, science, etc.).
 - **For teacher residents:** I understand I must successfully pass the appropriate TExES content exam to begin the first residency semester.
 - **For all candidates:** I understand it is my responsibility to be aware of all the required TExES exams associated with my initial certification such as: Professional Pedagogy and Responsibilities (PPR) exam and Science of Teaching Reading (STR) exam (if applicable).

Clinical Experience Application for Educational Aides

Any candidate employed as an educational aide who wishes to complete clinical experience requirements through their place of work will complete the application process outlined here. During the application for clinical experience, educational aides will submit a copy of the “Responsibility Framework” document.

General Information

During **the semester prior to** beginning the clinical experience, candidates must submit an application. It is essential that candidates complete it on time – it takes time to coordinate placements with school districts!

- Meet with an advisor to determine readiness to apply for clinical experience.
- Check the website for the day the application opens and closes. Applications may not be processed past the closing date. The information will appear at the top of the “Educational Aide Program” section.
- This application must be:
 - completed in spring to begin a teaching placement in fall.
 - completed in fall to begin a teaching placement in spring.
- The application is an online process within TK20.
 - Complete the **CORRECT application**:
 - Clinical Experience Application for Educational Aides
- Candidates will be considered clinical teachers, fulfilling clinical teaching requirements through their job duties. To secure permission from school districts and campus personnel, a “Responsibility Framework” is submitted as part of the application.
- The duration of clinical teaching in the educational aide pathway is 2 semesters.

Tk20 Application Elements

The application in Tk20 consists of the following:

- A schedule of courses currently enrolled in and courses still lacking
- Responsibility Framework
 - A copy of the Educational Aide Responsibility Framework is to be presented to, initialed and signed by both the building principal and the human resources department of the school district.
 - All copies of the framework must be uploaded with the completed Educational Aide application.
 - If there are any questions, please contact Mitzi Hughes at 903-468-3061 or Mitzi.Hughes@tamuc.edu.

Note: Approval of the school district is required for any educational aide to complete clinical teaching while maintaining employment status as an educational aide. *This is at the discretion of the school district.*

Educational Aide Requirements

The clinical teaching job placement must be approved by the Educator Certification & Academic Services department and must meet the requirements as outlined by Texas Administrative Code (TAC) for clinical student teaching:

1. The placement must match the grade-level and content area in which the candidate is seeking certification.
2. The candidate must be assigned a qualified cooperating teacher in an authentic classroom setting. The cooperating teacher:
 - a. has a minimum of 3 years of teaching experience.
 - b. holds a current, valid, standard teaching certificate in the same certification area(s) that the candidate is seeking.
 - c. is an accomplished educator as shown by student learning.
3. The candidate must engage in instructional activities through which they are “doing the work of a teacher of record” under the guidance and supervision of their cooperating teacher. For example, lesson planning, delivering instruction, implementing classroom management plans, grading, communicating with parents, etc.
4. Clinical teaching shall not be less than 15 hours per week / 250 hours per semester in the subject area and grade level of certification sought.
5. The candidate will complete two full semesters of clinical teaching.
6. The candidate must hold a valid educational aide certificate from TEA during their clinical experience semesters.

EXAMPLE: If a candidate is seeking EC-6 Core Subjects certification, the candidate must be placed in an instructional setting that aligns with their target certification.

- If the candidate plans to take the English as a Second Language (ESL) Supplemental exam prior to applying for the initial teaching certificate, the cooperating teacher must have ESL certification and students in the classroom must be identified as EB (emergent bilingual).
- If a candidate is seeking an EC-6 with Bilingual Supplemental-Spanish certification, they must have a placement that includes students classified as bilingual and a cooperating teacher who holds bilingual certification.

Note: It is at the discretion of the school district to allow an educational aide to complete student teaching and meet requirements as mandated by TEA, while maintaining employment status as an educational aide.

Additional Information for Educational Aides

Educational Aide candidates completing their senior year clinical teaching experience as a certified educational aide must be aware of some key information:

- Seminar coursework is delivered in a combination of synchronous online format and select on-campus Saturdays (not to exceed 5 Saturdays per semester) during both semesters of clinical teaching.

- Candidates are required to attend all seminars and complete the coursework expectations.
- TEA's requirements span multiple areas.
- There are program requirements beyond TEA requirements that must be met.
- Check the [website](#) for other details pertaining to the educational aides.

See sections on application screening, denial of clinical experience application, and field-based placement for processes that occur after your application is submitted.

Screening – All Clinical Experience Applications

- Students must meet all requirements listed in the section “Program Requirements Prior to Clinical Experience” found earlier in this handbook. This includes, but is not limited to, having a 2.75 overall GPA.
- Departmental review and approval are required prior to interviewing with districts and beginning the first semester of clinical experience.
- If two or more separate faculty members file a “Fitness to Teach” concern form, a candidate may be prevented from interviewing and/or beginning the clinical experience. This is based on documented evidence of a pattern of professionalism issues or ethical violations.
- Candidates completing 2 semesters of clinical teaching, or a yearlong residency will participate in an interview process with school districts.
 - Before participating in the field-based interview sessions with school districts, teacher candidates will receive communication by email from their center coordinator for their assigned center. Questions and/or concerns can be addressed at that time.
- Candidates completing 1 semester of clinical teaching typically do not participate in placement interviews with school districts. You will be contacted by your faculty center coordinator with additional information and next steps. Questions and/or concerns can be addressed at that time.

Denial of Clinical Experience Application

An applicant who does not meet the established criteria for approval to begin clinical experience may appeal to the Departmental Appeals Committee or to TEARAC (Teacher Education Admission, Retention and Appeals Committee) for permission to begin the clinical experience, with the exceptions listed below.

A student **may not** appeal:

- a low GPA.
- denial to begin a clinical experience due to unsuccessful interviews, which resulted in lack of a confirmed placement.

- Failure to satisfy Texas Education Agency requirements that Texas Administrative Code states are required prior to clinical experience.
- denial to begin a clinical experience due to failure to complete interviews, which resulted in a lack of confirmed placement.
- a “departmental review and non-approval to interview and begin clinical experience.” This occurs when faculty have professional concerns and two or more department “Fitness to Teach” for Prospective Teacher Education Students Professional Behavioral Standards Evaluation forms have been filed in the C&I department.

Clinical Experience Goals and Expectations

The goal of clinical experiences at East Texas A&M is the preparation of effective, skilled, and independent educators. This section includes candidates who experience one semester of clinical teaching, two semesters of clinical teaching, and yearlong residency.

Learning Outcomes & Objectives

- To be immersed in the profession of teaching at the target grade range and content area(s) that allow for a smooth transition from the role of a candidate in the program to that of a classroom teacher
- To be placed in a classroom with a qualified educator, who has the same credentials as those sought by the candidate, for the full clinical experience
- To observe the behavior and learning styles of students in a world of varied cultures and expectations
- To develop high levels of teaching competence through a guided clinical experience
- To learn how to create, use, and adapt effective lesson plans for instruction
- To become competent in creating and using instructional materials and strategies
- To effectively use technology for instruction and communication
- To establish open communication to support and be an asset to the placement campus and teacher education program
- To become familiar with the organization and programs of the public-school
- To establish professional relationships with fellow teachers, students, administrators, and parents
- To have an opportunity to demonstrate skills, receive feedback, and incorporate feedback into teaching practice
- To engage in self-evaluation and professional goal setting
- To apply research-based practices and teaching strategies in a classroom setting with the support of a classroom teacher and field supervisor

We recognize that clinical experiences constitute a disruption to family life, prior work schedules, and leisurely habits; other professions admittedly require less time and fewer requirements outside coursework. However, we make no apologies for the rigor and time commitment – we are preparing teacher candidates for one of the most demanding professions, as well as some of the most meaningful work that can be done.

Texas Administrative Code defines required minimums for coursework and activities required for teacher certification in the state of Texas. East Texas A&M exercises its right to have program standards above the minimum to ensure the quality of our program and positive outcomes for our candidates. Policies and procedures within this handbook that go beyond state minimums while maintaining compliance will supersede the minimums outlined in state code for East Texas A&M students.

Minimum Expectations During Clinical Experiences

Additional expectations, based on Texas Education Agency requirements, apply to candidates completing residency for their clinical experience. Residency candidates should review this information and the section of the handbook that addresses residency.

Transportation

Candidates are responsible for providing their own transportation during the clinical experience.

Dedication

Candidates are expected to:

- **Make the clinical experience a top priority.**
- Be prompt, consistent and maintain reliable attendance in the field placement and seminars; including but not limited to beginning and ending teacher contract hours and professional development days.
 - Candidates completing clinical teaching that begins in the fall semester may have an ‘official’ start date different from the EC-12 calendar due to summer 2 course end dates.
 - Candidates completing residency will be expected to begin the school year no later than the first EC-12 instructional day of the district calendar. For candidates completing paid residencies who are considered district employees, an earlier date may be required by the school district.
- Participate in all in-service training at the placement campus/district throughout the school year.
- Be teachable and coachable.
- **Attendance is required in all areas – field & seminars.**

Organization

Candidates are expected to:

- Keep an accurate and up-to-date attendance/time log.
- Notify the school, field supervisor, and cooperating or host teacher as soon as possible if absent. Be prepared to provide proper documentation for the absence and/or discuss making up the absence.
- Communicate with all parties involved throughout the experience.
- Regularly use the Tk20 data management system for assignments, clinical experience documentation, and performance gate assessments. Keep current and up to date on requirements, submitting by the due date given by the center coordinator.
- Manage your progress in the clinical experience:
 - Includes time preparing for, authorization of, and taking of official certification exams required for initial certification prior to stated deadlines in this handbook and deadlines communicated by Center Coordinators.
 - (For Residency Candidates) Includes the progression through stages of incremental responsibility for classroom instruction through demonstration of proficiency on educator standards.

Preparation

Candidates are expected to:

- Participate at weekly meetings, co-planning sessions, and initiate discussions regarding progression of teaching responsibilities.
- Be prepared to engage in all seminar discussions, activities, and take leadership/ownership of own learning.
- Provide the field supervisor and host/cooperating teacher with lesson plans well in advance of teaching.
- Be prepared to alleviate misuse of time and misbehavior of students; have ready all teaching materials/techniques.
- Show initiative to use all available resources to enrich the lessons, ensuring alignment of all standards.
- Plan for efficient routines, procedures, transitions, etc.
- Allow for flexibility in teaching by planning for interruptions and time constraints.
- Earnest effort in passing all required certification exams in a timely manner.

Instruction

Candidates are expected to:

- Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence instructional events to enhance student understanding.
- Observe the behavior and learning styles of students to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.
- Earnest efforts in the improvement of instructional competency.

Rapport with Students

Candidates are expected to:

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Develop with the classroom teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

Professionalism

Candidates are expected to:

- **Wear appropriate professional attire.**
- Protect confidential information concerning EC-12 students, public school partners, and colleagues. Follow related federal, state, and local laws and policies.
- Set short-term goals.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Become familiar with public school organizations and programs by attending any school and/or parent meetings when appropriate.
- Attend all supervisor seminars.
- Collaborate with other faculty members/candidates in your building in sharing instructional ideas, materials, and technology.

- Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students, and parents.
- Be familiar with school policies and procedures.
- Contact your field supervisor and/or center coordinator with questions/concerns.

Clinical Experience Placements with Partner Districts

The purpose of clinical experiences in the educator preparation program is to provide authentic experiences and structured teaching practice in school settings. The goal, first and foremost, is for teacher candidates to gain experience in performing the professional dispositions required of teachers in Texas.

Our ability to place teacher candidates with an effective classroom teacher depends on our strong relationships with dozens of local school districts. These districts also place teacher candidates from other institutions, so it is vital that we communicate with the district representatives in a timely and organized manner.

Our partnership schools and their teachers accommodate teacher candidates on a voluntary basis, so various grade levels or specializations may or may not be available on a particular campus during any given semester. TEA also requires candidates to be placed with a certified educator who meets specific qualification criteria. Also, district partnerships occasionally change, even at the last minute. If this happens, teacher candidates will be notified as soon as possible so they can make the necessary arrangements. Note that for a variety of reasons, teacher candidates cannot be placed at a school where any relative is employed or attending.

It is our policy that teacher candidates do not contact school districts or individual schools directly to request a placement. Even if they happen to know a principal, and she/he has said they want them to come teach for them; we must work through the district protocols. We are guests in our partner schools, and their normal and effective operation will be impaired if our candidates swamp them with individual requests.

The ability of our teacher candidates to complete the program—and their degree—in a timely manner is important to us.

Please check with your departmental advisor in the first week of each semester to review your eligibility to apply for clinical experience.

Note: *Educational Aides have a separate clinical experience application and approved applications result in educational aides doing clinical teaching through*

their district of employment. Therefore, this portion of the handbook about placements does not apply to educational aides.

Process for Clinical Experience Placement:

The placement process is different for candidates seeking elementary, middle grades, all-level, and secondary certificate areas. Please read the section applicable to your certificate area.

Elementary & Middle Grades Placement Procedures

ALL candidates seeking certification in elementary or middle grades certificate areas participate in an interview process with our partner districts. The purpose of this interview session is to provide an opportunity for ISD personnel to identify prospective teacher candidates with whom they would like to work.

Prospective teacher candidates are:

- Required to attend an interview session with partner school districts organized by a center coordinator.
- District interviews are held in the fall semester for placements starting in the spring and in the spring semester for placements starting in the fall.
- An interview schedule will be posted online.
- Once each prospective teacher candidate has interviewed with the team from their first-choice district, respective districts identify the applicants to invite to complete clinical experiences at their district.
- The candidate will be notified by phone or email of their acceptance and assignments by the center coordinator.
- If a candidate does not have a satisfactory interview, they will be notified by department personnel or Educator Certification department staff about next steps.

Secondary & All-Level Grades Placement Procedures

- The Center Coordinator communicates with partner school districts to begin placements and considers applicants first and second choices (but these choices are not guaranteed).
 - Ms. Darla Meek handles all student teaching placements for music (*Music majors, contact Ms. Meek for questions about placements*)
 - Dr. Whitney Figland handles all student teaching placements for agriculture (*Ag majors contact Dr. Figland for questions about placements*)
 - Dr. Elizabeth Joslin places all other secondary and all-level certificate areas.
- Yearlong residency placements will include a mandatory interview for the candidate, where the EPP and the school district jointly determine placements. Interview

schedules will be communicated by the Center Coordinator.

- Clinical teaching placements may or may not include interviews for secondary and all-level candidates. The inclusion of an interview or not will vary by district.
 - Applicants may request to be placed (for clinical teaching only) outside of a partner school district by emailing the center coordinator (see individuals above). The request should outline any extenuating circumstances. Requests are considered based on the need of the applicant and availability of personnel to supervise.
 - Districts may communicate with the applicants directly or choose to email the center coordinator. Check your school email frequently, including your SPAM folder for communication from your center coordinator or requested districts.
- Clinical experience applicants will be notified by phone or email of their placement by the center coordinator.
- Clinical experience applicants should contact the center coordinator if they have an issue with their placement.
- If a clinical experience applicant has formally accepted the invitation to the ISD, and then something occurs to change their status of continuing with the program: It is the responsibility of the candidate to inform the appropriate contact person and formally withdraw from the program. Important contacts are:
 - Certification office - Mitzi.Hughes@tamuc.edu
 - C&I Department - Nicole.Jones@tamuc.edu
 - Center Coordinator – Elizabeth.Joslin@tamuc.edu

Clinical Teaching Clinical Experiences

Clinical teaching is a type of clinical experience that is different from residency. Although both experiences involve the candidate developing skills in a TEA-accredited school alongside an experienced educator, the clinical teaching experience includes fewer Texas Education Agency requirements dictating the overall structure and progression.

Clinical teaching is designed to provide candidates with as many teacher responsibilities as possible during their clinical experience. Further explanations of clinical teaching requirements are outlined below. Teacher candidates who pursue clinical teaching as their clinical experience should thoroughly review this section of the handbook. Teacher candidates who want to understand the differences between clinical teaching and residency should review both sections of the handbook.

Clinical Teaching Governance Practices

Governance of the clinical teaching program at ETAMU is a collaborative process involving multiple stakeholders. These stakeholders constitute an advisory committee that meets at least annually to discuss the design, delivery, evaluation, and major policy decisions of the EPP. The goal of the advisory committee is continual improvement of the teacher preparation program.

Requirements for Clinical Teaching Placements

Clinical teaching placements are determined using a collaborative process between educator preparation program faculty and school district personnel (district and/or campus level administration). See the section on “Process for Clinical Experience Placement” for details on the candidate experience during the placement process.

Selection of Cooperating Teachers

In addition to what the candidate experiences through the application and interviews (when interviews are applicable to the placement district), the EPP and school district work together on several key factors to determine placements for clinical teaching candidates. Cooperating teachers must meet specific criteria set forth by the Texas Education Agency (see “cooperating teacher qualifications” and “cooperating teacher duties” in the definitions section of this handbook for more information on cooperating teachers).

When qualified and willing cooperating teachers are selected by the EPP and district, they are paired with teacher candidates based on requirements for clinical teaching field sites. The certificate area(s) sought by the teacher candidate must match both the classroom placement and the cooperating teacher’s certification; *this includes any supplemental certificate areas sought by the candidate*. It is important that these elements of the placement are appropriately matched in advance so that the first day of clinical teaching occurs within an acceptable classroom and with an acceptable cooperating teacher. Documentation verifying that the cooperating teacher meets minimum qualification criteria is collected from the school district and retained in the candidate’s certification file.

On rare occasions, a cooperating teacher who meets Texas Education Agency criteria may not be available. When that occurs, the campus or district administrator drafts a letter explaining why they believe a specific teacher on their campus most closely meets the established criteria and would be an acceptable cooperating teacher for the clinical teaching experience. The justification provided by the school administrator is retained in the candidate’s certification file or the ETAMU faculty member involved in placing the teacher candidate selects an alternate district with a qualified cooperating teacher.

Selection of Field Sites

Clinical teaching field sites are selected based on whether or not the placement meets Texas Education Agency requirements for clinical teaching and school district capacity for hosting the clinical teacher at the site. For partnership school districts, there is typically collaboration on the selection of specific campus sites for groups of clinical teachers. For non-partnership school districts, site selection may be at the total discretion of the school district. For this reason, most clinical teaching placements are made within partnership districts and only certain certification areas or circumstances fall outside of these formal partnership agreements.

Candidates pursuing clinical teaching through their employment as an educational aide may pursue their clinical experience with a non-partnership district, provided they comply with specific procedures for securing school district permission to complete programmatic requirements through their employment. This paperwork is guided by staff in the Educator Certification Office, and candidates completing the clinical experience application for educational aides will receive additional information from Educator Certification Office staff and the applicable Center Coordinator.

Process for Documenting Additional Field Sites and/or Placements

Most clinical teaching assignments will involve a single field site and a single cooperating teacher. Candidates who are pursuing more than one certificate area that cannot be taught concurrently and candidates pursuing EC-12 (all-level) certificate areas typically have two placements and a different cooperating teacher for each. For certificate areas that may not be taught concurrently, this is done so that each certificate area is supervised in an acceptable placement with a qualified cooperating teacher. For all-level candidates, this is done so that the candidate experiences a range of grade levels appropriate for their intended teaching certificate.

The details of the clinical teaching placement(s) should be settled prior to the beginning of the clinical teaching experience. However, there are circumstances in which changes are made to clinical teaching placements at the last minute due to unforeseen circumstances. When this occurs, program faculty involved in the placement of clinical teachers inform the Educator Certification Office as soon as possible. Staff in the Educator Certification Office work with the school district and program faculty to secure verification of the qualifications of any newly identified cooperating teacher and ensure that the placement information in Tk20 is updated for the teacher candidate.

Prior to Beginning Clinical Teaching

Prior to beginning the first day of clinical teaching, candidates must have several prerequisites (many covered in detail earlier in this handbook) fully completed:

- The candidate has been admitted to the EPP.
- The candidate has completed all pre-requisite courses and maintained a GPA at or above those required for program retention (2.65) and beginning clinical experience (2.75).
- The candidate has submitted the appropriate application for clinical experience.
- The candidate participated in the interview process (if applicable) and an acceptable placement with an approved school district was secured.
- The candidate has secured their own transportation/arrangements for going to and from their placement site.
- The candidate has undergone a criminal history background check.

Clinical Teaching Duration and Time Log Requirements

Depending on the degree plan of the candidate, clinical teaching may be for one or two semesters. The first and last dates of clinical teaching are set by the academic department supervising the clinical teaching experience. Typically, for a fall semester start, clinical teaching begins on the first Monday following the conclusion of Summer II courses. The final day of clinical teaching is typically the last day of the last ETAMU semester of clinical teaching. **Candidates completing paid clinical teaching experiences may be required by the school district to attend additional days and perform additional duties beyond the regular university beginning and ending dates and days of attendance for clinical teaching.**

Regardless of how many semesters of clinical teaching are completed, the candidate will log a *minimum of 490 hours in total*. The time log is a document completed by the clinical teaching candidate, verified by the cooperating teacher, and monitored by the field supervisor that ensures the candidate is on track to successfully completing this requirement. Required days of attendance for each semester of clinical teaching (whether one or two semesters) are communicated by the candidate's Center Coordinator.

Candidates completing only one semester of clinical teaching should expect to attend their placement full-time, Monday through Friday, with the exception of scheduled seminar meetings. Seminar days occurring during clinical teaching are the only days in which these candidates will be excused from their placements without qualifying documentation for absence.

Candidates completing two semesters of clinical teaching will follow the "2-3-5 Model." This means that during the first half of the first semester, candidates are at their placement school 2 days/week. During the second half of the first semester, candidates are at their placement school 3 days/week. During the entire second semester of clinical teaching, candidates are at their placement full-time, 5 days/week. During each day of attendance (2, 3, or 5) the candidate is at their placement from the beginning of the school day to the

end of the school day. Seminar days occurring during the second semester are the only days in which candidates will be excused from their placements without qualifying documentation for absence. Candidates are expected to attend the requisite number of days (2 or 3 as applicable) *around seminar days* during the first semester.

The reality is that perfect attendance is not always possible due to factors outside the control of the teacher candidate. Acceptable reasons for absence from the clinical teaching placement include documented instances of parental leave, military leave, extended illness, or bereavement. If an acceptable reason for absence occurs, the candidate should notify both the cooperating teacher and field supervisor as soon as possible. The candidate must appropriately document the reason for their absence(s) on the time log. Additionally, even if the candidate has properly documented the reasons for an acceptable absence, the total number of clinical teaching hours may be no less than 455 hours for the whole of the clinical experience. Candidates who are employed by school districts in paid clinical experiences must also follow school district policies for employees who must be absent.

Of the 490 required hours for clinical teaching, a minimum of 280 hours must be completed during instructional time within the cooperating teacher's classroom. The remaining 210 hours may be completed through either instructional time within the cooperating teacher's classroom or district professional development days or planning meetings that occur within the school day.

For candidates with more than one assignment (i.e. more than one cooperating teacher and classroom), the candidate must complete at least 280 of the 490 hours in the primary cooperating teacher's classroom and at least 70 of the 490 hours must occur within the second cooperating teacher's classroom.

Performance Assessment & Progress Monitoring: Clinical Teaching

Performance assessment and progress monitoring of a clinical teaching candidate is a collaborative process engaged in by the cooperating teacher, field supervisor, seminar instructors, and the teacher candidate, as a team, based on a series of formative and summative assessments.

Assessment and monitoring methods include, but are not limited to:

- Ongoing teacher disposition assessment throughout the program / Fitness to Teach
- Mid-term and Final Instructional Leadership Team (ILT) Progress Assessments
- ILT Meetings
 - At least 3 formal ILT meetings each semester: Initial, Mid, and Final
- Review of attendance/time log (keep it current!)
- 15-minute walkthroughs (informal observations) of lessons by field supervisors.

- Each walkthrough is followed by a post-conference.
- Each walkthrough is focused on targeted skills for the candidate to demonstrate.
- POP Cycles (formal lesson observations) conducted by the field supervisor.
Included in each POP Cycle:
 - Pre-conference
 - Observation for a minimum of 45 minutes
 - Post-conference
 - An evaluation of the candidate's proficiency in educator standards.
- Professional Growth Plan (when necessary)

Instructional Leadership Teams: Clinical Teaching

The primary force during student teaching is the *instructional leadership team* that is coordinated by the university field supervisors and cooperating teachers with input from the teacher candidates and campus supervisors. Most decisions about the activities and experiences each teacher candidate will have are determined by the ILT through discussion and consensus. The ILTs are usually composed of at least one cooperating teacher, a teacher candidate, and university field supervisor.

A *cooperating teacher* is a public school classroom teacher who has volunteered to work with a teacher candidate for one or two semesters. The primary role of the cooperating teacher is classroom instruction, student learning and achievement. The role of the cooperating teacher in this program is to provide an environment where a teacher candidate can observe, understand, and assimilate the experiences involved in the learning process as they learn to teach for student learning. As a means of professional development, the cooperating teacher shares their experience and expertise with the teacher candidate and the teacher candidate can share their time and effort to enhance learning in the classroom.

A *university field supervisor* is a member of the instructional university personnel who works with a teacher candidate and the cooperating teachers at an assigned public school site. The primary role of the university field supervisor is to facilitate reflection and assessment activities for the teacher candidate on an ILT, to assist cooperating teachers in planning and coordinating assignments and activities with the teacher candidate, to foster communication between the university and public school, and to assist the ILT in ways which enhances the learning of the EC-12 students.

A *Clinical Teacher in the first half of clinical teaching* is a university-based student who is learning about teaching and has advanced to the stage of clinical experience. The primary role of the teacher candidate is to assist the teacher in achieving their professional instructional goals. The teacher candidate should listen, observe, question, reflect, learn, and contribute to the learning experiences of the classroom. Most of this time is spent becoming acclimated to the school setting and culture so that increased awareness, knowledge, and sensitivity can be assimilated. The teacher candidate and cooperating teacher begin the clinical teaching experience with basic coteaching strategies where the

cooperating teacher is still the lead instructor.

A Clinical Teacher in the second half of clinical teaching is a university-based student who has successfully completed the first half of clinical teaching, advancing toward teacher certification. The primary role of the teacher candidate is to assist the teacher in achieving their professional instructional goals. The teacher candidate should also provide increasing instructional and management leadership in the classroom as the second half of clinical teaching progresses. By the end of the clinical teaching experience, the teacher candidate has been provided opportunities for co-teaching, increased instructional responsibility, and the opportunity to demonstrate mastery of educator standards.

The primary duties of each ILT in clinical teaching are:

- to facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities in the program;
- to meet formally for ILTs throughout the clinical teaching experience to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons, as well as gauge and support the growth of the clinical teacher;
- to coordinate teaching schedules, duties, and experiences for teacher candidates;
- to provide collaborative feedback and reflection for evaluation of teacher candidates.

Cooperating Teacher Training for Clinical Teaching

The role of a cooperating teacher is important to the development of the teacher candidate during clinical teaching. To support the cooperating teacher in performing the multiple duties and responsibilities of their role, training is conducted at the beginning of the clinical teaching assignment. In addition to the training provided by the educator preparation program, some district partners conduct additional training and/or cooperating teacher cohort meetings throughout the school year.

The subsection below outlines the training provided by ETAMU to all cooperating teachers, regardless of their school district. Training is based on scientifically based research and focuses on coaching and co-teaching strategies. Training is designed to support the cooperating teacher in completing their duties, which include:

- Guiding, assisting, and supporting the candidate during clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies.
- Reporting the candidate's progress to the candidate's field supervisor, which includes during ILT meetings.

Initial Training

Initial cooperating teacher training is completed by the end of the first three weeks of the candidate's clinical teaching (and may be allowed to occur up to 12 weeks prior to the candidate's placement start date). This training covers the basics of coaching teacher candidates and utilizing the co-teaching strategies (outlined elsewhere in this handbook). During the initial ILT meeting with the field supervisor, the cooperating teacher is provided with additional information on what to expect during clinical teaching and how they can support the growth and development of the candidate. The cooperating teacher has an opportunity at the initial ILT to ask clarifying and personalized questions, which supports their integration of the training received.

Mid-Year Training

Cooperating teachers who work with clinical teachers over the course of two semesters receive refresher training during the beginning of the second semester.

Field Supervisor Training for Clinical Teaching

To provide adequate feedback and accomplish the goals of the role of a field supervisor during clinical teaching, field supervisors are trained in multiple areas.

TEA-Approved Field Supervisor Training

Field supervisors receive TEA-approved field supervisor training. Acceptable forms of training include TEA-Observer Training for Field Supervisors and T-TESS Appraiser Training. This training is completed at least every three years in accordance with Texas Administrative Code rules for field supervision. To maintain consistency between training and practice, field supervisors provide pre- and post-conferences using the format found within the T-TESS Appraiser Handbook from the Texas Education Agency.

EPP Field Supervisor & Co-teaching Training

Field supervisors are trained annually by the educator preparation program. This training covers the way ETAMU, as a unique program, expects field supervisors to support candidates in the field, collaborate with EC-12 personnel, and record documentation of essential clinical teaching activities. This training also includes information on coaching, co-teaching strategies, candidate evaluations, and how the field supervisor can support the candidate and cooperating teacher in the use of such strategies in the classroom.

Classroom Walkthroughs (Informal Observations)

Classroom walkthroughs provide the candidate with valuable feedback and coaching. A **minimum of three informal observations** are conducted by the field supervisor during **each semester** of clinical teaching. The first walkthrough will occur **during the first six weeks** of the residency.

Each walkthrough (informal observation) provided by field supervisor includes the following elements:

- Observation of the candidate at least 15 minutes in duration.
- Observations are conducted in-person.
- Focus on 2 targeted skills. These may be skills where:
 - the candidate is working toward proficiency on specific standards; or
 - ILT members have determined them to be valuable areas of focus for that moment in the clinical teacher's professional growth and experience.
- Written feedback completed in Tk20, based on what was observed, including an area of reinforcement and an area of refinement.
- A post-conference with the candidate.
- The cooperating teacher has access to the written feedback within the Tk20 data management system.

POP Cycles for Clinical Teaching (Formal Observations)

Four POP Cycles are conducted by the field supervisor during clinical teaching – two during the first half and two during the second half. The first POP Cycle must occur **within the first third** of the clinical teaching assignment. Additional formal observations will be required for candidates placed in more than one certification area that is not taught concurrently.

Additional formal observations will also be required for candidates who are placed in more than one school district. These additional observations are rare and based on rules in Texas Administrative Code. The field supervisor will communicate additional observation information to the candidate, if applicable.

Each POP Cycle conducted by the field supervisor includes:

- An individualized pre-observation conference with the candidate.
 - The Field Supervisor and Teacher Candidate meet for a pre-conference prior to the formal observation to review the lesson plan and pre-assessment data on the Student Achievement Chart (SAC) and make any necessary adjustments.
- An in-person observation of the candidate, minimum of 45 minutes in duration.
 - The field supervisor records in TK20 written documentation of educational practices observed.
 - After the lesson observation, both the field supervisor and teacher candidate take time to reflect over the lesson and prepare notes for the post-conference.
- An individualized, synchronous, and interactive post-observation conference with the candidate.
 - At the post-conference, written feedback is shared.

- During the post-conference, the teacher candidate and the field supervisor review the lesson and student data from the SAC. Together they choose an indicator as an area of refinement and another for reinforcement, and plan for actionable next steps.
- The candidate has continued access to the written feedback (including the areas of reinforcement and refinement) through their Tk20 account.
- The cooperating teacher has access to the written feedback via their Tk20 login.

Each formal observation will collect evaluation data on the candidate's proficiency level regarding all listed T-TESS dimensions. The ILT will use candidate data, including formal observation data, to determine increasing levels of candidate responsibility and experience during the clinical teaching assignment.

TExES Testing & Clinical Teaching

Candidates who complete two semesters of clinical teaching are required to pass their TExES content exam prior to the start of the second semester. Deadlines for each semester are determined by the school district and ETAMU academic calendars. During the first semester of clinical teaching, the center coordinator will share the deadline for the upcoming second semester of clinical teaching. This communication is typically completed within D2L content or announcements, at seminar meetings, or both.

Candidates seeking test approval must abide by the procedures for obtaining it. To review procedures for test approval, including the evidence of readiness to test candidates must submit, please consult the "TExES: Texas Examination of Educator Standards" section of this handbook.

Candidates who do not pass their content exam by the stated deadline will be ineligible to begin their second semester of clinical teaching. When this occurs, the candidate will move from a status of clinical teacher to sitting out with a status of "retained." Consult the "Retention, Dismissal, and Due Process" section of the handbook for more information on what it means to have a status of "retained" and the timeline for returning to coursework and clinical teaching.

Growth Plans

Teacher candidates are expected to make progress toward professional goals (as determined by the ILT), meet standards of professional conduct, and grow toward proficiency of educator standards during clinical teaching. To this end, if a student does not make progress on stated goals, struggles with aspects of professionalism, or requires additional support beyond what is typical, the field supervisor will work with the cooperating teacher and candidate to develop a Growth Plan. This is not meant to be punitive. It is designed to help the candidate reach the goal of a standard certificate through meaningful support.

The Growth Plan targets the identified struggles of the clinical teacher. For each applicable item identified by the ILT, the plan will include:

- Timebound action steps to develop the candidate's skills and abilities.
- Contributions from the field supervisor, cooperating teacher, and campus supervisor (as applicable) to assist the candidate in their growth. This may include action steps or goals for teacher candidate behaviors (e.g. arriving on time), observations, coaching sessions, feedback, and modeling as appropriate.
- Opportunities for the candidate to practice and receive feedback.
- Follow-up to monitor progress toward specific deadlines and actions identified in the growth plan.

Failure to meet timebound and specified actions at the conclusion of the Growth Plan may result in the candidate being removed from the clinical teaching experience. In that circumstance, the candidate may need to repeat a clinical experience, extend their time in the field to meet Growth Plan expectations, or may be removed from the teacher education program. The action taken at the conclusion of an unsuccessful Growth Plan will depend on the individual circumstances surrounding the placement and candidate's performance.

Successful Clinical Teaching & Recommendation

Students who successfully complete clinical teaching and who complete all other certification requirements will be recommended for a standard certificate. Candidates should be mindful to complete all program requirements throughout clinical teaching to ensure they are eligible for the standard certificate at the conclusion of their program.

State Requirements for the Issuance of Standard Certificates

According to TAC 230.13, the requirements for the issuance of a standard certificate include:

- The candidate has earned a bachelor's degree. In this program, the degree must be officially conferred from ETAMU, which includes a review of all degree requirements from the University Registrar's Office.
- Completion of EPP Programmatic Requirements:
 - Completion of all program requirements that occur prior to clinical teaching, including coursework, training, and field-based experience hours.
 - Completion of clinical teaching for a minimum of 490 hours, in a classroom supervised by a cooperating teacher in the classroom teacher assignment(s) that match the certification area(s) for which the candidate is receiving preparation from the EPP.

- The clinical teaching placement must meet the required number of total hours in placement, including related documentation as described in the “Time Requirements” section of clinical teaching experiences in this handbook.
- The candidate experienced co-teaching and increased instructional responsibility over the course of the clinical teaching assignment and as the candidate demonstrated mastery of educator standards.
- Meet general requirements for the issuance of an educator certificate as outlined in TAC 2301.11. These requirements include:
 - being at least 18 years of age,
 - submitting to a criminal history review,
 - not being disqualified by federal law,
 - being willing to support and defend the constitutions of the U.S. and Texas,
 - demonstrating English language proficiency (evaluated upon EPP admission),
 - completion of appropriate certification exams,
 - completion of program requirements for teacher certification, and
 - recommendation by an educator preparation program
- The EPP collects official recommendations for certification from the cooperating teacher(s) and field supervisor(s) at the conclusion of clinical teaching to determine if candidates have successfully completed the experience. **The EPP will not recommend a candidate for an educator certificate without these formal recommendations.**

EPP Recommendation Process

Staff in the Certification Office review candidate records prior to submitting a recommendation for certification to the Texas Education Agency. Student records must be complete and include all the following:

- a conferred bachelor’s degree from ETAMU as part of the undergraduate teacher preparation program, including the completion of coursework and training that aligns to teacher preparation program requirements from the state of Texas.
- candidate placement details that demonstrate adherence to the requirements for clinical teaching with a qualified cooperating teacher in matching grade level and certificate area(s).
- evidence of passing scores on the appropriate pedagogy and content exam(s) for the certification sought.
- completed recommendation forms from the cooperating teacher and field supervisor affirming that they recommend the candidate for certification.
 - Recommendation forms are completed by each individual within TK20.

- If the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to all parties (candidate, field supervisor, and cooperating teacher). The documentation must also be uploaded to TK20 in the appropriate area of the recommendation form. The documentation may include:
 - Evidence of failure to demonstrate proficiency in educator standards
 - Evidence of failure to meet program requirements
 - Evidence of failure to adhere to campus policies

Important Note: Specific instructions on how to apply for the standard certificate are provided to candidates from the Educator Certification Office near the end of their final semester of clinical teaching. Candidates should only apply for certification when they believe they will meet all eligibility requirements soon – applications that sit in the queue for longer than six months due to inability to process will be deleted by Educator Certification staff.

Residency Clinical Experiences

Residency is a type of clinical experience that is different from clinical teaching. Although both experiences involve the candidate developing skills in a TEA-accredited school alongside an experienced educator, the residency experience more deeply embeds the teacher candidate in the role of a classroom teacher.

The residency is designed to provide candidates with the complete range of teacher responsibilities during their clinical experience. Further explanations of residency requirements are outlined below. Teacher candidates who consider undertaking residency as their clinical experience should thoroughly review this section of the handbook.

Residency Governance Practices

The residency pathway relies on strong partnerships between ETAMU and local school districts. A unique aspect of the residency route is that the university and each residency district come together for quarterly governance meetings. Campus supervisors for residency candidates are expected to attend governance meetings, as well as appropriate school district administrators (to comply with TAC §228.25(d)). These meetings are a time for program faculty and school district personnel to connect on the goals, processes, and data surrounding residency candidates to collaboratively plan for program adjustments that benefit the development of teacher candidates, and ultimately EC-12 learners.

Program data reviewed at governance meetings include candidate performance on informal and formal lesson observations; survey data from teacher candidates, host

teachers, and campus administrators; and certification exam pass rates. These meetings are part of a continuous improvement process in which the EPP and the district work together to make positive changes to the residency program.

Requirements for Residency Placements

Residency placements are determined using a collaborative process between educator preparation program faculty and school district personnel (district and/or campus level administration). See the section on “Process for Clinical Experience Placement” for details on the candidate experience during the placement process.

Selection of Host Teachers

In addition to what the candidate experiences through the application and interviews, the EPP and school district work together on several key factors to determine placements for residency candidates. Each school district offering residency placements has developed with the EPP a rubric for selecting host teachers. Host teachers must meet specific criteria set forth by the Texas Education Agency and agreed upon by both the program and district (see “host teacher qualifications” and “host teacher duties” in the definitions section of this handbook for more information on host teachers). Classroom teachers interested in serving as host teachers should contact their school district for application procedures. Processes for volunteering to be a host teacher vary by school district, but may include the submission of an application, supporting documents, and/or an interview process.

When qualified and willing host teachers are selected by the EPP and district, they are paired with teacher candidates based on requirements for residency field sites. The certificate area(s) sought by the teacher candidate must match both the classroom placement and the host teacher’s certification; *this includes any supplemental certificate areas sought by the candidate*. It is important that these elements of the placement are appropriately matched in advance so that the first day of residency occurs within an acceptable classroom and with an acceptable host teacher.

On rare occasions, a host teacher meeting the predetermined selection criteria may not be available at the residency site. When that occurs, the campus or district administrator drafts a letter explaining why they believe a specific teacher on their campus most closely meets the established criteria and would be an acceptable host teacher for the residency experience. The ETAMU representative working with the school district reviews the information provided by the school district.

If ETAMU agrees that the proposed teacher would make a quality host teacher for the candidate, the teacher is selected for host teacher assignment and the justification provided by the school administrator is retained in the candidate’s certification file. If ETAMU does not agree that the proposed teacher would make a quality host teacher, the EPP may request additional information to review the decision or move the candidate to a

different partner site if a qualified host teacher is available there (in accordance with district partnership processes at the alternative location).

Selection of Field Sites

Campus and school district personnel work with the EPP to prioritize certain locations for placements. Priorities vary from partnership to partnership and are frequently based on factors such as EC-12 student needs, funding availability/sources, campus culture, campus leadership, district initiatives, professional development structures, etc. Due to these multiple and localized considerations, a specific campus desired by a candidate may not necessarily be one in which the residency clinical experience takes place.

Per the Texas Education Agency, candidates completing a residency must be placed in **one distinct field site** for the duration of their one-year residency. Exceptions to this rule can only be made for the following:

- Candidates seeking EC-12 (all-level) teacher certification may be placed in two field site classrooms if the EPP and school district agree that the experience of teaching at more than one level (elementary, middle, high school) promotes the development of the candidate. The EPP and the school district must agree that the benefits of two placements outweigh the consequences of not assigning one field placement. If this is to occur, ETAMU faculty and the school district must complete a document outlining details and benefits of the exception. This documentation is retained in the candidate's certification file.
- Candidates who begin their residency in one field site with one host teacher, but who experience a reasonable human resource concern regarding their placement may be approved for a second field placement. The change in field placement may only occur *after* ETAMU and the district have reviewed documentation about the concern, have both agreed that the circumstances merit a "reasonable human resource concern," and have both completed the form for a second placement exception.

Process for Documenting Additional Field Placements

Faculty and/or school district personnel who require a copy of the form used for placement exception agreements can contact the Educator Certification Office. The form to request is called *Yearlong Residency: Agreement to Two Placements for Residency Candidate*. Once completed, this form must be returned to the Educator Certification Office for filing in the candidate's records. Information on placement changes must also be communicated to Mitzi Hughes in the Educator Certification Office so she can update placement information within Tk20.

Failure to Follow Additional Field Placement Procedures

If a candidate begins a new placement prior to documentation of *joint approval* from the EPP and the school district, the candidate's placement will be out of compliance with Texas Education Agency rules for residency. As such, the candidate's clinical experience would no longer be eligible for an enhanced standard certificate.

If a candidate needs to pursue a third placement during residency, regardless of the reasonability of any concerns or justification, the clinical experience will no longer meet Texas Education Agency requirements for residency. As such, the candidate's clinical experience would no longer be eligible for an enhanced standard certificate.

It is for these reasons that candidates, field supervisors, other EPP faculty and staff, and school district and campus personnel are advised to follow the procedures outlined above for documenting an additional placement.

Candidates who feel they require a new placement due to a reasonable human resources concern should do the following as soon as possible:

- Contact their field supervisor and center coordinator for immediate guidance. For the purpose of residency placement procedures, the center coordinator will reach out to the appropriate campus and district personnel to seek resolution of the complaint and/or to seek a new placement for the candidate.
- The field supervisor and center coordinator will aid the candidate in the review of school district human resource and campus policies to see if there are guidelines or procedures that apply to their specific concern.
- Candidates employed and paid by school districts are encouraged to also follow district processes for filing concerns, as applicable, based on district policies.

Prior to Beginning the Residency

Prior to beginning the first day of residency, candidates must have several prerequisites (many covered in detail earlier in this handbook) fully completed:

- The candidate has been admitted to the EPP.
- The candidate has completed all pre-requisite courses, maintained the minimum GPA for program retention (2.65), and achieved the GPA required for beginning clinical experience (2.75).
- The candidate has satisfactorily completed the 50 field-based experience hours aligned with specific courses in their degree program.
- The candidate has submitted the appropriate application for clinical experience.
- The candidate participated in the interview process and an acceptable placement with a partner school district was secured.

- The candidate has secured their own transportation/arrangements for going to and from their placement site.
- The candidate has passed their TExES content exam.
 - Students with certificate areas requiring the Science of Teaching Reading may take the STR exam during residency, provided their other exam has already been passed (e.g. 391 exam).
 - See handbook section “TExES: Texas Examination of Educator Standards” for TExES exam registration approval procedures. Do not wait until the last minute to pass your exam.
- The candidate has undergone a criminal history background check.

Residency Duration & Time Log Requirements

To be classified as a residency, the candidate must have a minimum of one full school year of clinical experience. The candidate’s residency attendance must include the first and last instructional days of the placement school district’s academic calendar. The first instructional day is the first day when EC-12 students attend school. In addition to beginning their placement on the first instructional day, the resident’s placement must be in a classroom supervised by a qualified host teacher. Candidates completing a paid residency may be required to attend professional development or other events prior to the first instructional day as a condition of their employment with the school district.

Over the course of the yearlong residency, the candidate will log a minimum of 750 hours in total. The time log is a document completed by the residency candidate, verified by the host teacher, and monitored by the field supervisor that ensures the candidate is on track to successfully completing this requirement. In addition to meeting the total number of hours, the candidate must log a minimum of 21 hours per week during a school week that does not include district or campus closures or disruptions (e.g., inclement weather, holidays). In the event of a district or campus closure that results in the need for reduced hours during a given week, the candidate must document the need for the reduced hours on their time log. Submission of the school district’s academic calendar is recommended as a supporting document for the time log that demonstrates school closures for holidays.

The reality is that perfect attendance is not always possible due to factors outside the control of the teacher candidate. Acceptable reasons for absence from the residency placement include documented instances of parental leave, military leave, extended illness, or bereavement. If an acceptable reason for absence occurs, the candidate should notify both the host teacher and field supervisor as soon as possible. The candidate must appropriately document the reason for their absence(s) on the time log. Additionally, even if the candidate has properly documented the reasons for an acceptable absence, the total number of residency hours may be no less than 700 hours for the whole of the clinical

experience. Candidates who are employed by school districts in paid clinical experiences must also follow school district policies for employees who must be absent.

Of the 750 required hours, *a minimum of 400 hours must include the candidate coteaching and leading classroom instruction*. This time is divided into progressive stages of increased responsibility throughout the course of the residency experience. See the “Gradual Increase of Professional Responsibility” section of this handbook for an explanation of both a progression of candidate responsibility over time and the accompanying hours of coteaching and leading classroom instruction. See also the “Co-teaching Strategies Explained” section of this handbook for an overview of co-teaching strategies referenced.

Performance Assessment & Progress Monitoring: Residency

Performance assessment and progress monitoring of a residency candidate is a collaborative process engaged in by the host teacher, field supervisor, campus supervisor, seminar instructors, and the teacher candidate, as a team, based on a series of formative and summative assessments.

Assessment and monitoring methods include, but are not limited to:

- Ongoing teacher disposition assessment throughout the program / Fitness to Teach
- Mid-term and Final Instructional Leadership Team (ILT) Progress Assessments
- ILT Meetings
 - A combination of formal and informal ILT progress meetings, occurring twice monthly with the candidate, host teacher, field supervisor, and (whenever possible) the campus supervisor.
 - At least 3 formal ILT meetings that include the campus supervisor occur each semester.
- Review of attendance/time log (keep it current!)
- 15-minute walkthroughs (informal observations) of lessons by field supervisors, host teachers, and occasionally campus supervisors.
 - Each walkthrough is followed by a post-conference.
 - Each walkthrough is focused on targeted skills for the candidate to demonstrate.
- POP Cycles (formal lesson observations) conducted by the field supervisor.
Included in each POP Cycle:
 - Pre-conference
 - Observation for a minimum of 45 minutes
 - Post-conference
 - An evaluation of the candidate’s proficiency in educator standards that determine progression through incremental stages of increasing responsibility.

- Support and Intervention Plans (when necessary to support candidate proficiency in specific educator standards)
- Professional Growth Plan (when necessary to support other candidate skills such as basic communication, attendance issues, etc.)

Instructional Leadership Teams: Residency

The primary force during residency is the *instructional leadership team* (ILT) that is coordinated by the university field supervisor and host teacher with input from the teacher candidate and campus supervisor. Most decisions about the activities and experiences each teacher candidate has are determined by the ILT through discussion and consensus. Formal ILT meetings take place at least three times during each semester. During those formal meetings, the campus supervisor must be present. Informal ILT meetings are those conducted with only the candidate, field supervisor, and host teacher.

A *host teacher* is a classroom teacher who has volunteered and been selected to work with a teacher candidate for an entire school year. The host teacher is primarily a classroom teacher employed by the school district, which means they are concerned with student learning and achievement. Within the parameters of the teacher education program, the host teacher has committed to co-teaching with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate. The host teacher guides, assists, gives feedback to, and supports the candidate in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The host teacher reports progress to the field supervisor at least monthly.

A *university field supervisor* is a member of the instructional university personnel who works with teacher candidates and host teachers at assigned school sites. The primary role of the university field supervisor is to provide structured guidance and regular ongoing support to the candidate and their host teacher. This includes facilitating reflection and assessment activities for the teacher candidate on an ILT, assisting host teachers in planning and coordinating assignments and activities with the teacher candidate, fostering communication between the university and public school, and assisting the ILT in ways which enhance the learning of the EC-12 students. The field supervisor collaborates with the candidate, campus supervisor, and host teacher throughout the residency, including formal ILT meetings that include the campus supervisor at least three times each semester. The field supervisor collaborates twice monthly with the host teacher and candidate, which can include formal and informal ILT meetings.

A *campus supervisor* is the school administrator or designee responsible for the annual performance appraisal of a candidate pursuing residency. The campus supervisor is involved in collaborative meetings and may also contribute to the development of the

candidate through additional walkthroughs, observations, feedback meetings, or other supports as designated by the ILT.

The roles and responsibilities of the teacher candidate and the host teacher are further clarified in the section of this handbook titled “Gradual Release of Professional Responsibility.” Throughout the residency, the candidate works toward achieving professional instructional goals, demonstrating proficiency in all educator standards, and experiencing a full range of professional responsibilities.

The primary duties of each ILT meeting are:

- To facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities in the program;
- To meet formally to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons, as well as gauge and support the growth of the resident;
- To coordinate teaching schedules, duties, and experiences for the resident;
- To provide collaborative feedback and reflection for evaluation of the resident;
- To plan supportive activities including, but not limited to, co-observation of the resident, co-coaching of the candidate, and calibration for inter-rater reliability.

Host Teacher Training for Residency

The role of a host teacher is important to the development of the teacher candidate during residency. To support the host teacher in performing the multiple duties and responsibilities of their role, training is conducted at least twice each year. In addition to the training provided by the educator preparation program, some district partners conduct additional training and/or host teacher cohort meetings throughout the school year.

The subsections below outline the training provided by ETAMU to all host teachers, regardless of their school district. Training is based on scientifically based research and focuses on coaching and co-teaching strategies. Training is designed to support the host teacher in completing their duties, which include:

- Co-teaching with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate as described in the “Gradual Release of Professional Responsibility” section of this handbook.
- Guiding, assisting, giving feedback to, and supporting the candidate during residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies.
- Reporting the candidate’s progress to the candidate’s field supervisor on a regular basis, which occurs at least monthly during formal and informal ILT meetings.

Initial Training

Initial host teacher training is completed during the first three weeks of the candidate's residency. This introductory training covers the basics of coaching teacher candidates and utilizing the co-teaching strategies outlined elsewhere in this handbook.

During the initial ILT meeting with the field supervisor, the host teacher is provided additional information on what to expect during the first semester of residency and how they can support the growth and development of the candidate. The host teacher has an opportunity at the initial ILT to ask clarifying and personalized questions during the initial ILT, which supports their integration of the training received.

Mid-Year Training

At the mid-point of the residency, typically the beginning month of the second semester, the host teacher receives additional training on coaching and co-teaching strategies. This training builds upon the initial training received, going into more depth about using coaching and co-teaching during the semester in which the resident takes on increasingly complex levels of professional responsibility. As with the prior training, the host teacher has the opportunity to discuss their training and ask clarifying questions with the field supervisor during ILT meetings.

Field Supervisor Training for Residency

To provide adequate feedback and accomplish the goals of the role of a field supervisor during residency, field supervisors receive multiple trainings.

TEA-Approved Field Supervisor Training

Field supervisors receive TEA-approved field supervisor training. Acceptable forms of training include TEA-Observer Training for Field Supervisors and T-TESS Appraiser Training. This training is completed at least every three years in accordance with Texas Administrative Code rules for field supervision. To maintain consistency between training and practice, field supervisors provide pre- and post-conferences using the format found within the T-TESS Appraiser Handbook from the Texas Education Agency.

EPP Field Supervisor & Co-teaching Training

Field supervisors are trained annually by the educator preparation program. This training covers the way ETAMU, as a unique program, expects field supervisors to support candidates in the field, collaborate with EC-12 personnel, and record documentation of essential residency activities. This training also includes information on coaching, co-teaching strategies, candidate evaluations, and how the field supervisor can support the candidate and host teacher in the use of such strategies in the classroom.

Additional School District Trainings

ETAMU has partnerships with multiple school districts. Each school district has a unique approach to professional development and the involvement of university field supervisors. Participation in school district training can be an expectation of university field supervisors, depending on the partnership school and structure of school district agreements.

Classroom Walkthroughs (Informal Observations)

Classroom walkthroughs provide the candidate with valuable feedback and additional opportunities to demonstrate proficiency in educator standards. A **minimum of four informal observations** are conducted by the field supervisor **during each semester** of the residency. The first walkthrough will occur **during the first four weeks** of the residency.

Each walkthrough (informal observation) provided by the field supervisor includes the following elements:

- Observation of the candidate at least 15 minutes in duration.
- Observations are conducted in-person.
- Focus on 2 targeted skills. These may be skills where:
 - the candidate is working toward proficiency on standards that serve as a performance gate within an upcoming formal evaluation; or
 - the candidate needs to demonstrate proficiency based on a Support & Intervention Plan created in response to a recent formal observation; or
 - ILT members have determined them to be valuable areas of focus for that moment in the resident's professional growth and experience; or
 - Review of program data in governance meetings between the EPP and school district have resulted in a need to measure and/or focus on the targeted skills selected at a specific timeframe in the residency experience.
- Written feedback completed in Tk20, based on what was observed, including an area of reinforcement and an area of refinement.
- A post-conference with the candidate, including a plan for the candidate to follow-up on the feedback received.
- The candidate, host teacher, and campus supervisor have access to the written feedback within the Tk20 data management system.

POP Cycles for Residency (Formal Observations)

Four POP Cycles are conducted by the field supervisor during the residency year – two during the first semester and two during the second semester. The first POP Cycle will occur **by the end of the sixth week** of residency.

The field supervisor's POP Cycles are used as performance gates in the residency clinical experience. Candidates must demonstrate proficiency on specified educator standards at each formal observation to progress to the next stage of professional responsibility in the

classroom. The section titled “Gradual Increase of Professional Responsibility” outlines the stages that residency candidates move through based on these structured assessments.

Each POP Cycle conducted by the field supervisor includes:

- An individualized pre-observation conference with the candidate.
 - The field supervisor and teacher candidate meet for a pre-conference prior to the formal observation to review the lesson plan and pre-assessment data on the Student Achievement Chart (SAC) and make any necessary adjustments.
- An in-person observation of the candidate, minimum of 45 minutes in duration.
 - The field supervisor records in TK20 written documentation of educational practices observed.
 - After the lesson observation, both the field supervisor and teacher candidate take time to reflect over the lesson and prepare notes for the post-conference.
- An individualized, synchronous, and interactive post-observation conference with the candidate.
 - At the post-conference, written feedback is shared.
 - During the post-conference, the teacher candidate and the field supervisor review the lesson and student data from the SAC. Together they choose an indicator as an area of refinement and another for reinforcement, and plan for actionable next steps.
 - The candidate has continued access to the written feedback (including the areas of reinforcement and refinement) through their Tk20 account.
- The host teacher and campus supervisor also have access to the written feedback via their Tk20 login.

Each formal observation will collect evaluation data on the candidate’s proficiency level regarding all T-TESS dimensions. As the candidate progresses through each stage of the residency, more and more dimensions must be rated as proficient to continue. Dimensions that must be rated as proficient for progression are identified in the table below.

Formal Observation 1	Formal Observation 2	Formal Observation 3	Formal Observation 4
<u>Planning</u> Dimension 1.1: Standards and Alignment <u>Professional Practices and Responsibilities</u> Dimension 4.1: Professional Demeanor & Ethics Dimension 4.3: Professional Development	All dimensions identified for progression from the first formal observation AND <u>Instruction</u> Dimension 2.3: Communication <u>Professional Practices and Responsibilities</u> Dimension 4.2: Goal Setting	All dimensions identified for progression from the first and second formal observation AND <u>Learning Environment</u> Dimension 3.1: Classroom Environment, Routines and Procedures Dimension 3.2: Managing Student Behavior Dimension 3.3: Classroom Culture	All dimensions identified for program from all previous formal observations AND <u>Planning</u> Dimension 1.2: Data and Assessment <u>Instruction</u> Dimension 2.1: Achieving Expectations Dimension 2.2: Content Knowledge and Expertise

Support & Intervention Plans

Dimensions of the T-TESS evaluation rubric are embedded in the formal observation form. Formal observations serve as performance gates for candidates in the progression of their responsibilities during residency. Each formal observation will use specific dimensions of T-TESS to determine if the candidate is making sufficient progress. The dimensions used for each stage of progression of responsibility are also found within the “Gradual Increase of Professional Responsibility” section of this handbook.

The program is designed to support the development of candidates toward proficiency in all educator standards by the time they finish their residency. To this end, if a student does not meet proficiency in the specified dimensions for a given formal observation, the field supervisor will work with the host teacher, campus supervisor, and candidate to develop a Support & Intervention Plan. This is not meant to be punitive. It is designed to help the candidate reach the goal of an enhanced standard certificate through meaningful support.

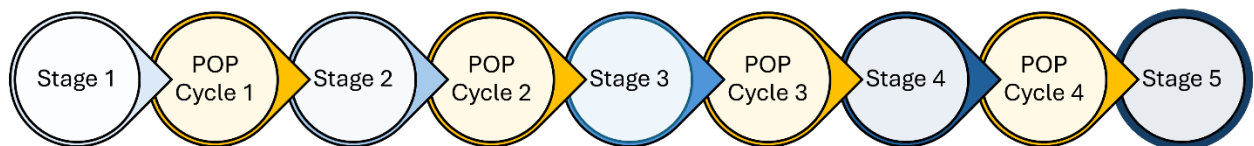
The Support & Intervention Plan targets the standards identified as required for progression that did not have an evaluation of “proficient.” For each applicable dimension of the T-TESS that falls below proficiency, the plan will include:

- Timebound action steps to develop the candidate’s skills and abilities.
- Contributions from the field supervisor, host teacher, and campus supervisor to assist the candidate in their growth, including observations, coaching sessions, feedback, and modeling as appropriate.
- Opportunities for the candidate to practice and receive feedback.
- Follow-up observations, either formal or informal, where the candidate has the opportunity to demonstrate proficiency and advance to the next stage of the residency.

Failure to demonstrate proficiency at the conclusion of the Support & Intervention Plan may result in the candidate moving from a residency clinical experience model to a clinical teaching model to graduate and complete a certification degree program. In the event that a candidate moves from a residency classification to a clinical teaching classification, they will be eligible for a standard certificate and not an enhanced standard certificate. In that circumstance, the candidate would also need to pass the appropriate pedagogy examination prior to certification.

Gradual Increase of Professional Responsibility

Candidates engage in co-teaching and increased professional responsibility during their yearlong residency in specific stages. Responsibilities for the candidate and the accompanying co-teaching strategies progress as candidates reach proficiency on selected T-TESS dimensions during POP Cycle performance gates.



A chart in this section of the handbook identifies educational practices and candidate responsibilities throughout the yearlong residency as determined by proficiency demonstrated during formal observations.

As described in the section of this handbook titled “Residency Duration & Time Log Requirements,” the candidate must complete a minimum of 400 hours of co-teaching and leading classroom instruction. The 400 hours are divided into each stage of the residency within the “Teacher Candidate Responsibilities” column to provide a gradual increase throughout the year. By the end of their residency, candidates are expected to have participated in a full range of professional responsibilities.

Stage 1: First Instructional Day to First Formal Observation

Candidate Builds Proficiency in T-TESS Dimensions:

- 1.1: Standards and Alignment
- 4.1: Professional Demeanor & Ethics
- 4.3: Professional Development

Appropriate Coteaching Strategies

- One Teach / One Observe
 - One Teach / One Assist
 - Alternative Teaching
- *Note** – Candidates and their host teachers may begin the first week with one-teach/one-observe to acclimate the candidate to the classroom, however, additional strategies should quickly become incorporated to advance the candidate's development.

Teacher Candidate Responsibilities

Getting Started:

- ☐ Secure access to district curricular materials and purposefully review with host teacher.
- ☐ Develop a firm understanding of the context for learning (names, abilities, cultures, etc.).
- ☐ Develop awareness of host teacher's procedures and routines.
- ☐ Learn the classroom schedule and campus routines for arrival and dismissal.
- ☐ Gradually shift from observation to active role.
- ☐ Actively solicit and incorporate host teacher feedback.
- ☐ Assist in implementing classroom management plan as appropriate.

Instructional Time:

- ☐ Co-plan instruction with the host teacher and use co-teaching to deliver instruction.
- ☐ Practice **leading** co-planned instruction for **a minimum of 20 hours** with the host teacher using one of the co-teaching strategies.
- ☐ Deliver lead instruction during the first informal observation (walkthrough) and plan to deliver instruction during all future informal observations.

Suggested Host Teacher Activities

Getting Started:

- ☐ Complete host teacher training and coteaching training by the deadline.
- ☐ Orient the resident to your classroom and the campus.
- ☐ Assist the candidate in creating activities that build and develop relationships with students.
- ☐ Help teacher candidate navigate procedures for gaining access to curricular materials or provide access as determined by district policy.
- ☐ Encourage participation in classroom management as early as feasible.

Instructional Time:

- ☐ Actively include the teacher candidate in co-planning instruction.
- ☐ Allow the candidate multiple opportunities to deliver instruction through co-teaching strategies.

<p>Proficiency at the first POP Cycle:</p> <p><u>1.1: Standards & Alignment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Align lesson goals and objectives to state content standards. <input type="checkbox"/> Design and teach lessons where all activities, materials and assessments: <ul style="list-style-type: none"> ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for all learners ○ integrate technology when applicable <p><u>4.1: Professional Demeanor & Ethics</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Behave in accordance with the Code Ethics and Standard Practices for Texas Educators. <input type="checkbox"/> Meet all professional standards (e.g., attendance, professional appearance and behavior). <input type="checkbox"/> When appropriate, advocate for the needs of students in the classroom. <p><u>4.3: Professional Practices & Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively participate in all professional development meetings, grade level or departmental team meetings, open house nights, and meet-the-teacher nights. 	<p>Proficiency at the first POP Cycle:</p> <p><u>1.1: Standards & Alignment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist the candidate in aligning state standards to lesson elements and instructional strategies. <input type="checkbox"/> Co-plan and co-teach lessons with the candidate, modeling effective integration of lesson, activity, material, and assessment elements listed for candidate proficiency. <p><u>4.1: Professional Demeanor & Ethics</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the candidate to professional standards of conduct and dress expected at your campus. Provide feedback as needed to assist the candidate in meeting these expectations. <input type="checkbox"/> Provide examples of teachers appropriately advocating for the needs of students in the classroom in accordance with district policies and procedures. <p><u>4.3: Professional Practices & Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage collaborative participation from the candidate in professional development meetings, grade level or departmental team meetings, open house nights, and meet-the-teacher nights. <p>Coaching & Collaboration:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer constructive feedback and coaching to the candidate on their overall performance on a regular basis. <input type="checkbox"/> Share feedback on candidate progress at collaborative meetings with candidate, field supervisor, and campus supervisor.
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PERFORMANCE GATE 1: First Formal Observation

During the first POP Cycle of the yearlong residency, the candidate will be assessed on multiple dimensions of the T-TESS rubric.

At a minimum, to progress to the next stage, the candidate will demonstrate proficiency on each of the following:

- 1.1: Standards and Alignment
- 4.1: Professional Demeanor & Ethics
- 4.3: Professional Development

Stage 2: From Successful First Formal Observation to Second Formal Observation

Candidate Builds Proficiency in T-TESS Dimensions:

- 2.3: Communication
- 4.2: Goal Setting

Appropriate Coteaching Strategies

Continue to use all strategies from Stage 1, but add the following:

- Station Teaching
- Parallel Teaching
- Team Teaching

Teacher Candidate Responsibilities

Instructional Time:

- ☐ Increase instructional time with individual, small group, and whole class. During this stage, the candidate should **lead** instruction within a co-teaching strategy for **a minimum of 70 hours** (can be embedded in different forms of co-teaching).

Proficiency at the next POP Cycle:

2.3: Communication

- ☐ Establish classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- ☐ Recognize student misunderstandings and respond with an array of teaching techniques to clarify concepts.
- ☐ Provide explanations that are clear and use verbal and written communication that is clear and correct.
- ☐ At a minimum, ask remember, understand, and apply level questions that focus on the objective of the lesson and provoke discussion. Challenge yourself to regularly ask higher order thinking questions.
- ☐ Practice using probing questions to clarify and elaborate learning.

4.2 Goal Setting

Suggested Host Teacher Activities

Instructional Time:

- ☐ Share responsibility for instructional leadership, classroom procedures, and routines with the teacher candidate.

Proficiency at the next POP Cycle:

2.3: Communication

- ☐ Help the candidate practice their questioning skills during lesson planning and student instruction.
- ☐ Provide frequent feedback to the candidate on the clarity of their explanations and communication with students.
- ☐ Provide feedback to the candidate on classroom practices that provide opportunities for students to communicate effectively with the candidate and peers.

4.2 Goal Setting

- ☐ Encourage professional growth and meaningful goal setting.

<ul style="list-style-type: none"> <input type="checkbox"/> Based upon self-assessment, reflection, and feedback from the host teacher and site supervisor: Set a professional goal that will improve your instructional practice. Work toward the goal. <p>Important Skill Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build upon prior experience with curriculum to obtain a firm understanding of the scope and sequence for the year. <input type="checkbox"/> Assist the host teacher in the development, use and scoring of assessments for student learning. <input type="checkbox"/> Assist in classroom management including the practice of organized and efficient procedures, routines and transitions. <input type="checkbox"/> Gradually share responsibility for organizing a safe, accessible and efficient classroom with a focus on skillfully implementing routines and procedures. 	<p>Important Skill Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Co-plan with the teacher candidate, emphasizing research-based assessment practices and a holistic picture of the school year's standards. <input type="checkbox"/> Allow the teacher candidate to conduct supervised assessments of student progress and provide feedback as needed. <input type="checkbox"/> Continue to involve the resident in classroom organization and classroom management practices such as procedures, routines, and transitions. <p>Coaching & Collaboration:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to offer constructive feedback on the candidate's overall performance. <input type="checkbox"/> Share feedback on candidate progress at collaborative meetings with the candidate, field supervisor and campus supervisor.
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PERFORMANCE GATE 2: Second Formal Observation

During the first POP Cycle of the yearlong residency, the candidate will be assessed on multiple dimensions of the T-TESS rubric.

At a minimum, to progress to the next stage, the candidate will demonstrate proficiency on each of the following:

- 2.3: Communication
- 4.2: Goal Setting

AND the candidate must demonstrate proficiency on previously attained dimensions:

- 1.1: Standards and Alignment
- 4.1: Professional Demeanor & Ethics
- 4.3 Professional Development

Stage 3: From Successful Second Formal Observation to Third Formal Observation

Candidate Builds Proficiency in T-TESS Dimensions:

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

Appropriate Coteaching Strategies:

Thoughtfully incorporate a variety of co-teaching strategies.

- One Teach / One Observe
- One Teach / One Assist
- Alternative Teaching
- Station Teaching.
- Parallel Teaching
- Team Teaching

Teacher Candidate Responsibilities

Instructional Time:

- ☐ Increase instructional time with individual, small group, and whole class. During this stage, the candidate should transition to the role of an instructional leader with **a minimum of 90 hours of instructional lead time** (can be embedded in different forms of co-teaching).

Proficiency at the next POP Cycle:

3.1: Classroom Environment, Routines and Procedures

- ☐ Engage in consistent practice that will allow you to demonstrate proficiency in the following during the POP Cycle:
 - All procedures, routines and transitions are clear and efficient.
 - Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
 - The classroom is safe and organized to support learning objectives and is accessible to most students.

3.2: Managing Student Behavior

- ☐ Consistently implement the classroom or campus behavior management system, developing proficiency by the next formal observation.

Suggested Host Teacher Activities

- ☐ Complete 2nd Host Teacher Training during the beginning of the second semester (prior to deadline provided by field supervisor)

Instructional Time:

- ☐ Encourage the teacher candidate to take on the responsibility of lesson planning. Provide support as needed.

Proficiency at the next POP Cycle:

3.1: Classroom Environment, Routines and Procedures

- ☐ Model and provide targeted coaching on skills related to T-TESS dimension 3.1:
 - Procedures, routines and transitions
 - Management and active participation of student groups, supplies, and equipment
 - Structuring a safe, organized, and accessible classroom

3.2: Managing Student Behavior

- ☐ Provide feedback on the teacher candidate's implementation of the behavior management plan.
- ☐ Model and provide coaching on the redirection of students who do not meet expected classroom behavior standards or become disengaged from the lesson.

3.3: Classroom Culture

<p><input type="checkbox"/> The expectation for the next POP cycle is that <u>most</u> students meet expected classroom behavior standards.</p> <p>3.3: Classroom Culture</p> <p><input type="checkbox"/> Develop skills in establishing and maintaining active student engagement during instruction.</p> <p><input type="checkbox"/> Structure individual and group activities, monitor for engagement and respectful student interaction.</p> <p>Important Skill Development:</p> <p><input type="checkbox"/> Begin to shift planning responsibility toward the candidate – the candidate should experience the development of both individual lessons and unit plans.</p> <p><input type="checkbox"/> Practice teaching a small series of lessons within a unit.</p> <p><input type="checkbox"/> Continue to develop skills related to student assessment:</p> <ul style="list-style-type: none"> ○ Use formal and informal assessments to monitor the progress of all students. ○ Provide consistent feedback while maintaining confidentiality. ○ Begin to analyze student data under the guidance of the host teacher for use in small groups, interventions, reteaching, tutoring, and other instructional purposes. <p><input type="checkbox"/> Anticipate and practice addressing student mistakes/misunderstandings and follow through to ensure student mastery.</p> <p><input type="checkbox"/> Provide students opportunities to take initiative of their own learning.</p> <p><input type="checkbox"/> Provide opportunities for students to use different types of thinking (e.g. analytical, practical, creative and research-based).</p>	<p><input type="checkbox"/> Provide opportunities for the candidate to implement a variety of activity structures (individual, group).</p> <p><input type="checkbox"/> Model and provide coaching on how to structure activities for respectful interaction and engagement.</p> <p>Important Skill Development:</p> <p><input type="checkbox"/> Co-plan with the teacher candidate to develop a series of lessons within a unit. Assist the candidate in understanding how the lesson fits within the structure of the discipline and state standards.</p> <p><input type="checkbox"/> Demonstrate the skillful use of formal and informal assessments to monitor the progress of all students.</p> <p><input type="checkbox"/> Coach the candidate on the process of providing student feedback while maintaining confidentiality.</p> <p><input type="checkbox"/> Analyze student assessment data with the teacher candidate and work together to implement small groups, interventions, reteaching, tutoring, and appropriate instructional strategies.</p> <p><input type="checkbox"/> Model and provide feedback on addressing student misunderstandings, student-centered learning, and using a variety of activities to encourage different types of thinking.</p> <p>Coaching & Collaboration:</p> <p><input type="checkbox"/> Continue to offer constructive feedback on the candidate’s overall performance.</p> <p><input type="checkbox"/> Share feedback on candidate progress at collaborative meetings with candidate, field supervisor and campus supervisor.</p>
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PERFORMANCE GATE 3: Third Formal Observation

During the third POP Cycle of the yearlong residency, the candidate will be assessed on multiple dimensions of the T-TESS rubric.

At a minimum, to progress to the next stage, the candidate will demonstrate proficiency on each of the following new items:

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

AND demonstrate proficiency on previously attained dimensions:

- 1.1: Standards and Alignment
- 2.3: Communication
- 4.1: Professional Demeanor & Ethics
- 4.2: Goal Setting
- 4.3: Professional Development

Stage 4: From Successful Third Formal Observation to Fourth Formal Observation

Candidate Builds Proficiency in T-TESS Dimensions:

- 1.2: Data and Assessment
- 2.1: Achieving Expectations
- 2.2: Content Knowledge and Expertise

Appropriate Coteaching Strategies

Thoughtfully incorporate a variety of co-teaching strategies.

- One Teach / One Observe
- One Teach / One Assist
- Alternative Teaching
- Station Teaching.
- Parallel Teaching
- Team Teaching

Teacher Candidate Responsibilities

Instructional Time:

- ☐ Increase instructional lead time with individual, small group, and whole class. During this stage, the candidate should transition to the role of an instructional leader with **a minimum of 110 hours of instructional lead time** (can be embedded in different forms of co-teaching).

Proficiency at the next POP Cycle

1.2: Data and Assessment

- ☐ Develop and implement formal and informal assessments to monitor the progress of all students.
- ☐ Provide consistent feedback to students, families and other school personnel while maintaining confidentiality.
- ☐ Take leadership for data analysis under the guidance of the host teacher. Connect your analysis of student data to specific instructional strategies that you plan and implement in the instruction you lead within a variety of formats (small group, whole group, interventions, reteaching, tutoring, etc.).

2.1: Achieving Expectations

- ☐ Set academic expectations within your lesson plans that appropriately challenge all students.

Suggested Host Teacher Activities

Instructional Time:

- ☐ Co-plan with the teacher candidate, allowing them to take the leadership role of the planning process, to develop weekly and unit lessons.

Proficiency at the next POP Cycle:

1.2: Data and Assessment

- ☐ Coach the candidate on their use of formal and informal assessments to monitor the progress of all students.
- ☐ Provide structured opportunities for the candidate to share student feedback with multiple stakeholders while maintaining confidentiality.
- ☐ Gradually release responsibility for analyzing student assessment data and developing instructional strategies to address the learning needs of students.

2.1: Achieving Expectations

- ☐ Provide constructive feedback on candidate lesson plans to ensure they are appropriately challenging all students.

<ul style="list-style-type: none"> <input type="checkbox"/> Develop strategies to persist with the lesson until there is evidence that most students demonstrate mastery of the objective. <input type="checkbox"/> Address student mistakes and follow through with strategies to ensure student mastery. <input type="checkbox"/> Provide students opportunities to take initiative of their own learning through the nuanced use of assessments, reflections, and/or classroom activities. <p><u>2.2: Content Knowledge & Expertise</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey accurate content knowledge in multiple contexts. <input type="checkbox"/> Integrate learning objectives with other disciplines. <input type="checkbox"/> Anticipate possible student misunderstandings. <input type="checkbox"/> Provide opportunities for students to use different types of thinking (e.g. analytical, practical, creative and research-based). <input type="checkbox"/> Instruction accurately reflects how the lesson fits within the structure of the discipline and the state standards. <p>Important Skill Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead the co-planning process for lesson plans, including weekly and unit plans. Continue to accept all feedback from the host teacher to improve your planning process. <input type="checkbox"/> Consistently demonstrate responsibility for the classroom or campus behavior management system, assuming the role of an educator capable of managing all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prompt the candidate to address student mistakes and/or persist with lessons until most students demonstrate mastery of the objective. Provide pre-lesson coaching and in-depth debriefing after the lesson to discuss how to determine if students have mastered an objective. <input type="checkbox"/> Model and provide coaching on how to provide students opportunities to take initiative of their own learning. <p><u>2.2: Content Knowledge & Expertise</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide resources, information, and coaching to the candidate on what proficient educators do in relation to the content knowledge and expertise responsibilities listed for this stage of their residency. <p>Important Skill Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide additional opportunities for the candidate to assume the role of an educator capable of managing all students. <input type="checkbox"/> Continue providing feedback and debriefing that encourages reflection and growth in behavior management strategies. <p>Coaching & Collaboration:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to offer constructive feedback on the candidate's overall performance. <input type="checkbox"/> Share feedback on candidate progress at collaborative meetings with candidate, field supervisor and campus supervisor.
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PERFORMANCE GATE 4: Fourth Formal Observation

During the first POP Cycle of the yearlong residency, the candidate will be assessed on multiple dimensions of the T-TESS rubric.

At a minimum, to progress to the next stage, the candidate will demonstrate proficiency on each of the following:

- 1.2: Data and Assessment
- 2.1: Achieving Expectations
- 2.2: Content Knowledge & Expertise

AND demonstrate proficiency on the previously attained dimensions:

- 1.1: Standards and Alignment
- 2.3: Communication
- 3.1: Classroom Environment, Routines and Procedures
- 3.2: Managing Student Behavior
- 3.3: Classroom Culture
- 4.1: Professional Demeanor & Ethics
- 4.2: Goal Setting
- 4.3: Professional Development

Stage 5: From Successful Third Formal Observation to Fourth Formal Observation

The Candidate has demonstrated proficiency in all required educator standards. The candidate continues expanding their instructional lead time and responsibilities in the classroom until the end of the year.

Appropriate Coteaching Strategies

Thoughtfully incorporate a variety of co-teaching strategies.

- One Teach / One Observe
- One Teach / One Assist
- Alternative Teaching
- Station Teaching.
- Parallel Teaching
- Team Teaching

Teacher Candidate Responsibilities

Instructional Time:

- ☐ Continue the role of an instructional leader with a **minimum of 110 hours of instructional lead time** (can be embedded in different forms of co-teaching).
- ☐ Assume the role of a professional educator taking primary responsibility for all aspects of the classroom as described in the T-TESS domains: Planning (Domain 1), Instruction (Domain 2), Learning Environment (Domain 3), Professional Practices & Responsibilities (Domain 4).
- ☐ Continue to accept feedback as provided.

Important Skill Development:

- ☐ Practice adapting lessons to address the individual needs of all students.
- ☐ Regularly monitor the quality of student participation and performance.
- ☐ Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- ☐ Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

Suggested Host Teacher Activities

Instructional Time:

- ☐ Allow the candidate to assume full responsibility for the classroom and instruction. Provide guidance as needed to encourage continued professional growth.

Important Skill Development:

- ☐ Provide additional opportunities for the candidate to practice differentiating instruction, aligning methods and techniques to diverse student needs.
- ☐ Continue providing feedback and debriefing that encourages reflection and growth in differentiation strategies.

Coaching & Collaboration:

- ☐ Continue to offer constructive feedback on the candidate's overall performance.
- ☐ Share feedback on candidate progress at collaborative meetings with candidate, field supervisor, and campus supervisor.

PERFORMANCE GATE 5: Recommendation for Enhanced Standard Certificate

The goal:

Through continued practice and demonstration of proficiency, the teacher candidate is ready to be recommended for certification at the end of their clinical experience.

The process:

- To be eligible for the enhanced standard certificate, the teacher resident will need to be recommended by the field supervisor, host teacher, and campus supervisor. Recommendations are submitted electronically in the clinical experience binder within the software system TK20.
- See section of this handbook titled “Successful Residency & Recommendation” for more details on the recommendation process and the issuance requirements for an enhanced standard certificate.

Incomplete Residencies & Notification Requirements

The goal of ETAMU's educator preparation program is to provide sufficient support and guidance for candidates to successfully complete their residency. However, there are times when a candidate does not complete the residency year. These reasons may include any of the following:

- The candidate resigns or is terminated by the school or district.
 - Termination or resignation applies to candidates *employed* by the school district who are completing paid residencies.
- The candidate is discharged or is released from the educator preparation program.
 - An example would include an automatic program removal in the rare circumstance when a candidate is uninvited from a campus or district placement and not allowed to return to the building/classroom where they were placed (regardless of whether the placement was paid or unpaid).
- The candidate withdraws from the educator preparation program.
 - Examples include when a candidate changes their major of study to a degree plan that does not include teacher certification or withdraws from the university.
- The residency assignment does not meet the programmatic and placement requirements described in this handbook (and Texas Administrative Code).
 - This includes a candidate not making progress toward progressive stages of instructional responsibility after adequate support and interventions, resulting in continued failure to demonstrate proficiency.

Notification Requirement

If the residency assignment is not fully completed due to any of the reasons listed above, the Educator Preparation Program, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment.

The field supervisor and/or center coordinator for the residency candidate should also inform the Educator Certification Office if any of the above listed events occur. Staff from the Educator Certification Office will work with program faculty and candidates to ensure that candidate records are accurately updated and any procedural notifications about program removal and appeals are conveyed.

Successful Residency & Recommendation

Students who successfully complete the full year of residency and who complete all other certification requirements will be recommended for an enhanced standard certificate. Candidates should be mindful to complete all program requirements throughout their

residency to ensure they are eligible for the enhanced standard certificate at the conclusion of their program.

State Requirements for the Issuance of Enhanced Standard Certificates

According to TAC 230.39(b), the requirements for the issuance of an enhanced standard certificate include:

- The candidate has earned a bachelor's degree. In this program, the degree must be officially conferred from ETAMU, which includes a review of all degree requirements from the University Registrar's Office.
- Completion of Residency and EPP Programmatic Requirements:
 - Completion of all program requirements that occur prior to residency, including coursework, training, and field-based experience hours.
 - Completion of a one-year residency for a minimum of one full school year, including the first and last instructional days with students, in a classroom supervised by a host teacher in the classroom teacher assignment(s) that match the certification area(s) for which the candidate is receiving preparation from the EPP. *This means that even though a candidate may graduate with a bachelor's degree, they are not eligible for their educator certificate until the successful completion of the EC-12 district's academic year.*
 - The residency must meet the required number of total hours in placement, including weekly minimums and related documentation as described in the "Residency Duration & Time Log Requirements" section of this handbook.
 - The residency must take place in one distinct field site for the duration of the residency experience, unless the formal documented process for allowing a second placement is followed. Candidates who receive exceptions shall be placed in no more than two distinct field sites to remain eligible for an enhanced standard certificate. See "Process for Documenting Additional Field Placements" in this handbook for details.
 - The candidate experienced a full range of professional responsibilities during the residency. See the "Gradual Increase of Professional Responsibility" section for details on the full range of responsibilities experienced by candidates during residency.
 - The candidate has successfully progressed through the stages of instructional responsibility based on the formal observations (and any Support and Intervention Plan) from the field supervisor. The formal observations serve as performance gates where the candidate must demonstrate proficiency to advance to the next stage of responsibility for student instruction. See the "Gradual Increase of Professional Responsibility" section for details on the progression of candidate

responsibility for student instruction. See also the section on “POP Cycles for Residency” for details on the formal observation processes and the “Support & Intervention Plans” section.

- As outlined in TAC 228.65(f), the candidate must demonstrate proficiency, through observations from the field supervisor, on specific dimensions. These dimensions, and the time at which the candidate is first expected to demonstrate proficiency, are outlined in the “Graduate Increase of Instructional Responsibility” section of this handbook. Prior to being recommended for the enhanced standard certificate, candidates must demonstrate proficiency in all of the following:
 - Planning Dimension 1.1: Standards and Alignment;
 - Planning Dimension 1.2: Data and Assessment;
 - Instruction Dimension 2.1: Achieving Expectations;
 - Instruction Dimension 2.2: Content Knowledge and Expertise;
 - Instruction Dimension 2.3: Communication;
 - Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;
 - Learning Environment Dimension 3.2: Managing Student Behavior;
 - Learning Environment Dimension 3.3: Classroom Culture;
 - Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics;
 - Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and
 - Professional Practices and Responsibilities Dimension 4.3: Professional Development.
- Meet general requirements for the issuance of an educator certificate as outlined in TAC 2301.11. These requirements include:
 - being at least 18 years of age,
 - submitting to a criminal history review,
 - not being disqualified by federal law,
 - being willing to support and defend the constitutions of the U.S. and Texas,
 - demonstrating English language proficiency (evaluated upon EPP admission),
 - completion of appropriate certification exams,
 - completion of program requirements for teacher certification, and
 - recommendation by an educator preparation program
- The EPP collects official recommendations for certification from the host teacher, field supervisor, and campus supervisor at the conclusion of the residency to determine if candidates have successfully completed the residency. **The EPP will not recommend a candidate for an educator certificate without these formal recommendations.**

EPP Recommendation Process

Staff in the Educator Certification Office review candidate records prior to submitting a recommendation for certification to the Texas Education Agency. Student records must be complete and include all of the following:

- a conferred bachelor's degree from ETAMU as part of the undergraduate teacher preparation program, including the completion of coursework and training that aligns to teacher preparation program requirements from the state of Texas.
- candidate placement details that demonstrate adherence to the requirement of a single placement for residency (or no more than two for candidates with appropriate documentation) with a qualified host teacher in matching grade level and certificate area(s).
- evidence of passing scores on the appropriate content exam(s) for the certification sought.
- recommendation forms from the host teacher, field supervisor, and campus supervisor.
 - The host teacher completes an attestation as part of their recommendation that the time log submitted by the candidate meets the minimum time requirements for residency (full year, 750 hours total, etc.) and that the resident experienced a full range of teaching responsibilities.
 - The field supervisor completes an attestation as part of their recommendation that the candidate demonstrated proficiency through observations in all required dimensions, that the candidate completed the progression of stages for incremental increase in instructional responsibility, and that the candidate completed all residency programmatic requirements.
 - If the field supervisor, host teacher, or campus supervisor do not recommend that the candidate should be recommended for an enhanced standard certificate, the person who does not recommend the candidate must provide written documentation supporting the lack of recommendation to the candidate and the field supervisor, the host teacher, or the campus supervisor. This written documentation must be uploaded to TK20 in the appropriate area of the recommendation form. The documentation may include:
 - Evidence of failure to demonstrate proficiency in educator standards
 - Evidence of failure to meet program requirements
 - Evidence of failure to adhere to campus policies

Important Note: Specific instructions on how to apply for the enhanced standard certificate are provided to candidates from the Educator Certification Office near the end of their final semester of residency placement. Candidates should only apply for certification when they believe they will meet all eligibility requirements soon –

applications that sit in the queue for longer than six months due to inability to process will be deleted by Educator Certification staff.

Co-Teaching Strategies Explained

Co-teaching, as defined in Texas Administrative Code §228.2, is a practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Co-teaching is an important activity that occurs in both clinical teaching and residency clinical experiences. Cooperating teachers and host teachers are trained on co-teaching strategies to support their effective implementation during the candidate's clinical experience. The information below is offered as a quick reference for content covered in more depth during training.

One Teach, One Assist: One teacher takes the lead role while the other provides support within the classroom. The supporting teacher monitors student work, addresses behavioral issues, manages materials, assists with student questions, and helps maintain student focus.

One Teach, One Observe: One teacher takes the lead role while the other collects detailed observational data on student learning, including academic performance, behavior, and social skills. The roles can alternate based on the topic or the teachers' interests.

Station Teaching: Teachers start by breaking the content into segments that can be taught in any order and organizing students so that each group begins at a different station. Two groups are led by teachers, while the remaining group(s) work independently. Throughout the lesson, students rotate through the stations until they have completed all of them. Teachers can adjust the number of groups and may sometimes group students by skills or interests, or alternatively, create heterogeneous groups.

Parallel Teaching: Students are split into two groups, with each teacher assigned to one group. The groups do not rotate. At times, both teachers may cover the same material. Other times, they might deliver instruction differently, such as using content tailored to different reading levels.

Alternative Teaching: One teacher oversees a large group of students, while the other focuses on a small group for a targeted instructional purpose. This method offers instructional flexibility and can be utilized for enrichment, remediation, assessment, preteaching, or employing alternative lesson delivery methods.

Team Teaching: Students stay together as one group while the teachers co-instruct, blending their contributions seamlessly throughout the lesson. Both teachers typically

stand at the front of the classroom, sharing the lead instructional duties. They are equally active, though their roles may differ during the lesson.

Sources:

Friend, M. (2016). Welcome to Co-Teaching 2.0. In *Educational leadership*, 73(4), 16-22.

Texas Education Agency. (2021). *Guidelines for co-teaching in Texas*. Texas Education Agency. <https://spedsupport.tea.texas.gov/sites/default/files/2023-08/guidelines-for-co-teaching-in-texas.pdf>

Retention, Dismissal, and Due Process

The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) is composed of East Texas A&M University faculty and staff directly involved with educator preparation and are appointed by the Chair of the Committee. The Committee Chair is appointed by the Dean of the College of Education and Human Services.

TEARAC is charged with setting educator preparation admission and retention requirements, as well as hearing student appeals for individual exceptions to the approved admission and retention requirements as they relate to the student's admission and retention status.

The Educator Certification & Academic Services department is responsible for facilitating the admission, retention, and certification process within the framework of TEARAC requirements.

Retention in the Field-Based Program

To be retained in the educator preparation program, a student must do as follows:

- Continue to meet admission standards.
- Remain in good standing with their Instructional Leadership Team (ILT) and school placement principal.
- Make satisfactory progress toward teacher certification.
- Students who change their degree to a non-teaching degree will not be retained in the field-based program and will be administratively removed.
- Students who fail to continue with coursework working toward teacher certification will not be retained in the field-based program and will be administratively removed after two long semesters of inactivity.

A requirement of the undergraduate teacher certification program is continuous enrollment and progress toward certification. Teacher candidates may be approved by the program to take a leave of absence due to extenuating circumstances. Acceptable extenuating circumstances include:

- Significant financial hardship
- Personal injury/illness
- Caring for a family member with personal injury/illness
- Birth/adoption of a dependent child
- Death of immediate family member

Status of Retained

During a leave of absence, the teacher candidate's status in the program will be changed from "admitted" to "retained." When the teacher candidate enrolls in courses again, they must contact the Certification Office to update their status back to "admitted."

Duration and Terms of Retention

A leave of absence is not to exceed two consecutive long semesters. Fall and spring are considered long semesters. Teacher candidates will be administratively removed from the program, including records of active enrollment with TEA, in the event of:

- Failure to enroll in courses at the beginning of the designated return semester, and/or
- Failure to notify the Certification Office that they have returned and enrolled in courses

Removal Repercussions:

If teacher candidates are administratively removed from the program, they will be required to do the following to return:

- Go before the Teacher Education Admission, Retention, and Appeals Committee (TEARAC) for consideration to re-enter the program.
- Reapply to the certification program and complete all admission steps satisfactorily.

**This process may cause a significant delay in a candidate being able to continue certification coursework.*

Dismissal of Teacher Candidates from East Texas A&M

Teacher Education Admission, Retention, and Appeals Committee (TEARAC): A TEARAC review of a student in reference to an academic or professional behavioral concern may be requested by East Texas A&M University or public-school personnel at any stage in the educator preparation program.

Instructional Leadership Team (ILT): A teacher candidate may be dismissed from their clinical experience (clinical teaching or residency) by a recommendation to the principal from the student's field-based Instructional Leadership Team (ILT), consisting of the field supervisor, host/cooperating teacher, center coordinator, and teacher candidate. This recommendation will result in the teacher candidate no

longer being retained in the educator preparation program.

Principal (school placement): A teacher candidate may be dismissed from their clinical experience (clinical teaching or residency) by a recommendation and letter from the principal of the school where the teacher candidate is placed. This may occur if the principal determines that it is in the best interest of EC-12 learners or the teacher candidate that the clinical experience be terminated. This recommendation will result in the teacher candidate no longer being retained in the educator preparation program.

Reasons for dismissal from clinical experience and the educator preparation program may include, but are not limited to the following:

- Failure to meet course requirements or to maintain the required GPA
- Lack of progress in meeting the performance gates outlined in the teacher candidate handbook
- Lack of progress or success on a growth plan
- Violation of the Code of Ethics and Standards for Texas Teachers
- Violation of school district and/or campus rules and regulations
- Excessive tardiness, absences, or failure to complete or make-up days missed in the field
- Failure to respond to feedback from the ILT

Procedures for Removing a Student from Clinical Experience

If dismissal is due to a violation of established admission or retention criteria, the Educator Certification & Academic Services department will notify the student in writing of the grounds for dismissal and due process.

If dismissal results from an ILT or school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Director of the Educator Certification department. This letter will convey with clearly documented reasons that it is in the best interest of EC-12 learners or the teacher candidate that the teacher candidate's clinical experience be terminated. After this occurs, the university field-supervisor or center coordinator will schedule a meeting with the teacher candidate, the university field-supervisor, and the Educator Certification Director to inform the student of the decision to terminate the placement and dismiss the student.

Due Process Rights in the Field-Based Program

Teacher candidates who wish to appeal admission or retention criteria may schedule a meeting with the Teacher Education Admission, Retention, and Appeals

Committee to ask that an individual exception be made. In some cases, an appeal to TEARAC will not be granted. If an appeal is granted, TEARAC will review all documentation and any oral deliberation to determine if an exception should be made.

If TEARAC determines that an exception should not be made, the student will not have the opportunity to re-enter the educator preparation program. If the student believes that the correct procedures were not followed, as written here-in, the student may appeal to the dean of the College of Education and Human Services. The dean's charge will be to determine if procedures were correctly followed. The dean's decision is final.

*If appeal is granted, the candidate must re-apply to the Teacher Education Program.

Candidates who wish to appeal dismissal resulting from an ILT or principal recommendation may also schedule a meeting with the Teacher Education Admission, Retention, and Appeals Committee (TEARAC). The committee's charge is to review the evidence to determine if professional judgment was exercised and if there was a rational basis for the decision. If the committee determines that professional judgment was not exercised, or that there was no rational basis for the decision, the committee will recommend that the ILT and/or principal reevaluate the decision. The reevaluated decision by the ILT and/or principal is final.

Appendix A: Clinical Teaching Initial ILT Form

[Initial ILT – Clinical I Form](#) (Click to Open)

[Initial ILT – Clinical II Form](#) (Click to Open)

Appendix B: Clinical Teaching Mid/Final-ILT Form

Mid/Final ILT Form (Click to Open)

Appendix C: Growth Plan Form

Growth Plan – Non-Residents (Click to Open)

Appendix D: Residency Initial ILT Forms

Note: This form is placed here for reference and training purposes. **A fillable/electronic version of the ILT forms will be provided to field supervisors.** There is a separate Initial ILT Form for each semester of residency that includes a copy of the applicable stages of instructional responsibility for ILT planning and review.



Initial ILT (Semester 1) Field Performance Evaluation Teacher Residents (Enhanced Certification)

This document is a communication piece to be used by the Instructional Leadership Team (ILT), which consists of the teacher resident, host teacher, campus supervisor, and the university field supervisor. Growth is assessed through formal lesson evaluations and walkthroughs, in addition to Initial, Mid-Term, and Final ILT meetings. This document may also be used at any time for communication/coaching purposes. The ILT should set additional conference(s) if the progress report indicates a need for a Support and Intervention Plan.

Teacher Resident:

District / Campus:

Host Teacher:

Campus Supervisor:

ILT Meeting Date:

Classroom Overview

Number of Students:

Number of Teachers / Staff Routinely in Classroom:

Number of Emergent Bilingual Students:

Number of Students Served through Section 504:

Number of Gifted and Talented Students:

Field Supervisor Notes

Host Teacher Notes

Teacher Resident Notes

Campus Supervisor Notes

Please review the following Gradual Increase of Professional Responsibility documents.
These will outline the roles and responsibilities for the teacher candidate and host teacher.
Stages 1-3 for Semester 1 Initial ILT or Stages 4-5 for Semester 2 Initial ILT.

Teacher Resident Signature
Host teacher Signature
Campus Supervisor Signature
Field Supervisor Signature

Appendix E: Residency Mid/Final-ILT Form

Mid / Final ILT Form (Click to Open)

Appendix F: Support & Intervention Plan Form

Note: This form is placed here for reference and training purposes. A fillable/electronic version of the form will be available for field supervisors who need a Support & Intervention Plan for their candidate's ILT to complete.

Residency Certificate Route Support and Intervention Plan

Teacher Candidate's Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

The residency certificate program is designed to support the development of candidates toward proficiency in all required educator standards by the time they finish. To this end, if a student does not meet proficiency in the specified dimensions for a given formal observation, the field supervisor will work with the host teacher, campus supervisor, and candidate to develop a Support & Intervention Plan.

Select the Formal Observation this plan relates to: Choose an item.

<p>Find the corresponding stage below.</p> <ul style="list-style-type: none"> Identify which TTESS Dimension(s) require additional support for the teacher candidate. You will only mark dimensions in the corresponding stage. <ul style="list-style-type: none"> For example, if you selected <i>Stage 1: Formal Observation 1</i> you will only mark dimensions in <i>Stage 1</i> below. 	
<p>Stage 1</p> <p><input type="checkbox"/> 1.1 Standards and Alignment</p> <p><input type="checkbox"/> 4.1 Professional Demeanor and Ethics</p> <p><input type="checkbox"/> 4.3 Professional Development</p>	<p>Stage 2</p> <p><input type="checkbox"/> 1.1 Standards and Alignment</p> <p><input type="checkbox"/> 2.3 Communication</p> <p><input type="checkbox"/> 4.1 Professional Demeanor and Ethics</p> <p><input type="checkbox"/> 4.2 Goal Setting</p> <p><input type="checkbox"/> 4.3 Professional Development</p>
<p>Stage 3</p> <p><input type="checkbox"/> 1.1 Standards and Alignment</p> <p><input type="checkbox"/> 2.3 Communication</p> <p><input type="checkbox"/> 3.1 Classroom Environment, Routines and Procedures</p> <p><input type="checkbox"/> 3.2 Managing Student Behavior</p> <p><input type="checkbox"/> 3.3 Classroom Culture</p> <p><input type="checkbox"/> 4.1 Professional Demeanor and Ethics</p> <p><input type="checkbox"/> 4.2 Goal Setting</p> <p><input type="checkbox"/> 4.3 Professional Development</p>	<p>Stage 4</p> <p><input type="checkbox"/> 1.1 Standards and Alignment</p> <p><input type="checkbox"/> 1.2 Data and Assessment</p> <p><input type="checkbox"/> 2.1 Achieving Expectations</p> <p><input type="checkbox"/> 2.2 Content Knowledge and Expertise</p> <p><input type="checkbox"/> 2.3 Communication</p> <p><input type="checkbox"/> 3.1 Classroom Environment, Routines and Procedures</p> <p><input type="checkbox"/> 3.2 Managing Student Behavior</p> <p><input type="checkbox"/> 3.3 Classroom Culture</p> <p><input type="checkbox"/> 4.1 Professional Demeanor and Ethics</p> <p><input type="checkbox"/> 4.2 Goal Setting</p> <p><input type="checkbox"/> 4.3 Professional Development</p>

Target Dimension Plan

Indicate which of the following dimensions are included in this plan:

Target Dimensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

Review the target dimension(s) plan below and then sign this agreement.

I have read the target dimension plan and understand the following:

Field Supervisor, Host Teacher, Campus Supervisor Responsibilities: <ul style="list-style-type: none"> I understand the dimension(s) in which the teacher resident needs to work towards proficiency. I will make every effort to follow the action steps provided, provide coaching sessions, and feedback, and provide ample opportunities for the teacher resident to practice these skills. 	Teacher Resident Responsibilities: <ul style="list-style-type: none"> I understand the dimension(s) in which I need to work towards proficiency. I will make every effort to follow the action steps provided, be receptive to feedback, and practice the skills needed to reach proficiency. I understand if I do not reach proficiency on the scheduled follow-up observation(s) I may be required to complete my clinical experience through clinical teaching instead of through the teacher residency certificate route.
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X

Teacher Resident's Signature

X

Field Supervisor's Signature

X

Host Teacher's Signature

X

Campus Supervisor's Signature

Target Dimensions

Target Dimension 1 Select the dimension that is below proficient: Choose an item.	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> must be timebound develop skills and abilities 	
Contributions <ul style="list-style-type: none"> from field supervisor, host teacher, and campus supervisor to assist in growth including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> formal or informal gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency include the scheduled date(s) or window of days in which the observation(s) will occur 	

Target Dimension 2 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> must be timebound develop skills and abilities 	
Contributions	

<ul style="list-style-type: none"> • from field supervisor, host teacher, and campus supervisor to assist in growth • including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> • to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> • formal or informal • gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency • include the scheduled date(s) or window of days in which the observation(s) will occur 	

Target Dimension 3 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> • Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> • must be timebound • develop skills and abilities 	
Contributions <ul style="list-style-type: none"> • from field supervisor, host teacher, and campus supervisor to assist in growth • including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> • to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> • formal or informal • gives candidate the opportunity to demonstrate 	

proficiency and advance to the next stage of residency <ul style="list-style-type: none"> include the scheduled date(s) or window of days in which the observation(s) will occur 	
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Target Dimension 4 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> must be timebound develop skills and abilities 	
Contributions <ul style="list-style-type: none"> from field supervisor, host teacher, and campus supervisor to assist in growth including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> formal or informal gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency include the scheduled date(s) or window of days in which the observation(s) will occur 	

Target Dimension 5 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps:	

<ul style="list-style-type: none"> • must be timebound • develop skills and abilities 	
Contributions <ul style="list-style-type: none"> • from field supervisor, host teacher, and campus supervisor to assist in growth • including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> • to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> • formal or informal • gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency • include the scheduled date(s) or window of days in which the observation(s) will occur 	

Target Dimension 6 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> • Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> • must be timebound • develop skills and abilities 	
Contributions <ul style="list-style-type: none"> • from field supervisor, host teacher, and campus supervisor to assist in growth • including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> • to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> • formal or informal 	

<ul style="list-style-type: none"> • gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency • include the scheduled date(s) or window of days in which the observation(s) will occur 	
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Target Dimension 7 Select the dimension that is below proficient: Choose an item. If this dimension is not needed select this box: <input type="checkbox"/> dimension not applicable	
Component of Plan	Field Supervisor Notes <ul style="list-style-type: none"> • Record the actions & steps taken to support the candidate in reaching proficiency in the desired dimension.
Action Steps: <ul style="list-style-type: none"> • must be timebound • develop skills and abilities 	
Contributions <ul style="list-style-type: none"> • from field supervisor, host teacher, and campus supervisor to assist in growth • including observations, coaching sessions, feedback, and modeling as appropriate Opportunities: <ul style="list-style-type: none"> • to practice and receive feedback 	
Follow-up Observations: <ul style="list-style-type: none"> • formal or informal • gives candidate the opportunity to demonstrate proficiency and advance to the next stage of residency • include the scheduled date(s) or window of days in which the observation(s) will occur 	

Appendix G: Residency Scope & Sequence



Residency Clinical Experience Scope and Sequence

The Residency Scope and Sequence is a resource to field supervisors and ETAMU faculty as they organize important dates, meetings, trainings, and other requirements for the residency experience. Items in the Residency Scope and Sequence can serve as a useful checklist.

May – July (prior to Residency clinical experience)
<input type="checkbox"/> Orientation for residency candidates takes place in May to establish expectations and prepare candidates for the field.
<input type="checkbox"/> Field supervisors complete annual EPP training in coaching and co-teaching strategies and candidate evaluation. <input type="checkbox"/> Participation in any school and/or district trainings to be determined based on individual partnerships with school districts
<input type="checkbox"/> Annual EPP field supervisor training completed.
<input type="checkbox"/> TEA-Approved training for field supervisors supporting teacher candidates renewed as applicable to comply with Texas Administrative Code.
<input type="checkbox"/> Residency candidates pass their content exam by mid-July. <input type="checkbox"/> Candidates who do not pass their content exam by the deadline will be switched to the clinical teaching pathway instead. <input type="checkbox"/> The STR exam (TExES 293) will not be required prior to the start of residency.
<input type="checkbox"/> Teacher candidates may begin attending school district professional development (as applicable based on ISD academic calendar and agreed upon schedules with district partners).

August – Candidate Time Log Start Date: First Day of K-12 Academic Calendar
<input type="checkbox"/> Residency candidates attend the first K-12 instructional day on the district calendar and begin logging their time in the residency placement.
<input type="checkbox"/> Field supervisors send an introduction email to residents and host teachers for initial contact no later than three weeks from the first K-12 instructional day.
<input type="checkbox"/> Host teachers complete host teacher and co-teaching training .
<input type="checkbox"/> Field supervisors conduct 1st Monthly Collaborative Meeting (Initial Semester 1 ILT meeting) with host teacher, candidate, and campus supervisor no later than 3 weeks from the first K-12 instructional day to: <ul style="list-style-type: none"> ○ Conduct Initial Instructional Leadership Team (ILT) meeting to establish expectations and answer questions; ○ Review one distinct field site for the duration of the residency, and policy and process for candidates with reasonable human resources concerns. ○ Share resources; ○ Monitor accurate candidate time log completion; and ○ Verify the host teacher has completed host teacher & co-teaching training by the deadline. <p>*If the campus supervisor is unable to attend, the field supervisor will establish a separate meeting time with them to conduct the first campus supervisor meeting of the semester. That meeting must include written documentation.</p>
<input type="checkbox"/> If the month of August includes 10 or fewer instructional days on the EC-12 academic calendar (2 weeks), then 1 Monthly Collaborative Meeting will occur. <input type="checkbox"/> If the month of August includes 11 or more instructional days on the EC-12 academic calendar, the field supervisor will conduct a 2nd Monthly Collaborative Meeting with the candidate and host teacher.
<input type="checkbox"/> Field Supervisor conducts Informal Observation 1 within 4 weeks of the EC-12 school's first instructional day. This may fall in August or September depending on district schedules. <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
<input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Candidates attend all seminar sessions. ○ Instructors teach scheduled seminar courses.

September
<p>1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss upcoming POP cycle performance gate and anticipated incremental increased candidate responsibility for student instruction <input type="checkbox"/> Teacher candidates need access to curriculum in advance <input type="checkbox"/> POP Cycle logistics <input type="checkbox"/> Check Candidate Attendance Log <input type="checkbox"/> Feedback/Collaboration with host teacher and campus supervisor about candidate progress
<p>Conduct POP Cycle 1 (Formal Observation: within six weeks of candidate start date)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conference, observation, and post-conference conducted in accordance with 228.105 <input type="checkbox"/> Performance gate used to determine progression to next level of candidate responsibility <input type="checkbox"/> Written feedback provided to host teacher and campus supervisor
<p>2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>Field Supervisor conducts Informal Observation 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses

October
<ul style="list-style-type: none"> <input type="checkbox"/> Field Supervisor conducts Informal Observation 3 <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
<p>1st Monthly Collaborative Meeting (Mid-Semester 1 ILT) with the host teacher, candidate, and campus supervisor during the <u>first week of October:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss upcoming POP cycle performance gate and anticipated incremental increased candidate responsibility for student instruction <input type="checkbox"/> Discuss upcoming Host Teacher Evaluation of candidate <input type="checkbox"/> Teacher candidates need access to curriculum in advance <input type="checkbox"/> POP Cycle logistics <input type="checkbox"/> Check Candidate Attendance Log <input type="checkbox"/> Feedback/Collaboration with host teacher and campus supervisor about candidate progress <input type="checkbox"/> Complete ILT Form <p>If the campus supervisor is unable to attend, the field supervisor will establish a separate meeting time with them to conduct the second campus supervisor meeting of the semester.</p>
<p>2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses

November
<p>1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>Conduct POP Cycle 2 (Formal Observation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conference, observation, and post-conference conducted in accordance with 228.105 <input type="checkbox"/> Performance gate used to determine progression to next level of candidate responsibility <input type="checkbox"/> Written feedback provided to host teacher and campus supervisor
<p>2nd Monthly Collaborative Meeting with the host teacher, candidate, and campus supervisor. (Final-Semester 1 ILT)</p> <ul style="list-style-type: none"> <input type="checkbox"/> If campus supervisor is present, complete Final-Semester ILT Forms. Feedback/Collaboration with host teacher and campus supervisor about candidate progress. If the campus supervisor is unable to attend in November, they will attend a December meeting, and Final-Semester ILT forms will be completed then. <input type="checkbox"/> Discuss POP cycle 2 and determine progression of candidate or needed intervention. <input type="checkbox"/> Check Candidate Attendance Log.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses ○ Verify data entry in Tk20 is complete from the beginning of the semester to date.

December
<p>Field Supervisor conducts Informal Observation 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
<p>1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the campus supervisor was unable to attend 2nd November meeting, complete the Final-Semester 1 ILT during this meeting with the campus supervisor present. <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <p>If the K-12 academic calendar includes more than 10 instructional days in the month of December, conduct a 2nd monthly collaborative meeting.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses ○ Verify data entry in Tk20 is complete from the beginning of the semester to date – review all residency semester 1 binders for completion and submission.

January
Host teachers complete 2nd host teacher and co-teaching training .
Field supervisors conduct 1st Monthly Collaborative Meeting (Initial Semester 2 ILT meeting) with host teacher, candidate, and campus supervisor to: <ul style="list-style-type: none"> <input type="checkbox"/> Plan for the semester and review student progress; <input type="checkbox"/> Share resources; <input type="checkbox"/> Monitor accurate candidate time log completion; and <input type="checkbox"/> Verify the host teacher has completed the 2nd host teacher & co-teaching training. <input type="checkbox"/> If the campus supervisor is unable to attend, the field supervisor will establish a separate meeting time with them to conduct the first campus supervisor meeting of the semester.
Field Supervisor conducts Informal Observation 5 <ul style="list-style-type: none"> <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate). <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses

February	
1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).	
<input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.	
Field Supervisor conducts Informal Observation 6	
<input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.	
2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).	
<input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.	
Conduct POP Cycle 3 (Formal Observation) Pre-conference, observation, and post-conference conducted in accordance with 228.105	
<input type="checkbox"/> Performance gate used to determine progression to next level of candidate responsibility <input type="checkbox"/> Written feedback provided to host teacher and campus supervisor	
<input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses 	

March

1st Monthly Collaborative Meeting (Mid-Semester 1 ILT) with the host teacher, candidate, and campus supervisor:

- ☐ Discuss POP Cycle 3 data.
- ☐ Feedback/Collaboration with host teacher and campus supervisor about candidate progress
- ☐ Review and plan for increased responsibility of candidate.
- ☐ Complete ILT Form
- ☐ Check Candidate Attendance Log
- ☐ If the campus supervisor is unable to attend, the field supervisor will establish a separate meeting time with them to conduct the second campus supervisor meeting of the semester.

Field Supervisor conducts Informal Observation 7

- ☐ The post-conference is conducted following informal observation.
- ☐ Written feedback is provided to the candidate, host teacher, and campus supervisor.

2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).

- ☐ Check candidate attendance log.
- ☐ Collaboration on candidate progress.

- ☐ Other & Program Instructional:
 - Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities
 - Candidates attend all seminar sessions
 - Instructors teach scheduled seminar courses

April
<p>1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>Conduct POP Cycle 4 (Formal Observation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conference, observation, and post-conference conducted in accordance with 228.105 <input type="checkbox"/> Performance gate used to determine progression to next level of candidate responsibility <input type="checkbox"/> Written feedback provided to host teacher and campus supervisor
<p>2nd Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>Other & Program Instructional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities <input type="checkbox"/> Candidates attend all seminar sessions <input type="checkbox"/> Instructors teach scheduled seminar courses

May
<p>1st Monthly Collaborative Meeting (field supervisor, host teacher, and candidate).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check candidate attendance log. <input type="checkbox"/> Collaboration on candidate progress.
<p>Field Supervisor conducts Informal Observation 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> The post-conference is conducted following informal observation. <input type="checkbox"/> Written feedback is provided to the candidate, host teacher, and campus supervisor.
<p>2nd Monthly Collaborative Meeting with the host teacher, candidate, and campus supervisor (Final Semester 2 ILT).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review all data for candidate in Tk20 to ensure completion. <input type="checkbox"/> Discuss and completion recommendation for certification forms (yes or no based on requirements from campus supervisor, host teacher, and field supervisor) <input type="checkbox"/> Candidate continues to log time and attend residency in their placement until the end of the K-12 academic calendar.
<ul style="list-style-type: none"> <input type="checkbox"/> Other & Program Instructional: <ul style="list-style-type: none"> ○ Field Supervisor communicates with Center Coordinator about seminar attendance and responsibilities ○ Candidates attend all seminar sessions ○ Instructors teach scheduled seminar courses