



# **The Essential Clinical Experience Handbook**

Texas State University  
Office of Educator Preparation  
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## Texas State University Student Teaching Handbook

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## THE ESSENTIAL CLINICAL EXPERIENCE HANDBOOK INTRODUCTION

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the university, making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience supported by robust research in teaching and learning.

The conceptual framework that guides the Texas State Initial Teacher Preparation Program is based on three intersecting themes:

- The democratic purposes and outcomes of education
- Cultural competency in teaching and learning
- The development of the education professional

Foremost is our belief that education is fundamental to a democratic society's survival. Supporting this belief are notions that all children can learn and that educators can and do make a difference in the lives of children, and by extension, the communities in which they teach and for society in general. An additional foundational perspective is that the important aspects of a teacher's development mentioned above optimally occur within the authentic setting of the classroom and are mediated by expert guidance, critical reflection, and assessment. (Adler, 1982; Chung, 2008; Clemson, 1990; Coleman, 1988; Counts, 1932; Darling-Hammond, 2014; Darling-Hammond & Bransford, 2005; Dewey, 1916, 1923, 1938; Griffin, 1986; Guyton & McIntyre, 1990; Hammerness, Darling-Hammond, & Bransford, 2005; Holmes Group, 1990; in TASC, 2011; Valdes, 1996; Ribich, Agostino, Barone, & Birch, 1982; Werner, Avila, Resta, Venglar, & Curtin, 1995).

Every semester, hundreds of Texas State University students progress toward their goal of becoming certified teachers, and every year, thousands of K-12 students learn in classrooms guided by our Texas State graduates.

This handbook outlines the program guidelines, policies, standard experiences, participant requirements, roles, and responsibilities.

### General Definitions:

**Candidate:** An individual who has been formally or contingently admitted into an EPP; also referred to as an enrollee or participant.

**Clinical Experience:** A supervised educator assignment through an EPP at a public school accredited by the TEA or other school approved by the TEA for this purpose, where candidates demonstrate proficiency in the standards for the certificate sought and that may lead to completion of a standard certificate. Clinical experience includes clinical teaching, residency, and internship.

## CLINICAL EXPERIENCE PLACEMENT REQUIREMENTS

Approximately 150 schools in 55 school districts across Texas host our teaching candidates for the clinical experience. This clinical experience is of paramount importance for the future careers of the teacher candidates, and, along with other criteria, must be completed successfully to receive a recommendation for certification by the Office of Educator Preparation.

The clinical experience is a time of much learning, improvement, and growth supported by the cooperating teacher, host teacher, or mentor, faculty field supervisor, and campus supervisor (*for interns*). Commitment to learning, growth, professionalism, and open communication is critical. Questions and concerns should be addressed immediately by all parties, initially through the faculty field supervisor and, as necessary, through the Director of the Office of Educator Preparation.

Clinical Teaching	Residency	Internship
<p><b>Definitions:</b></p> <p><b>Clinical Teaching-</b> A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to the completion of a standard certificate; also referred to as student teaching.</p> <p><b>Cooperating teacher--</b>For a <i>clinical teacher candidate</i>, an educator who supports the candidate during the clinical teaching experience.</p>	<p><b>Definitions:</b></p> <p><b>Residency-</b> A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to the completion of a standard certificate.</p> <p><b>Host teacher--</b>for a <i>teacher resident candidate</i>, an educator who supports the candidate through co-teaching and coaching during their teacher residency field placement.</p>	<p><b>Definitions:</b></p> <p><b>Internship-</b> A paid supervised classroom teacher assignment for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to the completion of a standard certificate.</p> <p><b>Mentor--</b>For an <i>internship candidate</i>, an educator who is employed as a classroom teacher on the candidate's campus and who is assigned to support the candidate during the internship experience.</p>
<p><b>Placement Requirements:</b></p> <ul style="list-style-type: none"> <li>• A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking certification.</li> <li>• Candidates must complete one full semester of clinical teaching.</li> <li>• Single-Placement clinical teachers are placed with one cooperating teacher in one classroom for the entire semester. Split-Placement (<i>usually All-Level</i>) clinical teachers are placed with one</li> </ul>	<p><b>Placement Requirements:</b></p> <ul style="list-style-type: none"> <li>• The residency must include a minimum of one full school year of clinical experience in a classroom supervised by a host teacher in an assignment that matches the certification category or categories for which the candidate is prepared by the EPP.</li> <li>• The required duration of a residency assignment shall be a minimum of 490 hours, including planning periods but not including lunch periods.</li> <li>• The minimum may be reduced to no less than 455 hours if the candidate is absent from the clinical</li> </ul>	<p><b>Placement Requirements:</b></p> <ul style="list-style-type: none"> <li>• An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.</li> <li>• An EPP may permit an internship of up to 30 school days less than the required minimum for parental leave, military leave, illness, bereavement leave, or if the late hire date is after the</li> </ul>

Clinical Teaching	Residency	Internship
<p>cooperating teacher for the first half of the semester and with another cooperating teacher for the last half of the semester.</p> <ul style="list-style-type: none"> <li>The required duration of a clinical teaching assignment shall be a minimum of 490 hours, including planning periods but not including lunch periods.</li> <li>The minimum may be reduced to no less than 455 hours if the candidate is absent from the clinical teaching assignment due to a documented instance of parental leave, military leave, illness, or bereavement.</li> </ul>	<p>teaching assignment due to a documented instance of parental leave, military leave, illness, or bereavement.</p> <ul style="list-style-type: none"> <li><i>Note: The required duration of a residency assignment will change beginning F25 to a minimum of 750 hours.</i></li> </ul>	<p>first day of the school year.</p>

### Additional Placement Guidelines for Clinical Experiences

Clinical teaching and residency assignments are made by our partner school districts in collaboration with the Office of Educator Preparation with care and attention to many factors. At no time should the candidate contact a district directly regarding their placement assignment, as it violates our memorandum of understanding with our partners. Additionally, adjustments in assignments are not made after the candidate begins except in unusual circumstances. No candidate is to be reassigned without the prior approval of the Director of the Office of Educator Preparation.

The intern is responsible for securing employment with a partner school district and contacting the Texas State University Office of Educator Preparation (OEP) to start the internship paperwork. The campus supervisor will assign a district mentor to provide ongoing guidance for the intern and the OEP will assign University faculty to supervise the intern. The intern must notify their faculty field supervisor and the OEP Certification Officer if there is a change in the placement location or assignment that may impact the intern's statement of eligibility.

**Classroom Authority:** Texas State expects the clinical teacher and resident to work within the context of the cooperating teacher's or host teacher's classroom and school and accept that the cooperating teacher or host teacher has the ultimate responsibility for how the teacher candidate may operate in the classroom. Interns are the teacher of record.

**Campus Policies:** Clinical teachers and residents should know and follow the policies of the school to which they are assigned. Cooperating teachers and host teachers are encouraged to share school policy, as well as prompt and coach their clinical teacher or resident when necessary. The Intern is an employee of the school district and, at the same time, an enrolled student at the university. Therefore, they must meet the responsibilities and expectations of both Texas State University and the requirements of the school district. Interns should know and follow the policies of the school at which they are employed.

**Removal From School Site:** If at any time, the cooperating teacher, host teacher, campus principal/supervisor, or district administrator requests that a teacher candidate be removed from the classroom or school site for any reason, the candidate shall immediately comply. In addition, the student should immediately contact their assigned faculty field supervisor and the Office of Educator Preparation. If a student is removed from a placement site, OEP will hold a review meeting. Please note that school districts have restrictions on when they can accept new placements. If a student loses their placement or is asked to be removed, securing a second placement during the current semester is not guaranteed. The student may need to repeat clinical teaching in a different semester.

## EXPECTATIONS OF THE TEACHER CANDIDATE

**Communication:** Communication throughout the clinical experience is critical to the successful completion of clinical teaching, residency, and internship. All university communication takes place through Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your faculty field supervisor and cooperating teacher/host teacher/mentor may incorporate phone calls and text messages as means of further communication.

Additionally, communication and documentation take place in the Student Learning and Licensure system. Students are responsible for completing the required actions (acknowledgements, uploads, etc.) in a timely manner.

**Required Texas State University Meetings:** Clinical teachers and residents meet with faculty field supervisor prior to school placements to receive information about their role during the clinical experience. Clinical teachers and residents are also required to attend additional TXST seminars, and any meetings/conferences scheduled by the faculty field supervisor. Seminars, meetings, and conferences may occur virtually or face-to-face in person. Attendance at the Texas State Job Fair is a mandatory requirement for all in-area clinical teachers and residents. Interns meet with their faculty field supervisor for an orientation within the first three weeks of the candidate's internship assignment to review program policies and procedures. They must also attend any other meetings, conferences, or coaching sessions scheduled by the faculty field supervisor.

**Deadlines and Acknowledgement Requirements:** The Office of Educator Preparation (OEP) keeps teacher candidates informed of important submission dates and deadlines. It is the candidate's responsibility to meet deadlines when applying for graduation, exit exams, and certification. In addition, clinical teachers, residents, and interns must acknowledge their observations and evaluations in the Student Learning and Licensure system.

## PROFESSIONALISM

The teacher candidate is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with university, school, and school district policies, and conducting themselves ethically and with integrity.

**Cooperative and Acceptable Work Ethic:** Clinical teachers and residents are guests at the host school and in the classroom of the cooperating teacher/host teacher and should work in a professional, cooperative manner with all who they encounter. As a district employee and a Texas State student, the intern is expected to work in a professional, cooperative manner with all who they encounter.

**Dress Code:** Clinical teachers and residents are expected to present a professional appearance that reflects the transition from college student to educator. The candidate is expected to follow the written teacher/staff dress code of their host school and district. Interns are expected to present a professional appearance following the written teacher/staff dress code of the school and district in which they are employed.

**Texas Education Code of Ethics:** All preservice and in-service teachers are required to uphold all aspects of [Texas Educator Code of Ethics](#). To maintain accountability with the Texas Education Agency, candidates must document that they have read and understood the Code of Ethics in the Student Learning and Licensure system.

**Ethical or Professional Concerns:** If a clinical teacher or resident witnesses or experiences unprofessional behavior in the host school, the candidate must contact their faculty field supervisor for support and guidance. As an employee of the school district, the intern should contact the campus supervisor if unprofessional behavior is experienced or witnessed in the school.

**Confidentiality:** The candidate is expected to know and adhere to the school policy on the use of confidential information that may be obtained through student records, conversations, or other sources. Confidentiality regarding students, information about parents of students, or information shared with the candidate must be maintained. (*Texas Code of Ethics Standard 3.1*).

**Digital Professionalism/Social Media Use:** Clinical teachers, residents, and interns must maintain a professional tone and demeanor when posting or interacting on social media platforms. When engaging online, maintain a respectful and courteous tone. Be mindful of your online behavior and interactions, as they reflect on your professional image and credibility. Regularly review and adjust your privacy settings to control who can see your posts and personal information.

Teacher candidates should refrain from interacting with students or students' parents on social media accounts or communicating with students via text message or email. Teacher candidates should also refrain from posting pictures or remarks regarding students, parents, or faculty on social media/networking sites.

Interns must know and follow the employing school district policy regarding social media use. Use only approved sites or sites provided by your school district for social media networking.



## CLINICAL EXPERIENCE POLICIES

This handbook section provides an overview of basic policies regarding the clinical teaching experience. This, in conjunction with the current syllabus, provides specific guidance regarding program policy.

**Criminal History and Background Check:** For a new teacher, or one in a new district, a teaching background check is required. The Texas Education Code Section 22.083(b) authorizes the district to obtain criminal history record information on applicants being considered for employment with the district. The district requires everyone who is going to be in classrooms to be cleared through a criminal record check prior to being on campus.

Based on information recorded in a candidate's criminal history, candidates may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If concerned, candidates should request a [Preliminary Criminal History Evaluation](#) from the Texas Education Agency, schedule an appointment for free legal counseling services through [Texas State University's Attorney for Students](#), and disclose this information to the Office of Educator Preparation.

**Professional Liability:** The teacher candidate is entitled to the same protection of laws as the cooperating teacher/host teacher/mentor and the principal in the school where they are assigned. The university does not provide the candidate with liability insurance. **Texas State University requires that all teacher candidates obtain liability insurance coverage through organizations such as ATPE and TCTA before beginning their placement.**

- Liability insurance protection does not apply in cases where there is the use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.
- Teacher candidates are not to drive their own cars to take students on field trips or to deliver them anywhere away from school, as they could be found liable for any accidents or injuries.
- Administering medicine to a student is not permitted at any time under any circumstances.
- Corporal punishment is not permitted at any time.

As required by the Texas Administrative Code, clinical teaching and residency are supervised placements. Clinical teachers and residents are not the teachers of record and should not be solely responsible for the supervision of students. The cooperating teacher/host teacher or another certified teacher should always be in close proximity and available. Interns are expected to handle routine discipline problems immediately and to consult the district mentor, campus supervisor, and/or university faculty field supervisor for constructive feedback regarding effectiveness of techniques.

**Injuries at the Clinical Experience Site:** If a clinical teacher or resident is injured at a school, they should notify the faculty field supervisor, the cooperating teacher/host teacher, and the school principal. Since clinical teachers and residents are not district employees, they are responsible for their own medical expenses. Interns, who are employees of the district, should follow district guidelines for reporting work injuries.

**Substituting:** Texas State University clinical teachers currently are not allowed to substitute during the clinical teaching assignment. Faculty field supervisors will provide information on the “Emergency **One-Day**” and “Thank You Day” possible exceptions and guidelines. A clinical teacher may substitute after successfully completing the clinical experience, and only if employed by the district as a substitute. Residency students are only allowed to substitute as part of a strategic staffing commitment with partner school districts and only on designated days, outside of their required clinical experience placement hours.

## Attendance Requirements:

Clinical Teacher & Resident Attendance Requirements
<p>The Texas Education Agency (TEA) requires clinical teaching placements to consist of a minimum of <b>490 hours</b>, which include planning periods but exclude lunch breaks. This requirement may be reduced to a minimum of <b>455 hours</b> if the clinical teacher has a <b>documented need for parental leave, military leave, illness, or bereavement</b>. However, if a clinical teacher’s absences exceed the allowable reduction (i.e., more hours than the 35-hour allowance), the additional hours <b>must be made up after the final day of clinical teaching but before the semester ends</b>. It is important to note that extra hours worked during the clinical teaching assignment <b>cannot be used to offset missed hours</b> beyond the allowed reduction. These make-up hours must be completed as part of the regular instructional day. Exceptions to this rule may be granted, but only if the <b>Office of Education Preparation Director</b> approves it due to extenuating circumstances.</p> <p>All students are required to remain in their placement until the last designated day of clinical teaching, as outlined in the calendar. Furthermore, if a student has not met the minimum required hours by the last day of clinical teaching, their placement will need to be extended until the required hours are completed. If a student is unable to complete the minimum number of required hours, they will not receive credit for clinical teaching. Alternatively, an Incomplete grade may be issued until the requirement is met. Absences may negatively affect credit for the semester and could result in failure to meet graduation requirements.</p> <p>If at any time the absences are excessive and prevent the clinical teacher or resident from reaching the minimum requirement, the placement may be terminated, and the candidate may have to reapply for the opportunity to complete the clinical experience in a future semester.</p> <p><b>Additional Attendance Requirements:</b></p> <ul style="list-style-type: none"> <li>• Clinical teachers and residents are to follow the school staff calendar and work hours.</li> <li>• Clinical teachers and residents are to be <b>present</b> at the school daily for <b>the entire day</b> and to <b>follow the required district start and end times for the teachers</b> at their school while completing their clinical experience.</li> <li>• The fine arts program will have additional expectations, requiring extended work hours and participation in extracurricular events and practices.</li> <li>• <b>Lateness is inexcusable</b>. Candidates must notify the cooperating/host teacher and faculty field supervisor if they will arrive late to campus.</li> <li>• A <b>Growth Plan</b> will be required for students who exhibit frequent or repeated lateness and/or absences that negatively impact their professional duties and responsibilities.</li> <li>• Arriving early and staying late for meetings, team planning, and preparation for class is expected.</li> <li>• Students are expected to attend <b>non-instructional days</b>, even though these do not count toward the required clinical teaching hours. Such days include professional development sessions, parent-teacher conferences held on teacher workdays, band competitions, and other extracurricular activities.</li> <li>• Attendance at all meetings/seminars with their faculty field supervisor is required.</li> </ul>

- Attendance at Office of Educator Preparation meetings, including the Texas State Job Fair, unless otherwise directed by the faculty field supervisor.

#### **Reporting Absences:**

- The clinical teacher or resident **must notify** both the cooperating teacher/host teacher and the faculty field supervisor of absences as soon as possible. Failure to notify may impact the student's Professional Responsibilities evaluation ratings and may also necessitate the development of a Growth Plan.
- If absent, the clinical teacher or resident must send plans/materials to the cooperating teacher/host teacher for areas of responsibility for the day.
- An "Absentee Form" must be submitted to the faculty field supervisor prior to an absence for personal reasons and the first day back from an emergency absence (*Absentee form available in Canvas*)
- A required attendance log will be maintained and updated daily by the teacher candidate in the Student Learning and Licensure system. The cooperating teacher/host will verify attendance entries electronically. The attendance log will also be available for review by the faculty field supervisor. The attendance log will serve as evidence that the teacher candidate has met the minimum number of hours in placement requirement.

#### **Absences Due to Personal Business**

- Teacher candidates are expected to schedule their TExES exams after school hours or on Saturday, if possible. A candidate that must be absent for a TExES exam will be required to submit an absentee form and make up the absence.
- **Interviews:** Absences for interviews should be limited, approved by the faculty field supervisor, and must be made up.
- **Other:** Candidates who are absent due to any other personal business must receive prior approval and must make up the absence.

**Absences Due to Religious Holidays:** It is the responsibility of each candidate to notify the cooperating teacher/host teacher and faculty field supervisor in advance when they will be absent from school for a religious holiday. The candidate should obtain approval for scheduling makeup time and work for this absence.

**Calendar:** Clinical teachers and residents will follow the calendar of the school district in which they are assigned. If the district has a holiday and the university is in session, the clinical teacher or resident will have a holiday unless the faculty field supervisor schedules a meeting or seminar. If the school has scheduled professional development days, the clinical teacher or resident is required to participate unless specifically requested not to by the district or school. Cooperating teachers/host teachers and clinical teachers/residents should familiarize themselves with the TXST Clinical Experience Calendar for mandatory meetings, due dates, and other information. Faculty field supervisors will share a copy of the semester's calendar with clinical teachers and residents.

**Inclement Weather:** In case of inclement weather closures or late starts, clinical teachers or residents follow the staff hours and calendar of the district in which they are assigned.

- If the district is closed or starts late due to inclement weather, the clinical teacher or resident is expected to adhere to the assigned district's expectations for staff, even if Texas State continues to hold classes.
- If Texas State implements a closure or late start, but the clinical teacher or resident's district does not, the candidate will comply with the district's expectations.

Any hours missed due to school being canceled must be made up. If the district's "weather day" falls within the candidate's official semester and the district is in session because of previous bad weather, the candidate will attend that day. **Note: Hours missed due to inclement weather do not count towards minimum hours in placement requirements.**

**Weather or other Emergencies:** In the case of a district or public emergency (for example, serious weather events, safety lockdowns, etc.), teacher candidates must contact their faculty field supervisor within two hours of the event to ensure communication and safety.

**Outside Responsibilities:**

- During the clinical teaching or residency semester, the candidate's first responsibility is to the students they are teaching. Other obligations should not interfere with the clinical experience responsibilities.
- Outside activities (e.g., employment, sports, sororities, fraternities) should be held to a minimum by the teacher candidate during their clinical experience.
- No clinical teacher or resident will be excused to leave early for work or class.

### Intern Attendance Requirements

**Workdays/Hours:** Interns are to follow the school staff work hours for the district in which they are employed.

- An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP. (See *Clinical Experience Requirement section for details*). The Intern must fulfill the attendance expectations of a full-year contract within the district of employment.
- The district must complete a verification form to verify the intern has met the minimum of one full school year requirement and submit the form to the Office of Educator Preparation.
- Arrival and departure, as well as attendance for all meetings/events, should be in accordance with the campus policy for all teachers.

**Reporting Absences:**

- The intern will follow district/campus absence reporting policies and procedures. Notify your faculty field supervisor in the event of an extended absence.

## INSTRUCTIONAL MODEL/EVALUATION INSTRUMENT

Texas State University utilizes the Texas Teacher Evaluation and Support System (T-TESS) endorsed by the Texas Education Agency designed to support teachers in their professional growth and development. T-TESS directly correlates with the [Texas Teacher Standards](#) which define what a teacher should know and be able to do. These standards along with research-based best practices provide a foundation for the T-TESS rubric. The comprehensive T-TESS rubric includes specific domains, dimensions, descriptors, and performance levels. [T-TESS Rubric](#)

The T-TESS Rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Individual rubrics were developed for each of the 16 dimensions of the T-TESS Rubric to include specific descriptors of practice for each of the five performance levels- improvement needed, developing, proficient, accomplished, and distinguished.

Planning Domain	Instruction Domain	Learning Environment Domain	Professional Practices and Responsibilities Domain
<ul style="list-style-type: none"> <li>• Standards and Alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Environment,</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Demeanor and Ethics</li> </ul>

<ul style="list-style-type: none"> <li>• Data and Assessments</li> <li>• Knowledge of Students</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Content Knowledge and Expertise</li> <li>• Communication</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Routines, and Procedures</li> <li>• Managing Student Behavior</li> <li>• Classroom Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Professional Development</li> <li>• School Community Involvement</li> </ul>
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Though T-TESS was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the instrument and evaluation rubric with teacher candidates to reinforce growth towards highly effective instructional practice. All teachers, regardless of their experience, should be able to see within the performance levels of T-TESS some practices that they can strive toward. Experience with T-TESS prepares teacher candidates for entrance into the public school system of Texas. Additional information will be provided on the expected T-TESS performance levels for teacher candidates.

It is essential for teacher candidates to understand how their performance will be measured. Teacher candidates will be required to complete the T-TESS video modules prior to beginning their clinical experience. The video modules will review each domain and the elements of each dimension including how the dimensions are represented in classroom practices. Faculty field supervisors will facilitate discussions and additional learning opportunities focused on the T-TESS Domain/Dimensions during seminars.

Faculty field supervisors will use the T-TESS Rubric when conducting observations and evaluations of teacher candidates. Faculty field supervisors receive training in T-TESS to conduct observations and rate the candidate's performance in each domain dimension. Post-observation conferences will be grounded in the T-TESS language and indicators for development.

## FORMAL OBSERVATIONS

The formal observation cycle is referred to as the POP Cycle. The POP Cycle includes the pre-conference, observation, and post-conference. During the POP Cycle (pre-conference, observation, and post observation), teacher candidates can enact instructional practices and receive feedback and coaching.

- **Pre-Observation Conference** - Prior to observations, the teacher candidate and the faculty field supervisor will review and reflect on the lesson plan, focusing on the interrelationships between planning, instruction, the learning environment, and student outcomes. Evidence to score the T-TESS Planning Domain will be collected from the draft lesson plan submitted to the field supervisor and the pre-conference conversation focused on the actions taken by the candidate in planning the lesson.
- **Formal Observation** - Real-time, on-site observation of the enacted lesson will be conducted by the faculty field supervisor. *(Candidates are encouraged to video their lesson for viewing and reflection, if possible).* Each observation must be a **minimum of 45 minutes or longer**. It is recommended that the entire lesson cycle be observed to appropriately collect evidence for all the observable T-TESS Domains. This means an observation may take longer than the minimum required of 45 minutes. Faculty field supervisors *will provide a copy of each formal observation report to the cooperating teacher/host teacher/mentor and the campus supervisor for interns.*

- **Post-Observation Reflection and Coaching Conference** - After teacher candidates have self-reflected on their lesson, they participate in a post-observation conference during which they are guided through a reflection on their strengths and areas for refinement.

Post-Observation Reflection: For each formal observation, candidates will complete a required self-evaluation and reflection, which will become part of the post-observation conference discussion. Candidates will submit their post-observation reflection prior to the post-observation conference with the faculty field supervisor. The post-observation reflection will be uploaded to the Student Learning and Licensure system as part of the observation acknowledgement. Video is not a requirement currently but is encouraged to facilitate self-reflection for clinical teachers or interns. Video is required for formal observations of residents. Candidates must get permission from their school administrator to video their lessons.

The post-observation conference is another opportunity for faculty field supervisors to collect evidence. If additional evidence is collected that would warrant ratings to be modified, they may at this point.

### Formal Observation Requirements:

Clinical Teaching	Residency	Internship
<ul style="list-style-type: none"> <li>• Minimum of 45 minutes in duration</li> <li>• Must be conducted in person and on-site.</li> <li>• Minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment.</li> </ul> <p><i>Note: Additional requirements may apply for candidates seeking certification in two teaching fields.</i></p>	<ul style="list-style-type: none"> <li>• Minimum of 45 minutes in duration</li> <li>• Must be conducted in person and on-site.</li> <li>• Minimum of two formal observations during the first semester of the residency and a minimum of two formal observations during the second semester of the residency.</li> <li>• Video requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 45 minutes in duration</li> <li>• Must be conducted in person and on-site.</li> <li>• Minimum of two formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment</li> </ul>

## EVALUATIONS

Faculty field supervisors are responsible for the evaluation of the teacher candidate's performance. Collection of sufficient evidence through the Observation Cycle prior to the Midpoint and Final Evaluation is critical to the evaluation process. The responsibilities of evaluation are accomplished through the provision of formative and summative assessments of the candidate's practice through the use of the T-TESS rubric during formal observations, informal walkthroughs, and through partnering with the cooperating teacher/host teacher or campus supervisor (for interns only) to determine Midpoint Progress and Final Evaluation ratings to be shared with the candidate.

**Midpoint Progress/Evaluation** – Faculty field supervisors will collaborate with and receive input from the cooperating teacher/host teacher/mentor and campus supervisor (*for Interns only*) about the progress of the teacher candidate to determine growth expectations for the second half of the semester or placement. The faculty field supervisor, cooperating teacher/host teacher/mentor, and campus supervisor (*for Interns*) will collaborate to determine areas of strength and areas of improvement based on the preponderance of evidence collected throughout the first half of the semester or placement.

**\*NOTE: A Midpoint Progress/Evaluation is not completed for Split-Placement Clinical Teachers.** Rather, **two Final Evaluations** will be completed for **Split-Placement Clinical Teachers**. The first Final Evaluation will occur at the end of the first placement (midpoint of the semester), and the second Final Evaluation will occur at the end of the second placement (end of the semester).

**Final Evaluation** – The faculty field supervisor, cooperating teacher/host teacher/mentors, and the campus supervisor (*for Interns only*) will collaborate to determine the Final Evaluation ratings and evidence as outlined above. The Final Evaluation should reflect the proficiency of each teacher candidate based on their performance of each component as evidenced in the evaluation instrument throughout the semester.

- **Final Evaluation Ratings** - The tool used to determine ratings for the Final Evaluation of teacher candidates is the TXST/T-TESS Matrix available on the Final Evaluation Form.
- **Recommendation**- As part of the Final Evaluation, the faculty field supervisor **and** the cooperating teacher, host teacher, or mentor and campus supervisor (*for interns only*) will sign the Recommendation Form to indicate if they will or will not recommend to OEP that the candidate should be recommended for a standard certificate.

## TEACHER CANDIDATE STANDARD EXPERIENCES

To maintain equity with assignments and workloads, Texas State University has established a set of common experiences for teacher candidates. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Candidates will receive specific information about these standard experiences from the faculty field supervisor during the orientation meeting at the beginning of the semester. The major requirements are listed below.

<b>EDST Canvas Course Requirement</b>	Candidates will engage in learning and reflection in an online Canvas course facilitated by the faculty field supervisor. Course requirements will be added to Canvas in the form of assignments.
<b>EDST Course Seminars</b> (Clinical Teachers & Residents)  <b>Coaching Sessions</b> (Interns)	Professional development seminars conducted by the faculty field supervisor are mandatory for all clinical teachers and residents. Clinical teachers and residents will meet with their faculty field supervisor and peers to debrief and extend Canvas course learning, discuss problems of practice, and prepare for clinical teaching and residency requirements and experiences. Seminars may occur face-to-face or in a virtual setting. Seminar dates will be shared by the faculty field supervisor.  Interns will meet with their supervisor for an orientation within the first three weeks of the internship. Interns will participate in a minimum of three coaching sessions with the faculty field supervisor. The intern will attend professional development as required by their district of employment.
<b>Pre-Semester Start Up Assignments</b>	Candidates are required to review both the clinical experience handbook and syllabus to familiarize themselves with the program's standards, policies, and procedures. Candidates are expected to view the TXST T-TESS Rubric

	Modules to establish a foundational understanding of the evaluation framework before starting in the placement. Candidates will need to download a copy of the T-TESS Rubric. Clinical teachers and residents will also view the TXST Co-Teaching Modules. Candidates will sign an attestation in Canvas to confirm that you have read the handbook and syllabus, understand the OEP policies and procedures, and have completed viewing both the TXST Co-Teach Module and the TXST T-TESS Rubric Modules.
<b>Mandatory Requirements</b>	<p>Candidates will complete and submit the following Mandatory Requirements in the electronic record system:</p> <ul style="list-style-type: none"> <li>• Read the Code of Ethics before the first day of placement and complete the Code of Ethics Acknowledgment</li> <li>• Obtain liability insurance before first day of placement and upload proof.</li> <li>• Sign waiver of liability (medical)</li> </ul>
<b>Classroom Visit</b>	Clinical teachers and residents are asked to visit their assigned classroom prior to the first day of the clinical experience, if possible. Clinical teachers and residents must arrange the visit with the cooperating teacher or host teacher.
<b>Observation of the Cooperating Teacher/Host Teacher/District Mentor &amp; Reflection</b>	Clinical teachers and residents are expected to observe the cooperating teacher or host teacher during the first week of the clinical experience and submit a written reflection. Candidates will be provided with a structured observation form to target areas of focus and record evidence of practices observed. Interns are encouraged to observe the mentor (or other classroom teachers specified by the mentor) as they teach and manage the classroom environment.
<b>Cooperating Teacher/Host Teacher Interview and Class Background Study</b>	Clinical teachers and residents will complete the interview and background study assignment to gather pertinent information about the communication and planning preferences of the cooperating/host teacher, learn about available resources, and discuss how an effective learning environment is maintained. Additionally, the candidate will gather pertinent information regarding the class(es) they will be working with.
<b>Instructional Responsibility</b> <i>Co-Teaching</i>	<p>Clinical teachers/residents and cooperating teachers/host teachers will engage in purposeful ways of working together to plan, organize, deliver, and assess teaching and learning during the clinical experience based on the co-teaching model. The candidate is provided opportunities for co-teaching and increased instructional responsibility over the course of the clinical experience as they develop teaching competencies. (See <i>Co-Teaching</i> section below.) The faculty field supervisor will share information on the <b>Progression of Instructional Responsibilities Timeline</b> assignment which will be submitted to the faculty field supervisor.</p> <p>The intern is the teacher of record for the classroom and is responsible for all aspects of teaching and learning.</p>
<b>Lesson Plans</b>	<p>As clinical teachers and residents assume instructional responsibilities, they will be responsible for developing lesson plans. Lesson planning will be a shared responsibility between the teacher candidate and the cooperating teacher/host teacher during the clinical experience or residency, and the format may vary according to grade level, lesson, school, and district requirements, etc.</p> <p>Interns will follow the campus requirements for daily lesson plans.</p> <p>In addition, teacher candidates are expected to complete a more detailed required lesson plan format for each formal observation. The <b>TXST Reflective Lesson Plan Form</b> is required for <b>all formal observations</b> conducted by the faculty field supervisor and must be submitted to the supervisor at least <b>3 days</b> prior to the pre-conference.</p>



<b>Observation (POP) Cycle (Performance Assessment)</b>	Teacher candidates will engage in a required number of <b>Formal Observation Cycles</b> . The Observation (POP) Cycle includes: <ul style="list-style-type: none"> <li>• <b>Pre-Observation Conference</b></li> <li>• <b>Formal Observation</b></li> <li>• <b>Post-Observation Reflection and Coaching Conference</b></li> </ul> <i>(See formal observation section for more information &amp; requirements).</i>
<b>Required Post-Observation Self-Reflection</b>	For each formal observation, candidates will complete a required self-evaluation and reflection, which will become part of the Post-Observation Conference discussion. Through regular reflections submitted to the faculty field supervisor, the candidate will assess their growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth. Reflections will be required after each formal observation and must be uploaded to the Student Learning and Licensure system as part of the observation acknowledgement. Video is not a requirement currently but is encouraged to facilitate self-reflection. <i>(Candidates must get permission from their school administrator to video their lessons).</i>
<b>Professionalism Feedback</b>	The cooperating teacher/host teacher or mentor and campus supervisor <i>(for interns)</i> will provide feedback to the faculty field supervisor regarding the candidate's professional practice.
<b>Midpoint Progress/Evaluation</b>	The faculty field supervisor, cooperating teacher/host teacher/mentor, and campus supervisor <i>(for interns only)</i> will collaborate to complete the Midpoint Assessment of Progress. Note: Final Evaluation #1 rather than a Midpoint Progress/Evaluation will be completed for Split Placement candidates. <i>(see Midpoint Progress Evaluation section for more information)</i>
<b>Resume</b>	In preparation for the Mandatory Texas State Job Fair, clinical teachers and residents are expected to develop a professional resume. <i>Not applicable to interns.</i>
<b>Professional Practices and Final Reflection</b>	The teacher candidate will complete a Professional Practices and Final reflection assignment to summarize their clinical experience, including a self-evaluation of their learning and growth as an educator. The reflection will also detail the candidate's demonstration of professional practices and responsibilities. This assignment will assist the faculty field supervisor in measuring the candidate's demonstration of professional responsibility for the Final Evaluation.
<b>Final Evaluation</b>	The faculty field supervisor, the cooperating teacher/host teacher/mentor, and the campus supervisor <i>(for interns only)</i> will collaborate to complete the Final Evaluation. <i>(see Final Evaluation section for more information)</i>

*Resources and forms are available on the Clinical Experience Canvas Course site.*

Formal observation windows, seminar windows, and other important dates are found on the Clinical Experience Calendar and the EDST Canvas Assignments and Seminar Weekly Schedule provided by the field supervisor.

## CO-TEACHING

The clinical teacher or resident is expected to be actively engaged in as many elements of the classroom from the first day of the clinical experience. Utilizing the co-teaching approaches over the course of a teacher candidate's experience allows them to be a meaningful part of the classroom and be seen as a "real" teacher from day one.

The cooperating teacher/host teacher provides modeling, coaching, and appropriate support as the candidate develops teaching competencies and practices all aspects of teaching. As a result of learning and implementing these strategies, teacher candidates develop enhanced classroom management and collaboration skills. They also are engaged in more authentic teaching time prompting them to develop a deeper understanding of the curriculum and

content.

As the clinical experience progresses, the clinical teacher or resident assumes greater responsibility taking the **lead role** for planning, instruction, and assessment, but the cooperating teacher or host teacher remains actively engaged as a co-teacher. The co-teachers will alternate between leading and assisting with planning, instructing, and assessing.

The co-teaching models below offer some helpful definitions of how the teacher candidate and cooperating teacher, or host teacher might work together to share the planning, organization, delivery, and assessment, as well as the physical space.

### Co-Teaching Models

<b>One Teach, One Observe</b>	One teacher has primary instructional responsibility while the other teacher gathers specific observational information on students or the instructing teacher. Teachers decide in advance what types of information to gather and agree on a system for gathering the data. Afterward, the teachers analyze the data together. Either teacher ( <i>teacher candidate or cooperating teacher/host teacher</i> ) could take on both roles.
<b>One Teach, One Assist</b>	One teacher has primary responsibility for teaching the lesson while the other teacher circulates through the room providing unobtrusive support to students as needed. ( <i>e.g. assist students with their work, monitor behaviors, etc.</i> )
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts. Both teachers take responsibility for a different station. Each teacher is at a particular station and instructs one of the groups. Students rotate through the teacher-led stations and independent stations.
<b>Parallel Teaching</b>	Each teacher instructs half the students simultaneously. The teachers are addressing the same content/instructional material, using the same teaching strategies.
<b>Alternative Teaching</b>	One teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students.
<b>Team Teaching</b>	Both teachers are actively involved in teaching the lesson. The teachers have equal roles in the lesson delivery, and there is no clearly defined leader. Both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

#### Sources:

*Six approaches to co-teaching.* (2017, January 28). State Education Resource Center. <https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching>  
*US Prep Six Types of Co-Teaching document*  
 The University of Minnesota. (n.d.). *Solo vs. Lead in Co-teaching UMN-TC*. <chrome-extension://efaidnbmnnnibpcajpcqlclefindmkai/https://www.cehd.umn.edu/assets/docs/teaching/co-teaching-modules/SoloVsLeadCoTeacher.pdf>  
*A better model for student teaching.* (2021, June 29). ASCD. <https://www.ascd.org/el/articles/a-better-model-for-student-teaching>  
 St. Cloud University. (2023). *TWH Consulting and The Academy for Co-Teaching and Collaboration*.

The teacher candidate can be provided opportunities to solo-teach; however, the primary goal is to co-teach to address the students' needs and enhance the candidate's teaching skills. (*The University of Minnesota, n.d.*) The cooperating teacher may leave the room if it is not for an extended period, and they ensure that the teacher candidate can handle the class. They should remain nearby for support. This allows the teacher candidate moments to manage the class independently.

**Planning for Co-Teaching:** Designate a time to plan for co-teaching. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. Teachers will be responsible for additional content planning beyond this planning time. The clinical teacher/resident and cooperating teacher/host teacher are not expected to co-teach

every lesson. They will determine when specific co-teaching strategies would be more useful for supporting student learning.

**Adjust the lead role:** Lead of the planning shifts from the cooperating teacher/host teacher (early in the clinical experience) to the teacher candidate as the experience progresses.

### Co-Planning Strategies

<b>One Reflects, One Plans</b>	Cooperating teacher or host teacher thinks aloud about the main parts of the lesson and the teacher candidate writes the plan. The cooperating teacher or host teacher makes thinking visible. <i>"How do I know how to plan?"</i>
<b>One Plans, One Assists</b>	Each co-teacher develops a part of the lesson plan, but one clearly has the main responsibility. The co-teach team works jointly on final planning.
<b>One Plans, One Reacts</b>	One co-teacher plans, and the other makes suggestions for improvement.
<b>Partner Planning</b>	Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.
<b>Parallel Planning</b>	Each co-teacher develops a lesson plan and the two bring them together for discussion and integration.
<b>Team Planning</b>	Both co-teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.

Sources:

Grady, M., Cayton, C., Preston, R. V., & Sinicrope, R. (2019). Co-planning strategies for mentor teachers and interns. *Theory & Practice in Rural Education (TPRE)*, 9(2), 79-91. <https://doi.org/10.3776/tpre.2019.v9n2p79-91>

Co-Planning Strategies: East Carolina University, Greenville, NC

Candidates will complete a Co-Teach Module and participate in seminar discussions on the Co-Teach Model to identify a common language, understand the roles and responsibilities of co-teachers, and learn about the co-teaching strategies/approaches.

## TEACHER CANDIDATE SUPPORT

Teacher candidates are supported in the field during the clinical experience by the Office of Educator Preparation (OEP) through faculty field supervisors, and by the host school through the assigned cooperating teacher, host teacher, or mentor. The role of each support figure is outlined below.

### Supporting the Teacher Candidate: Faculty Field Supervisor

The faculty field supervisor is a critical figure within the clinical experience, acting both as a mentor and a facilitator of professional learning and growth in practice. Faculty field supervisors have extensive experience in observing, mentoring, and training, and are committed to partnering with the university, school, cooperating teacher/host teacher/mentor, and teacher candidate to create the best possible experience during the clinical experience placement. Faculty field supervisor duties encompass working with teacher candidates within the district/school environment, providing external support and training, and completing all required Texas State documentation. A summary of the roles and requirements of the faculty field supervisor are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>Complete all required training, including but not limited to the T-TESS Rubric training and TEA required trainings.</li> <li>Attend all mandatory Office of Educator Preparation trainings and meetings.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide orientation training for cooperating teachers, host teachers, mentors, and school administrators per guidelines.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Facilitate the professional learning and growth of the teacher candidate. This should include dialogue, planning feedback, observation/feedback, and collaborative problem-solving.</li> <li>• Collaborate with the teacher candidate to complete various Standard Experiences.</li> <li>• Collaborate with the cooperating teacher/host teacher/mentor and campus supervisor (<i>for interns only</i>) to promote/monitor the progress of the teacher candidate.</li> </ul>
<b>Standard Experiences</b>	<ul style="list-style-type: none"> <li>• Conduct a teacher candidate orientation meeting prior to the beginning of the placement window.</li> <li>• Conduct a series of seminars to facilitate learning and reflection, share and discuss problems of practice, as well as prepare for clinical teaching and residency requirements and experiences.</li> <li>• Conduct coaching sessions with interns.</li> <li>• Ensure completion of tasks and assignments outlined in the Teacher Candidate Standard Experiences.</li> <li>• Conduct the minimum required number of formal observations, each of which must be 45 minutes or longer.</li> <li>• Facilitate pre- and post- observation conferences for each formal observation.</li> <li>• Conduct the minimum number of informal observations. (<i>for residents</i>)</li> </ul>
<b>Evaluations</b>	<ul style="list-style-type: none"> <li>• Collaborate with the cooperating teacher/host teacher/mentor and campus supervisor (<i>for interns only</i>) to determine teacher candidate progress and goals on the Midpoint Progress/Evaluation.</li> <li>• Collaborate with cooperating teacher/host teacher/mentor and campus supervisor (<i>for interns only</i>) to determine Final Evaluation ratings at the end of the placement.</li> <li>• Secure the cooperating teacher/host teacher or campus supervisor (<i>for interns only</i>) signature on the Recommendation Form.</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Complete the formal observation record within 7 days after each formal observation in the Student Learning and Licensure system.</li> <li>• Complete the informal observation record within 7 days after each informal observation in the Student Learning and Licensure system. (<i>for residents</i>)</li> <li>• Complete Midpoint and Final Evaluation record in the Student Learning and Licensure system. Provide a copy of each formal observation report, informal observation report, midpoint progress/evaluation report, and final evaluation report to the candidate's cooperating teacher/host teacher/mentor and campus supervisor (<i>for interns only</i>).</li> </ul>

## Supporting the Clinical Teacher/Resident: Cooperating Teacher/Host Teacher

The cooperating teacher or host teacher is another critical figure within the clinical teaching or residency experience, acting as a mentor and day-to-day guide during a teacher candidate's placement. A summary of the roles and requirements of the cooperating/host teacher are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Review the Essential Clinical Experience Handbook to become familiar with program policies and procedures.</li> <li>• Complete the TXST online training modules.</li> <li>• Review the Cooperating Teacher/Host Teacher Handbook.</li> <li>• Attend an orientation meeting with Texas State faculty field supervisor.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Host teachers for residents will attend and participate in host teacher professional learning seminars at the school site (see calendar of events).</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Welcome the clinical teacher or resident to the classroom and build a trusting relationship.</li> <li>• Introduce the clinical teacher or resident to the classroom, school, staff, and district.</li> <li>• Encourage, guide, assist, and support the candidate during the clinical teaching experience in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies.</li> <li>• Facilitate the professional learning and growth of the teacher candidate. This should include dialogue, co-planning, co-teaching, observation/feedback, and collaborative problem-solving.</li> <li>• Observe the candidate teaching and provide specific, actionable feedback including areas of strength, areas for improvement, and next steps recommendations.</li> <li>• Facilitate conversations that promote teacher candidate reflection and problem-solving.</li> <li>• Implement a co-planning/co-teaching model throughout the clinical experience.</li> <li>• Plan for co-teaching experiences and facilitate the assumption of instructional responsibilities by the clinical teacher or resident.</li> <li>• Encourage creativity and allow the candidate to try different teaching strategies.</li> <li>• Collaborate with teacher candidate to complete various standard experiences.</li> <li>• Serve as a role model and lead by example.</li> <li>• Maintain respectful, open, and honest communication with the candidate and field supervisor.</li> <li>• Collaborate with the faculty field supervisor to promote/monitor the progress of the teacher candidate, including engaging in regular and ongoing open communication about the teacher candidate's progress.</li> <li>• Provide verbal or written feedback on the candidate's progress to the field supervisor as requested during the semester.</li> </ul>
<b>Standard Experiences</b>	<ul style="list-style-type: none"> <li>• <b>Teacher Interview &amp; Class Background Study</b> - Provide pertinent information regarding students, school, procedures, schedule, etc.</li> <li>• <b>Progression of Instructional Responsibilities Timeline</b>- Co-create a plan for the gradual increase of teaching responsibilities for the teacher candidate.</li> <li>• <b>Midpoint Progress/Evaluation</b> - Review Midpoint Progress with the teacher candidate and co-create goals and action steps.</li> <li>• <b>Resume Building</b> - Review and provide feedback on the professional resume.</li> </ul>
<b>Evaluations</b>	<ul style="list-style-type: none"> <li>• Collaborate with faculty field supervisor to determine teacher candidate progress for the Midpoint Progress/Evaluation.</li> <li>• Collaborate with the faculty field supervisor to determine Final Evaluation ratings at the end of the placement.</li> <li>• Recommend to TXST Office of Educator Preparation whether the candidate should be recommended for a standard certificate.</li> </ul>

## Supporting the Intern: District Mentor

The district mentor is another critical figure in the internship experience. The district mentor provides regular on-site support and guidance for the intern. A summary of the roles and support to be provided by the district Mentor are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Review the Essential Clinical Experience Handbook to become familiar with program policies and procedures.</li> <li>• Complete the required training provided by TXST University, the district, or campus including how to coach and mentor teacher candidates.</li> <li>• Attend an orientation meeting with Texas State faculty supervisor.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Welcome the intern to the school and build a trusting relationship.</li> <li>• Introduce/orient the intern to the school, staff, and district.</li> <li>• Encourage, guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies.</li> <li>• Facilitate the professional learning and growth of the intern. This should include dialogue, co-planning, observation/feedback, and collaborative problem-solving.</li> <li>• Observe the candidate teaching, if possible, and provide specific, actionable feedback including areas of strength, areas for improvement, and next steps recommendations.</li> <li>• Facilitate conversations that promote intern reflection and problem-solving.</li> <li>• Collaborate with the intern to complete various Standard Experiences required by TXST, as well as the responsibilities of beginning teachers at your site.</li> <li>• Maintain respectful, open, and honest communication with the candidate and field supervisor.</li> <li>• Promote the profession and public education through positive and professional communication regarding the field.</li> <li>• Collaborate with the faculty field supervisor to promote/monitor the progress of the intern.</li> </ul>
<b>Communication &amp; Evaluations</b>	<ul style="list-style-type: none"> <li>• Communicate regularly with the faculty field supervisor regarding the intern's progress.</li> <li>• Provide verbal and written feedback on the candidate's progress to the field supervisor as requested during the semester.</li> <li>• Collaborate with the faculty field supervisor and campus supervisor to determine the intern's progress for the Midpoint Progress/Evaluation at the midpoint.</li> <li>• Collaborate with faculty field supervisor and campus supervisor to determine Final Evaluation ratings at the end of the placement.</li> </ul>

### Addressing Concerns:

- If you are a clinical teacher or resident who has concerns about your cooperating teacher or host teacher, you should communicate with your faculty field supervisor.
- If you are an intern who has concerns about your district mentor, you should communicate with your campus administrator.
- If you are a clinical teacher or intern who has concerns about your TXST faculty field supervisor, email the TXST Office of Educator Preparation at [oeep@txstate.edu](mailto:oeep@txstate.edu) or call the office at 512-245-7880.

- If you are a resident who has concerns about your TXST faculty field supervisor contact your regional site coordinator and then the residency director.
- If you are a cooperating teacher or host teacher who concerns about the teacher candidate, you should communicate with the faculty field supervisor.
- If you are a district mentor who concerns about the intern, you should communicate with the campus administrator and the TXST faculty field supervisor.
- Any concerns about the teacher candidate that may warrant dismissal or may prevent final recommendation for standard certification must be discussed with the Director of the Office of Educator Preparation (512-245-7880).

## Growth Plan

If a candidate's performance needs significant intervention as noted by concerns from the faculty field supervisor, cooperating teacher/host teacher, or campus supervisor (*for interns*), then the Growth Plan process will be initiated, and the Texas State Office of Educator Preparation will be informed.

- Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the teacher candidate, faculty field supervisor, and the cooperating teacher/host teacher or mentor & campus supervisor (*for interns only*) is critical.
- Once it has been determined that a growth plan is necessary, a conference with the candidate will be held. The faculty field supervisor, the candidate, and the cooperating teacher/host teacher or the mentor & campus supervisor (*for interns only*) will meet to review the growth plan.
- The faculty field supervisor will submit a copy of the signed growth plan to OEP.
- Progress on goals will be monitored and reviewed during the checkpoints indicated in the growth plan.
- The faculty field supervisor will contact OEP for a student review meeting if the candidate is not making progress on meeting the goals of the growth plan.
- If a candidate is not expected to meet the requirements of a growth plan before the end of the assignment, the candidate is at risk of not completing the clinical experience successfully and will not receive course credit. The candidate may reapply for the opportunity to complete the clinical experience in a future semester.

## COMPLETING THE CLINICAL EXPERIENCE SUCCESSFULLY

Clinical Teaching	Residency	Internship
<p>To successfully complete the clinical teaching and receive Credit (CR) for the EDST course, the candidate must meet the requirements below:</p> <ul style="list-style-type: none"> <li>• Meet the minimum number of hours in placement requirement.</li> <li>• Successfully complete their minimum 14-week placement.</li> </ul>	<p>To successfully complete the residency and receive Credit (CR) for the EDST course, the candidate must meet the requirements below:</p> <ul style="list-style-type: none"> <li>• Meet the minimum number of hours in placement requirement.</li> <li>• Successfully complete the minimum of one full school year of clinical experience.</li> </ul>	<p>To successfully complete the internship and receive Credit (CR) as a final grade for the EDST course, the Intern must meet the requirements below:</p> <ul style="list-style-type: none"> <li>• Meet a minimum of one full school year for the classroom teacher assignment.</li> <li>• Successfully complete the full school year internship assignment.</li> </ul>

Clinical Teaching	Residency	Internship
<ul style="list-style-type: none"> <li>• Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.</li> <li>• Obtain a rating of “2” or higher on <u>each</u> of the Final Evaluation components demonstrating proficiency in each of the educator standards for the assignment.</li> <li>• If applicable, meet all the requirements of the Growth Plan.</li> <li>• The faculty field supervisor <b>and</b> the cooperating teacher recommend to OEP that the candidate should be recommended for a standard certificate.</li> <li>• If either the field supervisor or the 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 the candidate and either the field supervisor or cooperating teacher.</li> <li>• Pass the PPR exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.</li> <li>• Meet Residency Performance Gates</li> <li>• Obtain a rating of “2” or higher on <u>each</u> of the Final Evaluation components demonstrating proficiency in each of the educator standards for the assignment.</li> <li>• If applicable, meet all the requirements of the Growth Plan.</li> <li>• The faculty field supervisor <b>and</b> the host teacher recommend to OEP that the candidate should be recommended for a standard certificate.</li> <li>• If either the field supervisor or the host 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 the candidate and either the field supervisor or host teacher.</li> <li>• Pass the PPR exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.</li> <li>• Obtain a rating of “2” or higher on <u>each</u> of the Final Evaluation components demonstrating proficiency in each of the educator standards for the assignment.</li> <li>• If applicable, meet all the requirements of the Growth Plan.</li> <li>• The faculty field supervisor and the campus supervisor recommend to the OEP that the candidate should be recommended for a standard certificate.</li> <li>• If either the field supervisor or campus supervisor 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 candidate and either the field supervisor or campus supervisor.</li> </ul> <p>Note: The initial grade assigned to an intern will be “Progress” or “PR”. This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.</p> <p>There is no partial credit for the Internship.</p>

*NOTE: Receiving credit for the clinical experience is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the [Teacher Certification Handbook](#)).*



## GRADES

- Candidates who complete the clinical experience successfully will receive **Credit (CR)** for the course. *Note: The initial grade assigned to an intern will be “Progress” or “PR”. This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.*
- There is no partial credit for completing the EDST clinical experience course.
- Candidates who do not complete the EDST course successfully will receive an **“F”-Failure**. Candidates must receive approval from OEP to repeat the clinical experience course in a future semester. If the candidate obtains approval to repeat the course, a grade of **“PR”** may be assigned.
- Candidates who do not complete some clinical experience components or requirements due to non-academic reasons beyond their control may be assigned a grade of **“Incomplete”** with approval from the Office of Educator Preparation Director.

As per our memorandum of understanding with our district partners, we are obligated to recommend for clinical experience placement only those candidates who meet the satisfactory record criteria and fulfill the requirements set by both the state and the University’s educator preparation program. In cases where a student hasn’t succeeded in their growth plan or in their clinical experience, transparency mandates that we disclose this information to the placement district. Please note that securing a placement in a future semester is not guaranteed.

## DROP OR WITHDRAWAL FROM THE EDST COURSE

Occasionally, there are circumstances that warrant a drop or withdrawal from the clinical experience/course. The following outlines reasons that may warrant a drop or withdrawal from the clinical experience/course.

- Agreement for dropping or withdrawing by the candidate, cooperating teacher/host teacher, and field supervisor for reasons of illness, injury, or other unforeseen problems.
- Failure by the candidate to establish and maintain a satisfactory performance level in classroom instruction and classroom management despite having a growth plan in place.
- Failure by the candidate to abide by the policies of the school.
- Loss of the placement assignment.
- Unprofessional conduct despite having a growth plan in place.

*Note: A Code of Ethics violation may warrant removal from the EPP program.*

There may be implications for meeting graduation requirements and financial aid may be impacted if the candidate drops or withdraws from the course because they are not expected to complete the clinical experience successfully. See information in this link from the Office of the Registrar: <https://www.registrar.txstate.edu/resources/dropping-vs-withdrawing.html>.

## TESTING AND CERTIFICATION

**Testing Requirements:** All candidates must pass at least one designated TExES exam to be eligible for clinical teaching or residency and pass the PPR exam as part of the EDST course

requirement. Your [testing plan](#) outlines prerequisites, such as passing a practice test, applying for test approval, and deadlines for exam completion.

### Applying for Certification:

Before teacher candidates can be certified in Texas, and before the OEP Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps including:

- **Take/Pass all required TExES exams.** Specific information is posted on the Office of Educator Preparation website.
- **Apply for Teacher Certification** online. Guidelines are provided on the Office of Educator Preparation website.

See Chapter 5 in the [Teacher Certification Handbook](#).

## ADDITIONAL INFORMATION

### Standards

Texas Teacher Standards	<a href="#">Teacher Standards Link</a>
The State Board of Educator Certification creates standards for beginning educators. See link in the next column for The Classroom Teaching Certificate standards.	<a href="#">Classroom Teaching Certificate Standards</a>