

Texas State University College of Education
Residency Clinical Teaching Syllabus
EDST 4470/4471, EDST 4570/4671
SPRING 2026

TXST University Faculty Supervisor:

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

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

Faculty Contact Information:

Location: Assigned Campus

COURSE DESCRIPTIONS

EDST 4470: Teacher Residency I

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process as well as program specific prerequisite and corequisite requirements.

EDST 4471: Clinical Teaching in Residency II

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process as well as program specific prerequisite requirements.

EDST 4670. Clinical Teaching in Residency I.

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice via a residency model. Students will co-teach with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process, as well as program-specific prerequisite requirements.
Prerequisite: A minimum 2.75 Overall GPA and departmental approval.

EDST 4671. Clinical Teaching in Residency II.

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice via a residency model. Students will co-teach with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process, as well as program-specific prerequisite requirements.
Prerequisite: A minimum 2.75 Overall GPA and departmental approval.

THE PURPOSE OF RESIDENCY CLINICAL EXPERIENCE

Residency 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. The residency must include a minimum of one full school year of clinical experience, including the first and last instructional days with students. During this semester, the resident teachers are “students” of teaching.” It is a time of much learning, improvement, and growth supported by the host teacher and the University faculty field supervisor.

Residency- *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 completion of an enhanced standard certificate*

CLINICAL EXPERIENCE LEARNING OBJECTIVES

- Apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice in an authentic classroom setting.

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- 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 Observation Pop Cycles (2 in the fall and 2 in the spring; 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 student teacher supervisor.
- Participate in Informal Observations (15-minute walkthroughs; 4 in the fall and 4 in the spring).
- Engage in ongoing reflection on all aspects of the clinical experience with the support of the faculty field supervisor and host 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.

Learning Outcomes	Performance Assessment	Texas Educator Standards Addressed
Residents will... <ul style="list-style-type: none"> • Maintain a safe, organized, accessible, and efficient classroom to support learning. • Communicate and maintain clear expectations for student behavior. • Lead a mutually respectful and collaborative class of actively engaged learners. 	Observations & Evaluations using T-TESS Rubric Domain 3 (3.1 <i>Classroom Environment, Routines, and Procedures</i> , 3.3 <i>Classroom Culture</i> , 3.2 <i>Managing Behavior</i>)	1D, 4A, 4B, 4C, 4D, 1E, 1F, 3B, 5A, 5B, 5D
Residents will... <ul style="list-style-type: none"> • Design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for all learners. • Use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction. • Ensure high levels of learning, social-emotional development, and achievement for all students. • Plan engaging, flexible lessons that encourage higher order thinking, persistence, and achievement. 	Lesson Plans- Observations & Evaluations using T-TESS Rubric Domain 1 (1.1 <i>Standards and Alignment</i> , 1.2 <i>Data and Assessment</i> , 1.3 <i>Knowledge of Students</i> , 1.4 <i>Activities</i> . 2.1 <i>Achieving Expectations</i>)	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 5A, 5B, 5C, 5D
Residents will... <ul style="list-style-type: none"> • Support all learners in their pursuit of high levels of academic and social-emotional success. 	Observations & Evaluations using TESS Rubric Domain 1 & 2 (1.1 <i>Standards and Alignment</i> , 1.2 <i>Data and Assessment</i> , 1.3 <i>Knowledge of Students</i> , 1.4 <i>Activities</i> . 2.1 <i>Achieving</i>	1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4D, 5A, 5B, 5C, 5D

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<ul style="list-style-type: none"> • Use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. • 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 their host teacher and peers. • Differentiate instruction, aligning methods and techniques to student needs. • Collect, analyze, and use formal and informal student progress data and make needed lesson adjustments. 	<i>Expectations, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor and Adjust)</i>	
Residents will... <ul style="list-style-type: none"> • Meet university/campus/district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. • Reflect on teaching to inform their practice. • Participate in and utilize professional development opportunities. 	Seminar Participation Observations & Evaluations using TESS Rubric Domain 4 (4.1 <i>Professional Demeanor and Ethics, 4.2 Goal Setting, 4.3 Professional Development</i>) Pre- and Post-Observation Conferences Post Observation Reflections	6A, 6B, 6C, 6D 5D, 3A,

[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 RESIDENCY CLINICAL EXPERIENCE COURSE

HYBRID COURSE DESIGNATION

All clinical experience courses are designated as hybrid courses. The course includes a clinical experience 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

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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 on Canvas and may include some virtual interaction through discussion boards or video meetings. Seminars and other required meetings (including pre- and post- observation conferences, evaluation conferences, coaching meetings, etc.) may 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.

Residency also requires a field component. Resident teachers will follow the calendar of the school district in which they are assigned to when completing their clinical experience hours. If the district has a holiday and the university is in session, the resident will have a holiday unless the faculty field supervisor schedules a meeting or seminar, or the resident is enrolled in other classes at the university. If TXST University has a holiday, but the school district is in session, the candidate must report to their clinical experience placement during their designated residency days. If the school has scheduled professional development days, the resident is required to participate unless specifically requested not to by the district or school. Residents and host teachers should familiarize themselves with the TXST Clinical Experience Calendar for mandatory meetings, due dates, and other information.

ATTENDANCE POLICY

TEA requires **residency** placements to consist of a **minimum of 750 hours**, which include planning periods but exclude lunch breaks. Residents must remain in their placement until the last instructional day noted on the district calendars.

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 host 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.

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 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.

Additional Attendance Expectations:

- Residents are to follow the school staff calendar and work hours.
- Residents 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 host 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.

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- 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, residents are expected to **follow the staff calendar and reporting expectations** of the **district** in which they are placed while completing the clinical experience hours.

- If a district schedules a make-up “weather day” within the candidate’s official placement, and schools are in session, the resident is required to **attend on that day** if it is their designated clinical experience 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 host 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 residents are required to **make up any missed instructional time** resulting from absences/missed hours during their placement. Any missed hours must be completed on **designated make-up days scheduled outside of the required residency placement hours.** Make-up time for absences or 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 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.

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

- **Reduction in Hours Allowance:** The minimum required residency hours may be reduced to no less than **700 hours** if the resident has a **documented need for parental leave, military leave, extended illness, 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 resident’s absences exceed the allowable reduction hours, the additional hours **must be made up on designated days outside their required residency placement hours.** Any additional hours missed must be made up during the regular instructional day and extra hours worked (“banked hours”)

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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 resident **must notify** both the 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. 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, host teacher, and campus supervisor 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 resident must send plans/materials to the host teacher for areas of responsibility for the day.

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

COMMUNICATION

Communication throughout the residency is critical to 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 host 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. **You are also expected to check your district assigned email regularly.**

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 resident 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 resident teachers are required to uphold all aspects of the [**Texas Educator Code of Ethics**](#). To maintain accountability with the Texas Education Agency, resident teachers must document that they have read and understood the Code of Ethics in their electronic activity record.

Resident teachers are expected to present a professional appearance that reflects the transition from college student to educator. The resident is expected to follow the written teacher/staff dress code of the host school and district. If a resident's appearance or behavior causes a disruption in the residency placement, the resident 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 the residency clinical experience.

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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

Residency 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 electronic activity record.

Three organization that offer free membership to university student 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/>

CHANGES TO THIS SYLLABUS

I strive for responsive teaching in my courses— to adjust to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available to you.

COURSE ASSIGNMENTS/REQUIREMENTS

Formal Observations/POP Cycles

Completion of POP Cycles involves several steps with deadlines. POP cycles include a pre-conference to discuss the lesson plan, a formal observation, and a post-teaching conference to discuss the resident's reflection and growth. Each resident is expected to complete each step and provide the faculty field supervisor with the necessary deliverables (e.g., reflective lesson plan) by the due dates. Residents will schedule 2 POP Cycles (per semester) with the faculty field supervisor.

Informal Observations/Walk-throughs

Four informal observations per semester will be conducted by your faculty field supervisor. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the resident will be provided a two-week window of when they may expect a 15-minute observation by their faculty field supervisor.
- Residents do not need to prepare for the visit. The faculty field supervisor will capture whatever is happening at the time in the classroom and will give the resident feedback and an opportunity to reflect.
- The faculty field supervisor will complete the Informal Observation Form in SL&L to make it accessible to the resident. The resident may be expected to meet with the faculty field supervisor after each walkthrough to receive feedback, coaching, and support.

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STANDARD EXPERIENCES

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 meeting at the beginning of the semester. Please refer to *The Essential Clinical Experience Handbook* for additional information. The major requirements are listed below.

Canvas Course Requirement	Resident clinical teachers 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.
Seminars	Professional development seminars conducted by the faculty field supervisors are mandatory for all residents. Residents will meet with their faculty field supervisor and peers to debrief and extend Canvas course learning, discuss problems of practice, and prepare for the residency requirements and experiences. Seminars may occur fact-to-face or in a virtual setting. Seminar dates will be shared by the faculty field supervisor.
Pre-Semester Start-Up Assignments	Candidates are required to review both the clinical experience handbook and the syllabus to understand the program's standards, policies, and procedures. Prior to starting their placement, candidates must view the T-TESS Rubric Modules to gain a foundational understanding of the evaluation framework and download a copy of the T-TESS Rubric. Additionally, candidates are expected to view the Co-Teaching Modules. Finally, candidates will need to sign an attestation in Canvas, confirming that they have read the handbook and syllabus, understand the OEP policies and procedures, and have completed the TXST Co-Teach Module and TXST T-TESS Rubric Modules.
Mandatory Requirements	Residents will complete and submit the following Mandatory Requirements in the Student Learning & Licensure system: <ul style="list-style-type: none">• Read the Code of Ethics before the first day in placement and complete the Code of Ethics Acknowledgment• Obtain liability insurance and upload proof• Sign waiver of liability (medical)
Classroom Visit	Residents are asked to visit their assigned classroom prior to the first day of the clinical experience. Each district requires resident teachers to arrive when the host teachers return from summer break.
Observation of the Host teacher & Reflection	Residents are expected to observe the host teacher during the first week of the clinical experience and submit a written reflection. Residents will be provided with a structured observation form to target areas of focus and record evidence of practices observed.
Host teacher Interview and Class Background Study	Residents will complete the interview and background study assignment to gather pertinent information about the communication and planning preferences of the host teacher, learn about available resources, and discuss how an effective learning environment is maintained. Additionally, the resident will gather pertinent information regarding the class(es) they will be working with.
Instructional Responsibility <i>Co-Teaching</i>	Residents and 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 resident is provided opportunities for co-teaching and increased instructional responsibility over the course of the

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	clinical experience as they develop teaching competencies. The faculty field supervisor will share information on the Progression of Instructional Responsibilities Timeline assignment which will be submitted to the supervisor.
Lesson Plans	<p>As residents assume instructional responsibilities, they will be responsible for developing lesson plans. Lesson planning will be a shared responsibility between the resident and the host teacher during the clinical experience, and the format may vary according to grade level, lesson, school, and district requirements, etc.</p> <p>In addition, residents are expected to complete a more detailed required lesson plan format for each formal observation.</p> <p>The TXST Reflective Lesson Plan Form is required for all formal observations conducted by the faculty field supervisor and must be submitted to the supervisor at least 3 days prior to the pre-conference. Candidates using district-selected high-quality instructional materials or Open Educational Resource (OER) instructional materials will follow a modified planning process using the TXST Lesson Internalization Protocol to prepare for their formal observations. Responses to protocol questions will be recorded on the TXST required lesson plan form.</p>
Observation (POP) Cycle (Performance Assessment)	<p>Residents will engage in a required number of Formal Observation Cycles. Observation (POP) Cycle includes:</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Formal Observation (to be video recorded) • Post-Observation Reflection and Coaching Conference
Required Post-Observation Self-Reflection	<p>For each formal observation, residents 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 resident 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. Review of the teaching video is a requirement for the reflection.</p>
Informal Observations	<p>Informal observations will be conducted by the faculty field supervisor that will allow for on-going feedback, coaching, and support. Informal Observations are informed by the written feedback provided during the post observation conferences.</p>
Professionalism Feedback	<p>The host teacher will provide feedback to the faculty field supervisor regarding the resident's professional practice.</p>
Midpoint Progress/Evaluation	<p>The faculty field supervisor, the host teacher, and the campus supervisor will collaborate to complete the Midpoint Assessment of Progress.</p>
Resume	<p>In preparation for the Mandatory Texas State Job Fair, second semester residents are expected to develop a professional resume.</p>
Professional Practices and Final Reflection	<p>The residents 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 resident's demonstration of professional practices and responsibilities. This assignment will assist the faculty field supervisor in measuring the resident's demonstration of professional responsibility for the Final Evaluation.</p>
Final Evaluation	<p>The faculty field supervisor, the host teacher, and the campus supervisor will collaborate to complete the Final Evaluation.</p>

Resources and forms are available on the Residency Canvas Course site.

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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 shared by supervisor. For more information on Canvas modules and assignments, see the Canvas Module and Assignment Breakdown.

REQUIRED RESOURCES

These resources are key to your success in the clinical experience.

- Required Reading- The Essential Clinical Experience Handbook provides details for your residency experience. The handbook is available on the [OEP website](#) under the [Clinical Experience Resources](#) tab.
- 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 Resident 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 resident will be assigned a field experience record in the Student Learning and Licensure System. Residents will access their electronic records to complete the mandatory requirements, view and acknowledge observations and evaluations, and complete the faculty field supervisor and host 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 or call 512-245-2273.

SUCCESSFUL COMPLETION OF RESIDENCY

Resident teachers who complete the clinical experience successfully will receive **Credit (CR)** for the course. To successfully complete the residency 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 the minimum of one full school year of clinical experience including the first and last day of instruction.
- Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.
- Meet Residency Performance Gates
- 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.

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- Obtain a rating of **“3” or higher** on the following domain dimensions of the Final Evaluation as part of the requirements for an **enhanced** standard certificate: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.
- If applicable, meet all the requirements of the Growth Plan.
- The faculty field supervisor, the host teacher, and the campus supervisor recommend to OEP that the candidate should be recommended for certification.
- Pass the clinical experience eligibility exam.
- Pass the PPR exam if the criteria for an enhanced certificate was not met.

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

- Residents who complete the clinical experience successfully will receive **Credit (CR)** for the course. Note: *The initial grade assigned to a resident will be “Progress” or “PR”. This grade will be changed once it has been verified that the resident has successfully completed the requirements of the district school-year term.*
- There is no partial credit for completing the EDST clinical experience course.
- Residents who do not complete the EDST course successfully will receive an **“F”-Failure**. Residents must receive approval from OEP to repeat the clinical experience course in a future semester. If the resident obtains approval to repeat the course, a grade of **“PR”** may be assigned.
- Residents 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 resident clinical teachers.

- Visit the [Student Health Center](#) for information on health care 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.

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- [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.
- **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.
- **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 88th 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

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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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THE SEMESTER AT A GLANCE	
Week of January 12 or earlier.	Supervisors contact Teacher Candidates, Host Teachers, and Campus Supervisors. Residents contact Host Teachers.
January 20	FIRST DAY OF CLASSES at TXST (<i>Districts may require that you start prior to this date</i>)
March 9th	START OF SECOND PLACEMENT FOR SPLIT-PLACEMENT Students
May 4th TBD	LAST DAY OF Classes at TXST LAST DAY OF RESIDENCY PLACEMENT (as determined by district) Note: Minimum required number of hours in placement must be met. Make up days (<i>if necessary to meet minimum hours in placement requirement</i>)
ORIENTATION AND SEMINAR SCHEDULE (Residents)	
Week of January 12th	Teaching Seminar #1 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>
Semester 1 WK 1 or 2	Teaching Seminar #2 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>
Semester 1 Week 2 or 3	Teaching Seminar #3 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>
Semester 2 Week 2 or 3	Teaching Seminar #4- Using Data to Improve Instruction (Secondary will also use this seminar to get to know residents)
Semester 2 Week 5 or 6	Teaching Seminar #5- Curriculum Work
Semester 2 Week 7 or 8	Teaching Seminar #6 and Debrief Meeting <i>Resume & Job Fair Preparation, T-TESS Domain 4: Professional Practices and Responsibilities-Goal Setting, Professional Development</i>
Semester 2 Last Week	Final Reflective Seminar + Celebration
S2 Resident MANDATORY MEETING	
Wed., April 1, 2026	Mandatory Teacher Candidate Job Fair- 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>
First Semester RESIDENTS OBSERVATION/EVALUATION WINDOWS	
By Week 4 of the placement.	Check in with Host Teacher and document professional practice feedback
Jan. 20- Feb. 6	Formal Observation #1
Mar 9- Apr 10	Formal Observation #2
#1 by Jan 30 or Feb 6 (see note) #2, #3, and #4 TBD by FFS	Informal Observations (4 required) <i>The first informal observation must occur within the first 4 weeks of the residency placement.</i>
Apr 27- May 1	Midpoint Progress/Evaluation
Second Semester RESIDENTS OBSERVATION/EVALUATION WINDOWS	
Jan. 26 – Feb. 13	Formal Observation #3
Mar 2 – Apr 3	Formal Observation #4
#5, #6, #7, and #8 TBD by FFS	Informal Observations (4 required)
Apr 27- May 1	Final Evaluation