

## Texas State University College of Education

### Clinical Teaching Syllabus

EDST 4380/4381, EDST 4681, EDST 4687, EDST 5680, EDST 5660, Ag 4681, FCS 4681

#### SPRING 2026

TXST University Faculty Supervisor: TBD

Faculty Contact Information: TBD

Day(s)/Time: M-F/Per District

Location: Assigned Campus

Office Hours: *Contact Supervisor as needed through shared contact information.*

## COURSE DESCRIPTIONS

**EDST 4380. Student Teaching All-Level 1 EC-6/4-8.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced EC-6/4-8 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification and is a half-semester course designed for students seeking All-Level certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently except for the co-requisite; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process. Corequisites: EDST 4381.

**EDST 4381. Student Teaching All-Level II 8-12.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 7-12 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification and is a half-semester course designed for students seeking All-Level certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently except for the co-requisite; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process. Corequisites: EDST 4380.

**EDST 4680. Student Teaching 4-8.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 4-8 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

**EDST 4681. Student Teaching 8-12.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 7-12 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

**EDST 4687. Student Teaching EC-6.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced EC-6 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

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**EDST 5680. Clinical Teaching for Accelerated Alternative Certification.**

This course will allow students to apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas teacher certification and is designed for students enrolled in the Accelerated Alternative Certification Program. Prerequisite: Admittance to the Educator Preparation Program; grade of C or better in Accelerated Alternative Certification Program coursework; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

**EDST 5660. Clinical Teaching for Graduate and Alternative Certification Programs.**

This course will allow students to apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced cooperating teachers in school settings with university instruction and supervision. This culminating experience is required for Texas teacher certification and is designed for students enrolled as post-baccalaureate candidates in graduate or alternative certification programs. Prerequisite: Department approval through the Office of Educator Preparation application and Admittance to the Educator Preparation Program requires a grade of "C" or better in undergraduate educator preparation coursework and graduate and post-baccalaureate all other certification coursework.

**AG 4681. Student Teaching in Agriculture Science and Technology.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced Agriculture mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Requires departmental approval through OEP. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed.

**FCS 4681. Family and Consumer Sciences: Principles and Process.** Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced Family & Consumer Sciences mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Requires departmental approval through the OEP. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all certification coursework must be completed.

## **THE PURPOSE OF CLINICAL TEACHING**

Clinical Teaching is the capstone field experience for our students working toward teacher certification in a classroom of a public, and in some cases private or charter school. Clinical teachers are required to complete a clinical teaching experience for a **minimum of 14 weeks** with a full day being **100% of the school day**. Single-Placement clinical teachers are placed with one cooperating teacher in one classroom for the entire 14 weeks. Split-Placement (*usually All-Level*) clinical teachers are placed with one cooperating teacher for the first half of the semester and with another cooperating teacher for the last half of the semester. During this semester, the candidates are "students" of teaching." It is a time of much learning, improvement, and growth supported by the cooperating teacher and the University faculty field supervisor. Traditional candidates for initial teacher certification clinical teach for one full semester.

***Clinical teaching-*** A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as **Student Teaching**.

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**CLINICAL TEACHING LEARNING OBJECTIVES**

- Apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice in an authentic classroom setting.
- Apply knowledge of content and pedagogy, lesson plan development, research-based instructional strategies, assessment design, and classroom management during the clinical placement.
- Participate in at least 4 Formal Observation Cycles (Pre-Conference, Observation, & Post Conference) to review and reflect on the lesson plan and instruction, identify areas of reinforcement and refinement, and receive feedback and suggestions from the faculty field supervisor.
- Participate in at least 3 Informal Observations during the semester.
- Engage in ongoing reflection on all aspects of the clinical teaching experience with the support of the faculty field supervisor and cooperating teacher.
- Demonstrate professionalism and adherence to the ethical and legal requirements of the profession.
- Complete all required Standard Field Experiences and assignments for the EDST course and actively participate in required seminars.

<b>Learning Outcomes</b>	<b>Performance Assessment</b>	<b>Texas Educator Standards Addressed</b>
<p>Clinical teachers will...</p> <ul style="list-style-type: none"> <li>• Maintain a safe, organized, accessible, and efficient classroom to support learning.</li> <li>• Communicate and maintain clear expectations for student behavior.</li> <li>• Lead a mutually respectful and collaborative class of actively engaged learners.</li> </ul>	<p>Observations &amp; Evaluations using T-TESS Rubric Domain 3 (3.1 Classroom Environment, Routines, and Procedures, 3.3 Classroom Culture, 3.2 Managing Behavior)</p>	<p>1D, 4A, 4B, 4C, 4D, 1E, 1F, 3B, 5A, 5B, 5D</p>
<p>Clinical teachers will...</p> <ul style="list-style-type: none"> <li>• Design clear, well-organized, sequential lessons that reflect best practices, align with standards and are appropriate for all learners.</li> <li>• Use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction.</li> <li>• Ensure high levels of learning, social-emotional development, and achievement for all students.</li> <li>• Plan engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</li> </ul>	<p>Lesson Plans- Observations &amp; Evaluations using T-TESS Rubric Domain 1 (1.1 Standards and Alignment, 1.2 Data and Assessment, 1.3 Knowledge of Students, 1.4 Activities. 2.1 Achieving Expectations)</p>	<p>1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 5A, 5B, 5C, 5D</p>
<p>Clinical teachers will...</p> <ul style="list-style-type: none"> <li>• Support all learners in their pursuit of high levels of academic and social-emotional success.</li> <li>• Use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</li> <li>• Communicate clearly and accurately to support persistence, deeper learning, and effective effort through explanations, questioning, recognizing student misunderstandings, and providing opportunities for students to communicate with teacher and peers.</li> <li>• Differentiate instruction, aligning methods and techniques to student needs.</li> <li>• Collect, analyze, and use formal and informal student progress data and make needed lesson adjustments.</li> </ul>	<p>Observations &amp; Evaluations using TESS Rubric Domain 1 &amp; 2 (1.1 Standards and Alignment, 1.2 Data and Assessment, 1.3 Knowledge of Students, 1.4 Activities. 2.1 Achieving Expectations, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor and Adjust)</p>	<p>1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4D, 5A, 5B, 5C, 5D</p>
<p>Clinical teachers will...</p> <ul style="list-style-type: none"> <li>• Meet university/campus/district expectations for attendance, professional appearance, decorum, and procedural, ethical, legal, and statutory responsibilities.</li> <li>• Reflect on teaching to inform their practice.</li> </ul>	<p>Seminar Participation Observations &amp; Evaluations using TESS Rubric Domain 4 (4.1 Professional Demeanor and</p>	<p>6A, 6B, 6C, 6D, 5D, 3A,</p>

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<ul style="list-style-type: none"><li>Participate in and utilize professional development opportunities.</li></ul>	<i>Ethics, 4.2 Goal Setting, 4.3 Professional Development)</i> Pre- and Post-Observation Conferences Post Observation Reflections	
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[Teacher Standards Link](#)

All TEA Standards related to Pedagogy and Professional Responsibility (PPR) and Content Area are assumed to be understood and demonstrated during the clinical teaching semester. The State Board of Educator Certification creates standards for beginning educators. See link for [Classroom Teacher Certification Standards](#).

## THE CLINICAL TEACHING COURSE

### HYBRID COURSE DESIGNATION

All clinical teaching courses are designated as hybrid courses. The course includes a clinical teaching component at a school placement site and an online teaching and learning component. Students are required to engage in learning and reflection in an online Canvas course facilitated by the faculty field supervisor.

### MODE OF CLASS DELIVERY

The course designation as a hybrid course requires that teaching and learning occur in both a virtual/online and face-to-face mode. Course assignments will be completed online in Canvas, as might some virtual interaction through discussion boards or video meetings. Seminars and other required meetings (including but not limited to pre and post observation conferences, evaluation conferences, coaching meetings, etc.) may either occur face-to-face, or in a virtual environment using an online platform such as Zoom. Currently, all formal observations must take place on-site in **a face-to-face, live classroom setting**.

**Clinical Teaching** also requires a field component. Clinical teachers 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 will have a holiday unless the faculty field supervisor schedules a meeting or seminar. If TXST University has a holiday, but the school district is in session, the candidate must report to their clinical experience placement. If the school has scheduled professional development days, the clinical teacher is required to participate unless specifically requested not to by the district or school. Clinical teachers and cooperating teachers should familiarize themselves with the TXST Clinical Experience Calendar for mandatory meetings, due dates, and other information.

### ATTENDANCE POLICY

**Minimum Hours in Placement Requirement:** The Texas Education Agency (TEA) requires **clinical teaching** placements to consist of a **minimum of 490 hours**, which include planning periods but exclude lunch breaks. Clinical teachers 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.

A required **attendance time log** will be maintained and updated daily by the teacher candidate in the **Student Learning and Licensure system (SL&L)**. The cooperating teacher will verify attendance entries electronically. The attendance time log will also be available for review by the faculty field supervisor. The attendance time log will serve as evidence that the teacher candidate has met the minimum number of hours in placement requirement.

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If a student is unable to complete the minimum number of required hours, they will not receive credit for the clinical experience. 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. If at any time the absences are excessive and prevent the clinical teacher 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.

**Additional Attendance Expectations:**

- Clinical teachers are to follow the school staff calendar and work hours.
- Clinical teachers are to be **present** at the school daily for **the entire day** and to **follow the required district start and end times for the teachers** at their school while completing their clinical experience.
- **Lateness is inexcusable.** Candidates must notify the cooperating teacher and faculty field supervisor if they will arrive late to campus.
- Arriving early and staying late for meetings, team planning, and preparation for class is expected.
- Students are expected to attend district-designated professional development days within the assignment start and end date, parent teacher conferences held on teacher workdays, and extracurricular activities which directly relate to the grade-level and subject area of the certification sought.
- The fine arts program will have additional expectations, requiring extended work hours and participation in extracurricular events and practices.
- Attendance at all meetings/seminars with their faculty field supervisor is required.
- Attendance at Office of Educator Preparation meetings, including the Texas State Job Fair, unless otherwise directed by the faculty field supervisor.
- A **Growth Plan** will be required for students who exhibit frequent or repeated lateness and/or absences that negatively impact their professional duties and responsibilities.

**Inclement Weather:** In the event of inclement weather, clinical teachers are expected to **follow the staff calendar and reporting expectations** of the **district** in which they are placed.

- If the assigned district closes or delays opening due to inclement weather, the clinical teacher must follow the district's guidance for staff, regardless of whether Texas State University remains open.
- Conversely, if Texas State University delays or closes, but the assigned district remains open, the clinical teacher is expected to **report according to the district's expectations**.
- If a district schedules a make-up "weather day" within the candidate's official placement semester, and schools are in session, the clinical teacher is required to **attend on that day**.

Hours missed due to **inclement weather, school closures, district holidays, or attendance at the TXST Job Fair do not count toward the required minimum placement hours**. Candidates may fulfill these missed hours through scheduled make-up time or by using approved banked hours. Banked hours may include additional instructional activities completed outside the regular school day, if they meet placement expectations, are TEKS-based, directly align with the grade level and subject area of the certification sought, and are conducted under the direct supervision of the cooperating teacher.

If a district **cancels classes** or **moves to online-only instruction**, these hours **do NOT meet** the current TEA requirement of "**hours in placement**." If the district classes close for an extended period that may not allow the candidate to meet the minimum number of hours in placement requirement, notify the faculty field supervisor immediately. The faculty field supervisor will contact the Office of Educator Preparation to determine next steps.

**Absences/Missed Hours Policy:**

All clinical teachers are required to **make up any missed instructional time** resulting from absences/missed hours during their placement. Any hours missed must be completed **after the final day of clinical teaching but prior to the end of the academic semester**. **Make-up time for absences or**



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hours missed must occur **during the regular instructional day** and **cannot be satisfied** through **extra hours worked** (*"banked hours"*) outside of these designated periods.

#### Absences Due to Personal Business:

- **Certification Exams:** 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 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.

**Reduction in Hours Allowance and Leave Policy:** In accordance with the Texas Administrative Code (TAC), teacher candidates participating in clinical teaching may be eligible for a reduction in the minimum required hours due to specific, documented circumstances.

- **Reduction in Hours Allowance:** The minimum required clinical teaching hours may be reduced to no less than **455 hours** if the clinical teacher has a **documented need for parental leave, military leave, medical leave, or bereavement**. For comprehensive guidelines on acceptable types of leave, required documentation, and procedures for requesting and processing leave related to a reduction in hours allowance, please refer to *The Essential Clinical Experience Handbook*.
  - **NOTE:** If the clinical teacher's absences **exceed the allowable reduction hours** (*up to 35 hrs. for clinical teachers*), the additional hours missed **must be made up after the final day of clinical teaching but before the semester ends**. Any additional hours missed must be made up during the regular instructional day and extra hours worked (*"banked hours"*) may not be used to offset hours missed. Exceptions to this rule may be granted, but only if the **Office of Education Preparation Director** approves it due to extenuating circumstances.

#### Reporting Absences:

- The clinical teacher **must notify** both the cooperating 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. Notification must include the following information:
  - Date/Time of absence (number of hours missed)
  - Student contact information (including cell phone)
  - Reason for absence
- Candidates must notify the faculty field supervisor, cooperating teacher, and campus principal as soon as possible when a qualifying **extended leave** is anticipated or has occurred.
- An **Absentee Form** must be submitted to the faculty field supervisor by uploading it to the SL&L Time Log: prior to any planned personal absence, and on the first day back following an emergency absence. (*The Absentee Form is available in Canvas*)
- Record the absence on the SL&L Time log under the Absence Category or Reduction in Hours Allowance Category as applicable. The faculty field supervisor will document a reduction in hours leave approval on the SL&L Time Log once appropriate documentation has been received.
- If absent, the clinical teacher must send plans/materials to the cooperating teacher for areas of responsibility for the day.

Follow the district/campus health guidelines for self-assessment of illness symptoms before reporting to campus.

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## **COMMUNICATION**

Communication throughout clinical teaching is critical to the successful completion of the clinical experience. All university communication takes place through TXST Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your faculty field supervisor and cooperating teacher may also incorporate phone calls and text messages as means of further communication. Be sure to respond to all communication in a timely manner.

Additionally, communication and documentation take place in the Student Learning and Licensure system. Students are responsible for completing the required actions (acknowledgement, uploads, etc.) as specified by the faculty field supervisor.

## **PROFESSIONALISM: EDUCATOR CODE OF ETHICS, DRESS, AND BEHAVIOR**

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

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

Clinical teachers are expected to present a professional appearance that reflects the transition from college student to educator. The clinical teacher is expected to follow the written teacher/staff dress code of the host school and district. If a clinical teacher's appearance or behavior causes a disruption in the clinical teaching placement, the candidate will be removed from the placement until the situation is corrected. Some disruptions may be serious enough to warrant removal for the remainder of the semester and/or an "F" or failure for clinical teaching.

## **CRIMINAL BACKGROUND CHECKS**

Criminal Background Checks are required by our partner districts for progression through the Educator Preparation Program. Based on information in your criminal history, students may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If you have a criminal history, you 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.

Links: [Preliminary Criminal History Evaluation](#) [Texas State University's Attorney for Students](#)

## **PROFESSIONAL LIABILITY INSURANCE**

Clinical teaching at Texas State University is not covered by professional liability insurance through Texas State University or the public school district. **Liability insurance is mandatory** and available through the branches of most professional educator associations. Proof of insurance (for example, a screenshot of your notice of membership or an email acknowledgement from the organization) must be uploaded to the Student Learning and Licensure system.

Three organizations that offer free membership to university students are:

- The Association of Texas Professional Educators (ATPE) <http://www.atpe.org>
- The Texas Classroom Teachers Association (TCTA) <http://tcta.org>
- The Texas State Teachers Association (TSTA) <https://www.tsta.org/join-tsta/>

## **TEACHER CANDIDATE STANDARD EXPERIENCES**

To ensure consistency in 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

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meeting at the beginning of the semester. Please refer to *The Essential Clinical Experience Handbook* for additional information. 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>	Professional development seminars conducted by the faculty field supervisor are mandatory for all clinical teachers. Clinical teachers will meet with their faculty field supervisor and peers to debrief and extend Canvas course and T-TESS learning, discuss problems of practice, and prepare for clinical teaching requirements and experiences. Seminars may occur face-to-face or in a virtual setting. Seminar dates will be shared by the faculty field supervisor.
<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 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>	Candidates will complete and submit the following Mandatory Requirements in the electronic record system: <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 are asked to visit their assigned classroom prior to the first day of the clinical experience, if possible. Clinical teachers must arrange the visit with the cooperating teacher.
<b>Observation of the Cooperating Teacher</b>	Clinical teachers are expected to observe the cooperating 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.
<b>Cooperating Teacher Interview and Class Background Study</b>	Clinical teachers will complete the interview and background study assignment to gather pertinent information about the communication and planning preferences of the cooperating 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 <i>Co-Teaching</i></b>	Clinical teachers and cooperating 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. The faculty field supervisor will share information on the <b>Progression of Instructional Responsibilities Timeline</b> assignment which will be submitted to the supervisor.
<b>Lesson Plans</b>	As clinical teachers 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 during the clinical experience, and the format may vary according to grade level, lesson, school, and district requirements, etc.



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	In addition, teacher candidates are required to complete a more detailed lesson plan using the <b>TXST Reflective Lesson Plan Form</b> for each <b>formal observation</b> . This form must be <b>submitted</b> to the faculty field supervisor at least <b>three days prior</b> to the <b>pre-conference</b> . Candidates using district-selected high-quality instructional materials or Open Educational Resource (OER) instructional materials will follow a modified planning process using the <b>TXST Lesson Internalization Protocol</b> to prepare for their formal observations. Responses to protocol questions will be recorded on the TXST required lesson plan form.
<b>Observation (POP) Cycle (Performance Assessment)</b>	Teacher candidates will engage in a required number of <b>Formal Observation Cycles</b> . The Observation ( <b>POP</b> ) 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>
<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.
<b>Informal Observations</b>	Informal observations will be conducted by the faculty field supervisor which will allow for on-going feedback, coaching, and support. Informal Observations are informed by the written feedback provided during the post observation conferences.
<b>Professionalism Feedback</b>	The cooperating teacher will provide feedback to the faculty field supervisor regarding the candidate's professional practice.
<b>Midpoint Progress/Evaluation</b>	The faculty field supervisor and the cooperating teacher 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.
<b>Resume</b>	In preparation for the Mandatory Texas State Job Fair, clinical teachers are expected to develop a professional resume.
<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 and the cooperating teacher will collaborate to complete the Final Evaluation.

*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.

## REQUIRED RESOURCES

These resources are key to your success in clinical teaching.

- Required Reading- The Essential Clinical Experience Handbook provides details for your clinical teaching experience. The handbook is available on the [OEP website](#) under the [Clinical Experience Resources](#) tab.

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- Texas Teacher Evaluation and Support System (T-TESS) Rubric and T-TESS videos are available at the links below, and they are also available on the EDST Clinical Teaching Canvas course under the YuJA tab. View all T-TESS videos **before your first meeting** with your faculty field supervisor and cohort.
  - [Texas State T-TESS Module Overview Presentation](#)
  - [Texas State T-TESS Module Domain 1](#)
  - [Texas State T-TESS Module Domain 2](#)
  - [Texas State T-TESS Module Domain 3](#)
  - [Texas State T-TESS Module Domain 4](#)
- Canvas Clinical Teaching Course- You will be added to your faculty field supervisor's Canvas course. It is required that once added, you accept the invitation and log in to preview the course content. If you are not familiar with Canvas, see [ITAC Support Resources](#).
- Student Learning and Licensure System- Each clinical teacher will be assigned a field experience record in the Student Learning and Licensure System. Clinical teachers will access their electronic records to complete the mandatory requirements, view and acknowledge observations and evaluations, and complete the faculty field supervisor and cooperating teacher evaluations. Students will log in to SL&L through the EDST Canvas course or use the direct link that will be provided.
  - Visit [SL&L Student Support Page-ITAC](#) for instructions on using the Student Learning and Licensure system.
  - For Canvas or Student Learning and Licensure technical assistance, contact IT Assistance Center (ITAC) at 512-245-4822.
- **Undergraduate** and **Graduate** students enrolled in EDST: TXST launched [Booksmart](#), a textbook program that will provide students with quick and easy access to all their required course materials digitally. The fixed cost, including taxes, was included in your tuition and fees. **EDST does not require any purchase of digital resources/textbooks and there are no resources for EDST** in the BookSmart program. If this is the only course you are taking, or if you don't want to use BookSmart for any reason, you can opt-out. **You must act if you want to [opt out!](#)** You will have until the **census date** to be able to opt out. You must follow all the required steps if you choose to [Opt-out](#) of this program. If you have any questions about BookSmart @ TXST or the charge to your student account, please contact The Bobcat Store via email at [txstate@bkstr.com](mailto:txstate@bkstr.com) or call 512-245-2273.

### SUCCESSFUL COMPLETION OF CLINICAL TEACHING

Candidates who complete the clinical experience successfully will receive **Credit (CR)** for the course. To successfully complete the clinical teaching and receive Credit (CR) for the EDST course, the candidate must meet the requirements below:

- Meet the minimum number of hours in placement requirement.
- Successfully complete their minimum 14-week placement.
- Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.
- Obtain a rating of "2" or higher on each domain and dimension of the Final Evaluation as part of the eligibility requirements for a standard certificate.
- If applicable, meet all the requirements of the Growth Plan.
- The faculty field supervisor **and** the cooperating teacher recommend to OEP that the candidate should be recommended for a standard certificate.
- Pass the clinical teaching eligibility exam.
- Pass the PPR exam.

*NOTE: Receiving credit for clinical teaching 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](#)).*

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## **GRADES**

- Candidates who complete the clinical experience successfully will receive **Credit (CR)** for the course.
- 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.

## **HEALTH AND WELL-BEING**

The College of Education is committed to the health and safety of all our candidates.

- Visit the [Student Health Center](#) for information on healthcare services, vaccines, resources, and much more.
- Please watch your Texas State email for updates from the Texas State University Chief Medical Officer and the Student Health Center through the VPSA email account.
- Protecting against illness starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- Review, understand, and adhere to your assigned school district's health guidelines and procedures.

## **TEXAS STATE STUDENT SUPPORT**

- Feeling overwhelmed? Worried about a friend or someone else? Just need someone to talk to? TXST has some options:
  - CARE Team: Submit a [Here to Help](#) form, and someone will reach out with 1-on-1 support and get you connected to the right campus resources.
  - [Counseling Center](#): In-person and virtual mental health services including short-term individual, group, and crisis counseling, as well as outreach and workshops.
  - [Student Health Center](#): Offers accessible, affordable care including medical, mental health, and wellness support.
  - [TimelyCare](#): FREE 24/7 virtual mental health support including immediate TalkNow chats and scheduled counseling sessions.
- The College of Education has also compiled a list of additional resources for students. This information is available at: <https://www.education.txst.edu/students/campus-resources.html>.
- [Bobcat Balance](#) serves the legal, financial, and mental health needs of faculty and staff.
- [LinkedIn Learning](#) is available to all faculty, staff, and students and includes resources on well-being, career development, time management, and other skills and knowledge.
- [Texas State University Career Services](#) offers resources and support for resume preparation and review, interview preparation, access to the TXST Career Closet, and much more.
- Visit the [Student Success website](#) to learn more about additional support that is available to you.

## **TEXAS STATE UNIVERSITY POLICIES & INFORMATION**

- **Office of Disabilities Statement** – If you're managing ADHD, a learning difference, a health condition, or any disability, [Disability Services](#) (DS) can work with you to set up accommodations that support your learning. Reach out early—both staff and your instructors are here to support your success. You can contact DS at 512-245-3451 or via email at [ods@txstate.edu](mailto:ods@txstate.edu).
- **Protections for Pregnant and Parenting Students**- Texas State University has implemented [UPPS 07.11.07 – Protections for Pregnant and Parenting Students](#) that outlines the protections and accommodations available for this student population. Students seeking pregnancy-related accommodations or a leave of absence related to pregnancy/parenting may complete the [online request form](#) to meet with staff regarding their request.

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- **Statement of Civility in the Classroom and Instructional Settings-** Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.01](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited.
  - The Office of Educator Preparation supports the university's commitment to civility. Students and faculty are full partners in fostering a classroom environment that is conducive to learning. Our actions should promote respect for both one another and the traditions of collegiate learning. Faculty field supervisors will be the judge of behaviors that threaten the civility of the learning environment, and, when appropriate or necessary, they will bring such behavior to the attention of the class or individuals in the class.
- **Academic Integrity and Student Code of Conduct** – Information regarding academic integrity and student code of conduct may be found at the links indicated below.
  - [Code of Student Conduct](#)
  - [The Honor Code](#)
- **Sexual Misconduct Reporting** (SB 212) - Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX office. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university and system policy. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.
- **Diversity, Equity and Inclusion (SB17)** - During the 88<sup>th</sup> Regular Session of the Texas Legislature, [Senate Bill 17](#) was passed and signed into law, effective January 1, 2024. SB 17 addresses diversity, equity, and inclusion initiatives at public higher education institutions. For an explanation of SB17's provisions along with questions and answers, please visit the [Texas State University System's General Counsel Guidance on Implementation of Senate Bill 17](#).
- **Emergency Management-** *(For emergency management information regarding San Marcos/Round Rock campus)* In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.

*See next page for calendar.*

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<b>THE SEMESTER AT A GLANCE</b>	
Week of January 12th	<b>Supervisors contact</b> Teacher Candidates, Cooperating Teachers, and Campus Supervisors. <b>Clinical Teachers contact</b> Cooperating Teachers.
<b>January 20th</b>	FIRST DAY OF CLINICAL TEACHING
<b>March 9th</b>	START OF SECOND PLACEMENT FOR SPLIT-PLACEMENT CLINICAL TEACHERS
<b>May 4th</b> May 5-13	LAST DAY OF CLINICAL TEACHING ( <i>if minimum hours in placement requirement are met</i> ) Make up days ( <i>if necessary to meet minimum hours in placement requirement</i> ) ( <i>Resident and Intern last day will vary</i> )
<b>ORIENTATION AND SEMINAR SCHEDULE (Clinical Teachers)</b>	
Week of January 12th	<b>Teaching Seminar #1</b> Orientation- <i>Clinical Experience Policies and Procedures, Co-Teaching and Progression of Instructional Responsibilities, T-TESS Rubric Overview, POP Cycle, T-TESS Domain 4: Professional Practices and Responsibilities- Professional Demeanor and Ethics</i>
Week of 1/20 or 1/26	<b>Teaching Seminar #2</b> and Debrief Meeting <i>T-TESS Domain 1: Planning-Standards and Alignment, Data and Assessment, Knowledge of Students, T-TESS Domain 3 Learning Environment: Classroom Environment, Routines, and Procedures, Classroom Culture, Managing Behavior</i>
Week of 1/26 or 2/2	<b>Teaching Seminar #3</b> and Debrief Meeting <i>T-TESS Domain 1: Planning: Knowledge of Students, Activities; T-TESS Domain 2: Instruction-Achieving Expectations, Communication, Differentiation, Monitor and Adjust</i>
Week of March 2 <sup>nd</sup>	<b>Teaching Seminar #4</b> and Debrief Meeting <i>Resume &amp; Job Fair Preparation, T-TESS Domain 4: Professional Practices and Responsibilities-Goal Setting, Professional Development</i>
Week of April 27th	<b>Final Reflective Seminar + Celebration</b>
<b>CLINICAL TEACHERS OBSERVATION/EVALUATION WINDOWS</b>	
By Week 4 of the placement.	<b>Check in with CT/Host Teacher</b> and document professional practice feedback.
Jan. 26-Feb. 13	<b>Formal Observation #1</b>
Feb. 16-Mar 6	<b>Formal Observation #2</b>
March 2-6	<b>Midpoint Progress/Evaluation or Final Evaluation #1</b> (Split Placement candidates)
Mar 9- Apr 3	<b>Formal Observation #3</b> ( <i>Split Placement candidates: This is the first observation at the second placement</i> )
Apr 6-17	<b>Formal Observation #4</b> ( <i>Split Placement candidates: This is the second observation at the second placement</i> )
#1 by Feb. 27 #2 & #3 TBD by FFS	<b>Informal Observations</b> (3 required)
Apr 27- May 1	<b>Final Evaluation</b>
<b>Clinical Teacher &amp; S2 Resident MANDATORY MEETING</b>	
<b>Wed., April 1, 2026</b>	<b>Mandatory</b> Teacher Candidate <b>Job Fair</b> - Information on date, location, and time will be provided. <i>Note: Out of area students (DFW, Houston, South Texas) are not required to attend</i>



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