

Texas Christian University
College of Education



Educator Preparation
Undergraduate Handbook

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Sources:

TCU Undergraduate Catalog
Texas Education Agency
Relevant COE Course Syllabi

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Message from the Dean

Welcome to the College of Education!

We are in an ever-changing world, which calls for more interdisciplinary partnerships and collaboration with external partners. Within the college, faculty and staff work to prepare professionals across many fields of education, including teacher preparation, counseling, curriculum studies, curriculum and instruction, educational leadership, higher education, science education, and special education as part of a variety of undergraduate and graduate programs. We value partnerships with schools, community agencies, centers and institutes, and international organizations. We are committed to creating a diverse workforce of educators, counselors, and leaders who will teach and lead in ways that promote our TCU mission: To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

TCU's College of Education faculty are nationally recognized researchers within their fields of study, national leaders in their professional organizations, and award-winning teachers. Through our collaborative programs and high-quality research and teaching, we aim to improve lives. We embody the mission statement: The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative and committed to all learners.

The excitement and energy within the College of Education creates a synergy to foster change for the greater good. We look forward to the future as we focus on providing a transformational educational experience for our students. These past few years we have learned and continue to learn from the pandemic how essential the professionals we graduate from our programs are to the community and the economy. These professionals represent the stability in our communities and represent all that is best about TCU and the College of Education. We welcome your ideas and participation with the college.

Go Frogs!

Frank Hernandez, PhD
Professor & Dean – College of Education he/him/his
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College of Education - Mission, Vision, Diversity, Equity, and Inclusion

Mission

The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative and committed to all learners.

Vision

We are committed to preparing individuals who will contribute to the creation of a humane and just society.

To accomplish this, the TCU College of Education:

- Engages students in ethical, responsible and meaningful scholarship and practice
- Fosters community collaboration locally and globally
- Expects excellence in all college endeavors

Diversity, Equity, & Inclusion

The College of Education (COE) aims to support diversity within our schools and community-at-large and reflect the diversity of the broader community within our students, faculty, and staff, as well as in our curriculum, programming, and community engagement efforts. Diversity involves a wide range of identities and perspectives including, but not limited to, race, gender, sexuality, socioeconomic status, disability, and religion. We affirm the inherent worth and dignity of every person and consider education to be a civil and human right as well as a public good. We acknowledge that diversity can improve educational outcomes and provide varied perspectives that enrich scholarly endeavors, enhance creative activities, and increase relevance within the educational community.

We intend to:

- Advocate for equity and inclusion within the campus, our classrooms, schools, the community, and beyond;
- Prepare our students to work in diverse educational settings;
- Promote and support the enhanced recruitment of underrepresented students, faculty, and staff;
- Offer sustainable diversity, equity, and inclusion programs that provide learning opportunities for students, faculty, staff, and the community; and
- Provide processes for the voices of COE students, faculty, and staff to be heard regarding issues of diversity, equity, and inclusion, so that members of the COE community are included, respected, and valued.

Through these actions, we affirm our commitment to supporting equitable access to high quality educational opportunities for all persons in our college and beyond.

Please refer to the COE website for more information: <https://coe.tcu.edu/about/>

Educator Preparation Program Team

The TCU College of Education provides students who are preparing to become teachers support through a variety of professionals. These professionals include:

- the TCU College of Education Academic Advisor
- the TCU College of Education Faculty and Staff
- the field site Partner Teacher and/or Cooperating Teacher
- the field site Principal or Administrator
- the TCU College of Education Field Supervisor
- the TCU College of Education Director of Field Experience and Community Partnerships
- the TCU College of Education and Educator Preparation Program Coordinators [Early Childhood (EC-6), Middle School/Secondary, Art, Habilitation of the Deaf & Hard of Hearing, Music, & Physical Education]
- the TCU College of Education Career Services Consultant
- the TCU College of Education Director of Accreditation, Certification, and Assessment
- the TCU College of Education Department Chair of Teaching and Learning Sciences
- the TCU College of Education Associate Dean of Undergraduate or Graduate Studies
- the TCU College of Education Dean

Partnership Schools and Districts

- [Aledo Independent School District](#)
- [Arlington Independent School District](#)
- [Birdville Independent School District](#)
- [Burleson Independent School District](#)
- [Carroll Independent School District](#)
- [Castleberry Independent School District](#)
- [Coppell Independent School District](#)
- [Crowley Independent School District](#)
- [Eagle Mountain-Saginaw Independent School District](#)
- [Everman Independent School District](#)
- [Fort Worth Academy of Fine Arts \(FWAFA\)](#)
- [Fort Worth Independent School District](#)
- [Grapevine-Colleyville Independent School District](#)
- [The Hill School](#)
- [Hurst-Euless-Bedford Independent School District](#)
- [Joshua Independent School District](#)
- [Keller Independent School District](#)
- [Lake Worth Independent School District](#)
- [Lewisville Independent School District](#)
- [Midlothian Independent School District](#)
- [Trinity Valley School](#)
- [White Settlement Independent School District](#)

*Partnership districts are subject to change per semester, confirm with the Director of Field Experience and Community Partnerships.

Educator Preparation Directory

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Becoming a Teacher in Texas

Educator Skills

Prospective teachers in the state of Texas are required to demonstrate skills by passing content and pedagogy certification exams: Texas Examinations of Educator Standards, or TExES. For more information on becoming a certified teacher in Texas, please visit the [TEA website](#).

The pedagogy certification exam (Pedagogy and Professional Responsibilities, EC-12) TExES exam is comprised of four domains:

- Designing instruction and assessment to promote student learning
- Creating a positive, productive classroom environment
- Implementing effective, responsive instruction and assessment.
- Fulfilling professional roles and responsibilities

For each domain, specific competencies support the educator standards.

Detailed information about the exams, domains, [Approved Educator Standards](#), and competencies for each certification area are available on the [Pearson website](#). Additional information is accessible on the [TEA Website: Educator Testing](#)

Professional Responsibilities

Compliance by all prospective and practicing teachers in Texas of the [Educators Code of Ethics](#) is required. Teachers must maintain high standards of professionalism in their daily practices and interactions with co-workers, students, community members, and other stakeholders. A copy of this document is included in the Appendix within this handbook.

Student Expectations

The [Texas Essential Knowledge and Skills \(TEKS\)](#) are the state standards that describe what students should know, understand, and be able to do. Teachers have a responsibility to teach to the standards, which represent high expectations for students set by the state of Texas. TEKS for each subject area are accessible on the [TEA website](#).

Military Service Waivers

In accordance with 19 TAC §228.35(a)(5)(A), military service members or military veterans may be given credit for certain verified military service, training, or education toward the training, education, work experience or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, train, or education is directly related to the certificate being sought. Contact [TCU Veteran Services Division of the Registrar's Office](#) the education department for additional information.

Effective September 1, 2015, the TEA waives certain fees for eligible military service members, military veterans, and military spouses. For more information, please see the [TEA website](#)

Information regarding Military Service Members, Military Spouses, and Military Veterans may be found in the [Texas Administrative Code 234](#).

Educator Preparation Program Degrees and Majors

The TCU College of Education offers the Bachelor of Science in Education [degree programs](#) in:

Early Childhood Education ([Grades EC-6](#))

- Generalist EC-6 with English as a Second Language (ESL) and Special Education
- Generalist EC-6 with Bilingual and Special Education Option

Middle School Education ([Grades 4-8](#))

- Language and Literacy (English/Language Arts, Reading with ESL)
- Mathematics
- Science
- Social Studies

Secondary Education ([Grades 7-12](#), except Physical Science)

- Language and Literacy (English/Language Arts, Reading with ESL)
- Life Science
- Physical Science (Grades 6-12)
- Social Studies

Educational Studies Major ([Double Major EDST](#))

- Communication Studies (Grades 7-12)
- English Language Arts (7-12)
- History (Grades 7-12)
- Mathematics (Grades 7-12)
- Languages Other Than English (Spanish) (Grades EC-12)
- Chemistry (Grades 7-12)
- Physics/Mathematics (Grades 7-12)

All-level Teacher Certification (EC-12)

- Art ([Grades EC-12](#))
- Music (Instrumental & Vocal) ([Grades EC-12](#))
- Deaf and Hard of Hearing ([Grades EC-12](#))
- Physical Education ([Grades EC-12](#))

Minor in Educational Studies: Students who wish to minor in Educational Studies take 18 hours of recommended course work. For detailed information, please see the TCU Catalog or download a program of study. **Students who minor in Educational Studies will NOT meet the requirements for teacher certification.**

Milestones: Early Childhood Education (EC-6) Program

TCU College of Education students who are seeking a teaching certification in early childhood education (EC- 6) must meet specific requirements designed to ensure sufficient preparation for a teaching career.

Milestone I: Academic Advising

Students meet with the College of Education [Academic Advisor](#) each semester, with the first meeting held during orientation prior to the first semester at TCU. The Academic Advisor will discuss appropriate degree plan coursework and College of Education admission requirements. Academic advising is mandatory the first four semesters at TCU, and recommended during all remaining semesters enrolled at TCU.

Milestone II: Admission to the College of Education

TCU students seeking a teaching certificate must formally apply for admission to the Educator Preparation Program in the College of Education. To be eligible for admission, students must meet the [minimum requirements](#) at the time they apply. However, meeting only the minimum criteria does not ensure admission. Refer to the [Applications & Forms](#) page of the TCU College of Education website to access the application and required forms for admission to the TCU College of Education. The deadline for fall admission is March 1. The deadline for spring admission is October 1. Late applications will be considered as space is available.. Minimum requirements for admission include:

- Completion of a minimum of 54 semester hours of coursework
- Overall GPA of 2.75 on a minimum of 12 semester hours of coursework at TCU
- Completion of a course in speech and EDUC 20003¹ with a grade of C- or better, and a met Educator Disposition. (p.39)
- Completion of 12 hours of content area coursework²
- A grade of C- or better in all content areas and education courses taken prior to admission
- Demonstrate [English Language Proficiency](#).
- Complete record of current and clear (within one year) [Group One](#) criminal record check^{3 & 4} (student is responsible for required fee)
- Completed [FERPA](#) agreement, included with application materials
- Signed [Code of Ethics Statement](#) and [Certificate of Ethics Training](#), included with application materials
- Reviewed application by the College of Education Admission Committee
(Documentation review may include: student files, academic advisor notes, Academic Performance and Professionalism Warning ([APPW](#)) proceedings and/or faculty input)

Candidates will receive a formal letter concerning admissions status from the TCU COE Director of Accreditation, Certification, and Assessment. A formal response is required from the candidate to acknowledge entry into the College of Education.

The TCU COE Director of Accreditation, Certification and Assessment will send a formal letter to students sharing the lacking requirements or containing information about further steps and/or remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

Certification candidates enrolled in the program will pay a TEA technology fee of \$35 upon admission to the College of Education. The fee appears on students' TCU student account. [19. TAC 229.9\(7\) \(C\)](#)

- ¹ Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 30113, 30603, 30143, EDEC 20013, 20023, 30073, and 30103. Students may not register for any other education courses until formally admitted to the College of Education.
- ² Content areas for EC-6 majors includes history, government, mathematics, English, lab sciences, geography, fine arts, and speech.
- ³ Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
- ⁴ A person who is enrolled or planning to enroll in a SBEC educator preparation program, or planning to take a certification exam may request a [preliminary criminal history](#) evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. ([TAC §227.1\(d\)](#))

Any exception to these admission standards must have approval by the program faculty and the College of Education dean and/or designee.

Pedagogy and content courses taken at this university per degree plans and prior to admission into an educator preparation program (EPP) satisfy some state certification requirements. (TAC §228.35a6)

Professional Educator Standards and specific Content Area Standards are accessible from the TEA website under [Approved Educator Standards](#). Scroll down to the Certification Standards area and select the Pedagogy and Professional Responsibilities and/or the Content Area for the appropriate certification.

TCU is committed to providing a positive learning, living and working environment free from discrimination and harassment. As a result, TCU prohibits a range of behaviors, including unlawful discrimination, harassment, and related sexual and other misconduct based on age,

race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. See TCU's Policy on Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

If you feel you have been unlawfully discriminated against during the admissions process, you may report your concerns to TCU's Office of Institutional Equity. See TCU's Policy on Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

Milestone III: Retention in the Teacher Education Program, Testing, & Completing Coursework Prior to Clinical Teaching

Students who have elected to pursue a degree or major in the College of Education understand that the faculty and staff are dedicated to producing highly qualified and passionate professional educators. In order to achieve that goal, all candidates must:

- Maintain acceptable academic performance is identified as earning a minimum 2.75 GPA overall and a grade of "C-" or better in content area and education courses
- Maintain high professional standards in academic achievement and professional behavior, attitudes, demeanor, judgment, dependability, and reliability throughout educator preparation experiences
- Complete coursework for degree program prior to beginning Clinical Teaching. Candidates will complete a Coursework Acknowledgement Form to document remaining courses prior to Clinical Teaching. (Meet with Academic Advisor to ensure appropriate coursework is completed.)
- Coursework taken during the summer or an intersession must be successfully completed and noted on the transcript with the academic advisor prior to clinical teaching.
- Candidates may only take one 3-credit hour core course online or evening during clinical teaching with approval from the academic advisor.
- All education and content specific coursework will need to be completed prior to beginning the semester of clinical teaching.
- A grade of "C-" in education and/or content specific coursework and a 2.75 overall GPA or better will need to be achieved to continue in the educator preparation program.
- Candidates who do not achieve a "C-" or better and/or less than a 2.75 overall GPA will be required to meet with the program coordinator and academic advisor or other relevant staff/faculty member for an APPW meeting to determine how to proceed.
- Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching
- Successfully complete the course, EDEC/EDUC 30001: Professional Practice Seminar, before proceeding to Clinical Teaching.
- Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching

Termination/Self-Selected Exit – Admitted Candidates

Candidates admitted to the College of Education educator preparation program must maintain all requirements, demonstrate successful academic progress as outlined in the TCU Undergraduate Catalog and in accordance with TCU's Student Code of Conduct, and adhere to the Educator Code of Ethics and TCU policies and procedures.

Candidates removed or who self-select to exit from the TCU COE Educator Preparation Program are not successful program completers, thus will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU College of Education Educator Preparation Program database with TEA. ([TAC §228.20\(h\)](#))

EC-6 Blocked Coursework

Students in the EC-6 educator preparation program take courses in a blocked format such that the total number of students in the program is divided into two groups to form Block 1 and Block 2. The block format allows EC-6 program faculty to coordinate assignments and fieldwork to maximize learning experiences, and it provides students with the opportunity to build community and supportive peer networks. While students in both blocks take the same courses, their schedule arrangement is such that students in Block 1 take all classes together and student in Block 2 take all classes together. Due to the schedules for the TESOL and Special Education Methods coursework (and associated labs/fieldwork), block assignments are unchanged in the junior year. Students may be assigned to a new block in the start of their senior block. For more information about the block schedule, contact the EC-6 Program Coordinator or Academic Advisor.

Texas Examination of Educator Standards (TExEs)

To be eligible to take the TExES certification exams for initial teacher certification, candidates must pass the practice representative exams with 80% accuracy, offered during the Professional Practice Seminar. Upon passing the appropriate practice exam, the COE Director of Accreditation, Certification, and Assessment will approve the candidate for one attempt on the state exam and provide candidates with details on creating a [TEAL account](#) and registering through [Pearson](#). It is a strong recommendation that candidates test at the earliest possibility upon approval.

Candidates who score below 80% on practice exams in EDEC/EDUC 30001: Professional Practice Seminar must present acceptable evidence of test preparation before a practice exam will be re-administered. A candidate who does not have a pass credit in the Professional Practice Seminar will be unable to have approval to take the TExES certification exams with the state. Successful completion of EDEC/EDUC 30001 is a pre-requisite for advancing to Clinical Teaching.

The College of Education is dedicated to ensuring each Candidate is successful on state exams. The faculty and staff will give every effort to provide any additional instruction and support, if needed to ensure success.

Students who fail to take the appropriate TExES exam(s) within three years of program completion must present documentation of an approved TExES review or additional coursework prior to receiving permission to test with the state.

There is a five-attempt limit on taking a single certification exam with a 30 day wait time between testing dates, as described in the [Texas Education Code §21.048\(a-1\)](#). Additional attempts would require State Board of Educator Certification (SBEC) permission upon completion and payment for a [Test Limit Waiver](#).

Milestone IV: Application for Clinical Teaching

Candidates for Clinical Teaching must meet the following requirements for consideration:

- Completion of all content area and pedagogy coursework with a minimum of 2.75 GPA and no grade lower than a “C-”*
- A minimum overall TCU GPA of 2.75
- Successful completion of EDUC/EDEC 30001: Professional Practice Seminar
- Professionalism in attitude, demeanor, ability, and preparation per [Educators’ Code of Ethics](#)
- Completion and documentation of all field-based coursework and hours

*Candidates must have successfully completed all course requirements on the degree plan prior to the clinical teaching semester. All transfer hours require approval and submission prior to the clinical teaching semester.

The Clinical Teaching Application Admission Committee, comprised of faculty and staff members familiar with the students’ academic and professional status, reviews applications for clinical teaching and determines approval.

- Applications are due September 1 for spring clinical teaching and February 1 for fall clinical teaching
- A mandatory orientation is prior to clinical teaching to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.
- Clinical Teachers follow the district calendar with respect to start dates, holidays, and breaks. Clinical Teachers do not follow the TCU academic calendar during their clinical teaching semester.

Milestone V: Clinical Teaching

Clinical teaching is an important element of the educator preparation process, providing pre-service teacher candidates the opportunity to make practical application of knowledge, learning

principles and teaching techniques. Clinical teaching is a full day (minimum of 7 hours per day), full-time, school-based experience that involves supervision by both a cooperating teacher and TCU field supervisor. All TCU College of Education candidates are required to complete clinical teaching as part of their teacher certification program.

- EC-6 candidates will complete a minimum of 70 days (minimum of 14 weeks) of clinical teaching in two assignments:
 - Primary, Grades PreK-2; and
 - Intermediate, Grades 3-6

The Director of Field Experience and Community Partnerships is responsible for administering and organizing the clinical teaching process and placements.

Termination/Self-Selected Exit

Clinical Teaching: A candidate's removal from his/her field clinical teaching at any time can occur upon the request of the building administrator, district administration, and/or cooperating teacher(s). Depending on the circumstances, securing an alternative clinical teaching site may or may not occur. Removal from a field experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates may also choose to no longer continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228.20\(h\)](#))

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate for graduation consideration. Submit the [Graduation Application](#) electronically the semester before graduation.

- Maintain and complete Clinical Teaching with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Teaching
- Complete any outstanding certification exams through [Pearson](#)

Upon successful completion of certification exams, Clinical Teaching, and a conferred degree from TCU, candidates may apply for certification. To apply, follow these steps:

- Go to [TEAL account](#) and log in, select application, and standard certificate
- Request, pay, and complete [fingerprinting](#) (Certification fingerprinting for background checks requires a social security number)
- Complete the affidavit - select TCU-University Based and type of certificate requesting
- Complete the Educator Preparation Program Candidate Exit Survey

- Review all personal information and pay for certification

The Director of Accreditation, Certification, and Assessment recommends graduates for certification upon application completion, clearance, and review. A virtual certificate is accessible for viewing and printing at [Certification Look Up](#) on the TEA website. TCU graduates are highly encouraged to complete all required testing and initial certification upon completion of the TCU COE Educator Preparation Program and degree conferral. Changes to certification testing and/or requirements can occur which can result in further testing and/or coursework requirements. Refer to the [TEA website](#) for any updates or changes to testing and/or certification requirements. Graduates that do not complete all testing and/or complete the certification process after five years will be required to show proof of competency to test through practice testing and/or additional coursework.

Milestones: Middle School Education

Milestone I: Academic Advising

Students meet with the College of Education [Academic Advisor](#) each semester, with the first meeting held during orientation prior to the first semester at TCU. The Academic Advisor will discuss appropriate degree plan coursework and College of Education admission requirements. Academic advising is mandatory the first four semesters at TCU, and recommended during all remaining semesters enrolled at TCU.

Milestone II: Admission to the College of Education

TCU students seeking a teaching certificate must formally apply for admission to the Teacher Education Program in the College of Education. To be eligible for admission, students must meet the [minimum requirements](#) at the time they apply. However, meeting only the minimum criteria does not ensure admission to the Teacher Education Program. The [Applications & Forms](#) page will allow students to access the application and required forms to the College of Education. Students applying for admission to the Teacher Education Program should do so by March 1 for fall admission and October 1 for spring admission. Late applications will be considered as space is available.. Minimum requirements for admission include:

- Completion of a minimum of 54 semester hours of coursework
- Overall GPA of 2.75 on a minimum of 12 semester hours of coursework at TCU
- Completion of a course in speech and EDUC 20003¹ with a grade of C- or better, and a met Educator Disposition. (p.39)
- Completion of 12 hours of content area coursework
- A grade of C- or better in all content areas and education courses taken prior to admission
- Demonstrate [English Language Proficiency](#)
- Complete record of current and cleared (within one year) [Group One](#) criminal record check^{2&3} (student is responsible for required fee)
- Completed [FERPA](#) agreement, included with application materials
- Signed [Code of Ethics](#) Statement and [Certificate of Ethics Training](#), included with application materials
- Reviewed application by the College of Education Admission Committee
(Documentation review may include: student files, academic advisor notes, Academic Performance and Professionalism Warning ([APPW](#)) proceedings and/or faculty input)

Candidates will receive a formal letter concerning admissions status from the TCU COE Director of Accreditation, Certification and Assessment. A formal response is required from the candidate to acknowledge entry into the College of Education.

The TCU COE Director of Accreditation, Certification and Assessment will send a formal letter to students sharing the lacking requirements or containing information about further steps and/or

remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

Certification candidates enrolled in the program will pay a TEA technology fee of \$35 upon admission to the College of Education. The fee appears on students' TCU student account. [19. TAC 229.9\(7\) \(C\)](#)

- ¹ Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 30113, 30603, 30143, EDEC 20013, 20023, 30073, and 30103. Students may not register for any other education courses until formally admitted to the College of Education.
- ² Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
- ³ A person who is enrolled or planning to enroll in a SBEC educator preparation program, or planning to take a certification exam may request a [preliminary criminal history](#) evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. ([TAC §227.1\(d\)](#))

Any exception to these admission standards must have approval by the program faculty and the College of Education dean and/or designee.

Pedagogy and content courses taken at this university per degree plans and prior to admission into an educator preparation program (EPP) satisfy some state certification requirements. ([TAC §228.35a6](#))

Professional Educator Standards and specific Content Area Standards are accessible from the TEA website under [Approved Educator Standards](#). Scroll down to the Certification Standards area and select the Pedagogy and Professional Responsibilities and/or the Content Area for the appropriate certification.

TCU is committed to providing a positive learning, living and working environment free from discrimination and harassment. As a result, TCU prohibits a range of behaviors, including unlawful discrimination, harassment, and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. See TCU's Policy on Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

If you feel you have been unlawfully discriminated against during the admissions process, you may report your concerns to TCU's Office of Institutional Equity. See TCU's Policy on

Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

Milestone III: Retention in the Teacher Education Program, Testing, & Completing Coursework Prior to Clinical Teaching

Students who have elected to pursue a degree or major in the College of Education understand that the faculty and staff are dedicated to producing highly qualified and passionate professional educators. In order to achieve that goal, all candidates must:

- Maintain acceptable academic performance is identified as earning a minimum 2.75 GPA overall and a grade of “C-” or better in content area and education courses
- Maintain high professional standards in academic achievement and professional behavior, attitudes, demeanor, judgment, dependability, and reliability throughout educator preparation experiences
- Complete coursework for degree program prior to beginning Clinical Teaching. Candidates will complete a Coursework Acknowledgement Form to document remaining courses prior to Clinical Teaching. (Meet with Academic Advisor to ensure appropriate coursework is completed.)
 - Coursework taken during the summer or an intersession must be successfully completed and noted on the transcript with the academic advisor prior to clinical teaching.
 - Candidates may only take one 3-credit hour core course online or evening during clinical teaching with approval from the academic advisor.
 - All education and content specific coursework will need to be completed prior to beginning the semester of clinical teaching.
 - A grade of “C-” in education and/or content specific coursework and a 2.75 overall GPA or better will need to be achieved to continue in the educator preparation program.
 - Candidates who do not achieve a “C-” or better and/or less than a 2.75 overall GPA will be required to meet with the program coordinator and academic advisor or other relevant staff/faculty member for an APPW meeting to determine how to proceed.
- Successfully complete the course, EDEC/EDUC 30001: Professional Practice Seminar, before proceeding to Clinical Teaching.
- Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching

Termination/Self-Selected Exit

Admitted Candidates: Candidates admitted to the College of Education educator preparation program must maintain all requirements, demonstrate successful academic progress as outlined in the TCU Undergraduate Catalog and in accordance with TCU’s Student Code of Conduct, and adhere to the Educator Code of Ethics and TCU policies and procedures.

Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU College of Education Educator Preparation Program database with TEA. ([TAC §228.20\(h\)](#))

Program Overview

The middle school experience is one of transition and growth, both mentally and physically. Middle school students need teachers who can help them meet these challenges, find their strengths, and open up possibilities. This program provides the latest methods and strategies to teach middle school students. You will explore ways to successfully teach and engage all learners, as well as gain in-depth knowledge in your selected content area.

Academics and Curriculum

The Bachelor of Science in Middle School Education will equip you with the skills to teach middle school grades 4-8. In addition to education courses, you will take several courses related to your area of emphasis.

Student experiences include both educational theory and practice. You will take a range of educational coursework including:

- EDUC 30103: Developmental Psychology of Adolescence
- EDUC 30603: Study of Exceptional Students
- EDMS 51103: Assessment
- EDUC 50663: Motivating and Managing Students in the Classroom
- EDUC 41113: Schools, Curriculum, and Society
- EDUC 30113: Digital Literacy, Learning and Citizenship in Education

Texas Examination of Educator Standards (TExEs)

To be eligible to take the TExES certification exams for initial teacher certification, candidates must pass the practice representative exams with 80% accuracy, offered during the Professional Practice Seminar. Upon passing the appropriate practice exam, the COE Director of Accreditation, Certification, and Assessment will approve the candidate for one attempt on the state exam and provide candidates with details on creating a [TEAL account](#) and registering through [Pearson](#). It is a strong recommendation that candidates test at the earliest possibility upon approval.

Candidates who score below 80% on practice exams in EDEC/EDUC 30001: Professional Practice Seminar must present acceptable evidence of test preparation before a practice exam will be re-administered. A candidate who does not have a pass credit in the Professional Practice

Seminar will be unable to have approval to take the TExES certification exams with the state. Successful completion of EDEC/EDUC 30001 is a pre-requisite for advancing to Clinical Teaching.

The College of Education is dedicated to ensuring each Candidate is successful on state exams. The faculty and staff will give every effort to provide any additional instruction and support, if needed to ensure success.

Students who fail to take the appropriate TExES exam(s) within three years of program completion must present documentation of an approved TExES review or additional coursework prior to receiving permission to test the state.

There is a five-attempt limit on taking a single certification exam with a 30 day wait time between testing dates, as described in the [Texas Education Code §21.048\(a-1\)](#). Additional attempts would require State Board of Educator Certification (SBEC) permission upon completion and payment for a [Test Limit Waiver](#).

Milestone IV: Application for Clinical Teaching

Candidates for Clinical Teaching must meet the following requirements for consideration:

- Completion of all content area and pedagogy coursework with a minimum of 2.75 GPA and no grade lower than a "C-".*
- A minimum overall TCU GPA of 2.75
- Successful completion of EDEC/EDUC 30001: Professional Practice Seminar
- Professionalism in attitude, demeanor, ability, and preparation per [Educators' Code of Ethics](#)
- Completion and documentation of all field-based coursework and hours

* Candidates must have successfully completed all course requirements on the degree plan prior to the clinical teaching semester. All transfer hours require approval and submission prior to the clinical teaching semester.

The Clinical Teaching Application Admission Committee, comprised of faculty and staff members familiar with the students' academic and professional status, reviews applications for clinical teaching and determines approval.

- Applications are due September 1 for spring clinical teaching and February 1 for fall clinical teaching
- A mandatory orientation is prior to clinical teaching to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.
- Clinical Teachers follow the district calendar with respect to start dates, holidays, and breaks. Clinical Teachers do not follow the TCU academic calendar during their clinical teaching semester.

Milestone V: Clinical Teaching

Clinical teaching is an important element of the educator preparation process, providing pre-service teacher candidates the opportunity to make practical application of knowledge, learning principles and teaching techniques. Clinical teaching is a full day (minimum of 7 hours per day), full-time, school-based experience that involves supervision by both a cooperating teacher and TCU field supervisor. All TCU College of Education candidates are required to complete clinical teaching as part of their teacher certification program.

- Candidates will complete a minimum of 70 days (minimum of 14 weeks) of clinical teaching in one or two assignments.

The Director of Field Experience and Community Partnerships is responsible for administering and organizing the clinical teaching process and placements.

Termination/Self-Selected Exit

Clinical Teaching: A candidate's removal from his/her field clinical teaching at any time can occur upon the request of the building administrator, district administration, and/or cooperating teacher(s). Depending on the circumstances, securing of an alternative clinical teaching site may or may not occur. Removal from a field experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates may also choose to no longer continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228.20\(h\)](#))

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate for graduation consideration. Submit the [Graduation Application](#) electronically the semester before graduation.

- Maintain and complete Clinical Teaching with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Teaching
- Complete any outstanding certification exams through [Pearson](#)

Upon successful completion of certification exams, Clinical Teaching, and a conferred degree from TCU, candidates may apply for certification. To apply, follow these steps:

- Go to [TEAL account](#) and log in, select application, and standard certificate
- Request, pay, and complete [fingerprinting](#) (Certification fingerprinting for background checks requires a social security number)

- Complete the affidavit - select TCU-University Based and type of certificate requesting
- Complete the Educator Preparation Program Candidate Exit Survey
- Review all personal information and pay for certification

The Director of Accreditation, Certification, and Assessment recommends graduates for certification upon application completion, clearance, and review. A virtual certificate is accessible for viewing and printing at [Certification Look Up](#) on the TEA website. TCU graduates are highly encouraged to complete all required testing and initial certification upon completion of the TCU COE Educator Preparation Program and degree conferral. Changes to certification testing and/or requirements can occur, which can result in further testing and/or coursework requirements. Refer to the [TEA website](#) for any updates or changes to testing and/or certification requirements. Graduates that do not complete all testing and/or complete the certification process after five years will be required to show proof of competency to test through practice testing and/or additional coursework.

Milestones: Secondary Education

Milestone I: Academic Advising

Students meet with the College of Education [Academic Advisor](#) each semester, with the first meeting held during orientation prior to the first semester at TCU. The Academic Advisor will discuss appropriate degree plan coursework and College of Education admission requirements. Academic advising is mandatory the first four semesters at TCU, and recommended during all remaining semesters enrolled at TCU.

Milestone II: Admission to the College of Education

TCU students seeking a teaching certificate must formally apply for admission to the Teacher Education Program in the College of Education. To be eligible for admission, students must meet the [minimum requirements](#) at the time they apply. However, meeting only the minimum criteria does not ensure admission to the Teacher Education Program. The [Applications & Forms](#) page will allow students to access the application and required forms to the College of Education. Students applying for admission to the Teacher Education Program should do so by March 1 for fall admission and October 1 for spring admission. Late applications will be considered as space is available.. Minimum requirements for admission include:

- Completion of a minimum of 54 semester hours of coursework
- Overall GPA of 2.75 on a minimum of 12 semester hours of coursework at TCU
- Completion of a course in speech and EDUC 20003¹ with a grade of C- or better, and a met Educator Disposition. (p.39)
- Completion of 12 hours of content area coursework
- A grade of C- or better in all content areas and education courses taken prior to admission
- Demonstrate [English Language Proficiency](#).
- Complete record of current and cleared (within one year) [Group One](#) criminal record check^{2&3} (student is responsible for required fee)
- Completed [FERPA](#) agreement, included with application materials
- Signed [Code of Ethics](#) Statement and [Certificate of Ethics Training](#), included with application materials
- Reviewed application by the College of Education Admission Committee
(Documentation review may include: student files, academic advisor notes, Academic Performance and Professionalism Warning ([APPW](#)) proceedings and/or faculty input)

Candidates will receive a formal letter concerning admissions status from the TCU COE Director of Accreditation, Certification and Assessment. A formal response is required from the candidate to acknowledge entry into the College of Education.

The TCU COE Director of Accreditation, Certification and Assessment will send a formal letter to students sharing the missing requirements or containing information about further steps

and/or remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

Certification candidates enrolled in the program will pay a TEA technology fee of \$35 upon admission to the College of Education. The fee appears on students' TCU student account. ([19. TAC 229.9\(7\) \(C\)](#))

- ¹ Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 30113, 30603, 30143, EDEC 20013, 20023, 30073, and 30103. Students may not register for any other education courses until formally admitted to the College of Education.
- ² Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
- ³ A person who is enrolled or planning to enroll in a SBEC educator preparation program, or planning to take a certification exam may request a [preliminary criminal history](#) evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. ([TAC §227.1\(d\)](#))

Any exception to these admission standards must have approval by the program faculty and the College of Education dean and/or designee.

Pedagogy and content courses taken at this university per degree plans and prior to admission into an educator preparation program (EPP) satisfy some state certification requirements. ([TAC §228.35a6](#))

Professional Educator Standards and specific Content Area Standards are accessible from the TEA website under [Approved Educator Standards](#). Scroll down to the Certification Standards area and select the Pedagogy and Professional Responsibilities and/or the Content Area for the appropriate certification.

TCU is committed to providing a positive learning, living and working environment free from discrimination and harassment. As a result, TCU prohibits a range of behaviors, including unlawful discrimination, harassment, and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. See TCU's Policy on Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

If you feel you have been unlawfully discriminated against during the admissions process, you may report your concerns to TCU's Office of Institutional Equity. See TCU's Policy on

Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

Milestone III: Retention in the Teacher Education Program, Testing, & Completing Coursework Prior to Clinical Teaching

Students who have elected to pursue a degree or major in the College of Education understand that the faculty and staff are dedicated to producing highly qualified and passionate professional educators. In order to achieve that goal, all candidates must:

- Maintain acceptable academic performance, which is identified as earning a minimum 2.75 GPA overall and a grade of “C-” or better in content area and education courses
- Maintain high professional standards in academic achievement and professional behavior, attitudes, demeanor, judgment, dependability, and reliability throughout educator preparation experiences
- Complete coursework for degree program prior to beginning Clinical Teaching. Candidates will complete a Coursework Acknowledgement Form to document remaining courses prior to Clinical Teaching. (Meet with Academic Advisor to ensure appropriate coursework is completed.)
 - Coursework taken during the summer or an intersession must be successfully completed and noted on the transcript with the academic advisor prior to clinical teaching.
 - Candidates may only take one 3-credit hour core course online or evening during clinical teaching with approval from the academic advisor.
 - All education and content specific coursework will need to be completed prior to beginning the semester of clinical teaching.
 - A grade of “C-” in education and/or content specific coursework and a 2.75 overall GPA or better will need to be achieved to continue in the educator preparation program.
 - Candidates who do not achieve a “C-” or better and/or less than a 2.75 overall GPA will be required to meet with the program coordinator and academic advisor or other relevant staff/faculty member for an APPW meeting to determine how to proceed.
 - Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching
- Successfully complete the course, EDEC/EDUC 30001: Professional Practice Seminar, before proceeding to Clinical Teaching.
- Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching

Termination/Self-Selected Exit

Admitted Candidates: Candidates admitted to the College of Education educator preparation program must maintain all requirements, demonstrate successful academic progress as

outlined in the TCU Undergraduate Catalog and in accordance with TCU’s Student Code of Conduct, and adhere to the Educator Code of Ethics and TCU policies and procedures.

Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU College of Education Educator Preparation Program database with TEA. ([TAC §228.20\(h\)](#))

Program Overview

The Secondary Education program for students seeking Texas teaching certification for secondary school classrooms (grades 7-12). This program provides the latest methods, strategies, and tools for teaching in secondary schools. You will learn ways to successfully teach and engage all learners, as well as gain in-depth knowledge of your selected content area. Secondary education majors choose from one of the following content areas: Language & Literacy, Life Science, Physical Science or Social Studies.

Academics and Curriculum

The Bachelor of Science in Secondary Education will equip you with the skills to teach high school grades 7-12. In addition to education courses, you will take several courses related to your area of emphasis.

Student experiences include both educational theory and practice. You will take a range of educational coursework including:

- EDUC 30103: Developmental Psychology of Adolescence
- EDUC 30603: Study of Exceptional Students
- EDSE 51103: Assessment
- EDUC 50663: Motivating and Managing Students in the Classroom
- EDUC 41113: Schools, Curriculum, and Society
- EDUC 30113: Digital Literacy, Learning and Citizenship in Education

Texas Examination of Educator Standards (TExEs)

To be eligible to take the TExES certification exams for initial teacher certification, candidates must pass the practice representative exams with 80% accuracy, offered during the Professional Practice Seminar. Upon passing the appropriate practice exam, the COE Director of Accreditation, Certification, and Assessment will approve the candidate for one attempt on the state exam and provide candidates with details on creating a [TEAL account](#) and registering through [Pearson](#). It is a strong recommendation that candidates test at the earliest possibility upon approval.

Candidates who score below 80% on practice exams in EDUC 30001: Professional Practice Seminar must present acceptable evidence of test preparation before a practice exam will be re-administered. A candidate who does not have a pass credit in the Professional Practice Seminar will be unable to have approval to take the TExES certification exams with the state. Successful completion of EDUC 30001 is a pre-requisite for advancing to Clinical Teaching.

The College of Education is dedicated to ensuring each Candidate is successful on state exams. The faculty and staff will give every effort to provide any additional instruction and support, if needed to ensure success.

Students who fail to take the appropriate TExES exam(s) within three years of program completion must present documentation of an approved TExES review or additional coursework prior to receiving permission to test the state.

There is a five-attempt limit on taking a single certification exam with a 30 day wait time between testing dates, as described in the [Texas Education Code §21.048\(a-1\)](#). Additional attempts would require State Board of Educator Certification (SBEC) permission upon completion and payment for a [Test Limit Waiver](#).

Milestone IV: Application for Clinical Teaching

Candidates for Clinical Teaching must meet the following requirements for consideration:

- Completion of all content area and pedagogy coursework with a minimum of 2.75 GPA and no grade lower than a "C-".*
- A minimum overall TCU GPA of 2.75
- Successful completion of EDEC/EDUC 30001: Professional Practice Seminar
- Professionalism in attitude, demeanor, ability, and preparation per [Educators' Code of Ethics](#)
- Completion and documentation of all field-based coursework and hours

* Candidates must have successfully completed all course requirements on the degree plan prior to the clinical teaching semester. All transfer hours require approval and submission prior to the clinical teaching semester.

The Clinical Teaching Application Admission Committee, comprised of faculty and staff members familiar with the students' academic and professional status, reviews applications for clinical teaching and determines approval:

- Applications are due September 1 for spring clinical teaching and February 1 for fall clinical teaching
- A mandatory orientation is prior to clinical teaching to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.

- Clinical Teachers follow the district calendar with respect to start dates, holidays, and breaks. Clinical Teachers do not follow the TCU academic calendar during their clinical teaching semester.

Milestone V: Clinical Teaching

Clinical teaching is an important element of the educator preparation process, providing pre-service teacher candidates the opportunity to make practical application of knowledge, learning principles and teaching techniques. Clinical teaching is a full day (minimum of 7 hours per day), full-time, school-based experience that involves supervision by both a cooperating teacher and TCU field supervisor. All TCU College of Education candidates are required to complete clinical teaching as part of their teacher certification program.

- Candidates will complete a minimum of 70 days (minimum of 14 weeks) of clinical teaching in one or two assignments.

The Director of Field Experience and Community Partnerships is responsible for administering and organizing the clinical teaching process and placements.

Termination/Self-Selected Exit

Clinical Teaching: A candidate's removal from his/her field clinical teaching at any time can occur upon the request of the building administrator, district administration, and/or cooperating teacher(s). Depending on the circumstances, securing an alternative clinical teaching site may or may not occur. Removal from a field experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates may also choose to no longer continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228.20\(h\)](#))

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate for graduation consideration. Submit the [Graduation Application](#) electronically the semester before graduation.

- Maintain and complete Clinical Teaching with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Teaching
- Complete any outstanding certification exams through [Pearson](#)

- Upon successful completion of certification exams, Clinical Teaching, and a conferred degree from TCU, candidates may apply for certification. To apply, follow these steps:
- Go to [TEAL account](#) and log in, select application, and standard certificate
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Milestones: Educational Studies

Milestone I: Academic Advising

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Milestone II: Admission to the College of Education

TCU students seeking a teaching certificate must formally apply for admission to the Teacher Education Program in the College of Education. To be eligible for admission, students must meet the [minimum requirements](#) at the time they apply. However, meeting only the minimum criteria does not ensure admission to the Teacher Education Program. The [Applications & Forms](#) page will allow students to access the application and required forms to the College of Education. Students applying for admission to the Teacher Education Program should do so by March 1 for fall admission and October 1 for spring admission. Late applications will be considered as space is available.. Minimum requirements for admission include:

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- Demonstrate [English Language Proficiency](#).
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remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

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- ¹ Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 30113, 30603, 30143, EDEC 20013, 20023, 30073, and 30103. Students may not register for any other education courses until formally admitted to the College of Education.
- ² Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
- ³ A person who is enrolled or planning to enroll in a SBEC educator preparation program, or planning to take a certification exam may request a [preliminary criminal history](#) evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. ([TAC §227.1\(d\)](#))

Any exception to these admission standards must have approval by the program faculty and the College of Education dean and/or designee.

Pedagogy and content courses taken at this university per degree plans and prior to admission into an educator preparation program (EPP) satisfy some state certification requirements. ([TAC §228.35a6](#))

Professional Educator Standards and specific Content Area Standards are accessible from the TEA website under [Approved Educator Standards](#). Scroll down to the Certification Standards area and select the Pedagogy and Professional Responsibilities and/or the Content Area for the appropriate certification.

TCU is committed to providing a positive learning, living and working environment free from discrimination and harassment. As a result, TCU prohibits a range of behaviors, including unlawful discrimination, harassment, and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. See TCU's Policy on Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

If you feel you have been unlawfully discriminated against during the admissions process, you may report your concerns to TCU's Office of Institutional Equity. See TCU's Policy on

Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

Milestone III: Retention in the Teacher Education Program, Testing, & Completing Coursework Prior to Clinical Teaching

Students who have elected to pursue a degree or major in the College of Education understand that the faculty and staff are dedicated to producing highly qualified and passionate professional educators. In order to achieve that goal, all candidates must:

- Maintain acceptable academic performance is identified as earning a minimum 2.75 GPA overall and a grade of “C-” or better in content area and education courses
- Maintain high professional standards in academic achievement and professional behavior, attitudes, demeanor, judgment, dependability, and reliability throughout educator preparation experiences
- Complete coursework for degree program prior to beginning Clinical Teaching. Candidates will complete a Coursework Acknowledgement Form to document remaining courses prior to Clinical Teaching. (Meet with Academic Advisor to ensure appropriate coursework is completed.)
 - Coursework taken during the summer or an intersession must be successfully completed and noted on the transcript with the academic advisor prior to clinical teaching.
 - Candidates may only take one 3-credit hour core course online or evening during clinical teaching with approval from the academic advisor.
 - All education and content specific coursework will need to be completed prior to beginning the semester of clinical teaching.
 - A grade of “C-” in education and/or content specific coursework and a 2.75 overall GPA or better will need to be achieved to continue in the educator preparation program.
 - Candidates who do not achieve a “C-” or better and/or less than a 2.75 overall GPA will be required to meet with the program coordinator and academic advisor or other relevant staff/faculty member for an APPW meeting to determine how to proceed.
 - Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching
- Successfully complete the course, EDEC/EDUC 30001: Professional Practice Seminar, before proceeding to Clinical Teaching.
- Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching

Termination/Self-Selected Exit – Admitted Candidates

Candidates admitted to the College of Education educator preparation program must maintain all requirements, demonstrate successful academic progress as outlined in the TCU

Undergraduate Catalog and in accordance with TCU's Student Code of Conduct, and adhere to the Educator Code of Ethics and TCU policies and procedures.

Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU College of Education Educator Preparation Program database with TEA. ([TAC §228.20\(h\)](#))

Program Overview

This program provides the latest methods, strategies, and tools for teaching in secondary schools. You will learn ways to successfully teach and engage all learners as well as gain in-depth knowledge of your selected content area. Students who major in certain content areas outside the College of Education may obtain a major in Educational Studies. Completion of the educational studies major meets the requirements for teacher certification.

Texas Examination of Educator Standards (TExEs)

To be eligible to take the TExES certification exams for initial teacher certification, candidates must pass the practice representative exams with 80% accuracy, offered during the Professional Practice Seminar. Upon passing the appropriate practice exam, the COE Director of Accreditation, Certification, and Assessment will approve the candidate for one attempt on the state exam and provide candidates with details on creating a [TEAL account](#) and registering through [Pearson](#). It is a strong recommendation that candidates test at the earliest possibility upon approval.

Candidates who score below 80% on practice exams in EDEC/EDUC 30001: Professional Practice Seminar must present acceptable evidence of test preparation before the exam will be re-administered. A candidate who does not have a pass credit in the Professional Practice Seminar will be unable to have approval to take the TExES certification exams with the state. Successful completion of EDEC/EDUC 30001 is a pre-requisite for advancing to Clinical Teaching.

The College of Education is dedicated to ensuring each Candidate is successful on state exams. The faculty and staff will give every effort to provide any additional instruction and support, if needed to ensure success.

Students who fail to take the appropriate TExES exam(s) within three years of program completion must present documentation of an approved TExES review or additional coursework prior to receiving permission to test the state.

There is a five-attempt limit on taking a single certification exam with a 30 day wait time between testing dates, as described in the [Texas Education Code §21.048\(a-1\)](#). Additional attempts would require State Board of Educator Certification (SBEC) permission upon completion and payment for a [Test Limit Waiver](#).

Milestone IV: Application for Clinical Teaching

Candidates for Clinical Teaching must meet the following requirements for consideration:

- Completion of all content area and pedagogy coursework with a minimum of 2.75 GPA and no grade lower than a “C-”*.
- A minimum overall TCU GPA of 2.75
- Successful completion of EDEC/EDUC 30001: Professional Practice Seminar
- Professionalism in attitude, demeanor, ability, and preparation per [Educators’ Code of Ethics](#)
- Completion and documentation of all field-based coursework and hours

* Candidates must have successfully completed all course requirements on the degree plan prior to the clinical teaching semester. All transfer hours require approval and submission prior to the clinical teaching semester.

The Clinical Teaching Application Admission Committee, comprised of faculty and staff members familiar with the students’ academic and professional status, reviews applications for clinical teaching and determines approval:

- Applications are due September 1 for spring clinical teaching and February 1 for fall clinical teaching
- A mandatory orientation is prior to clinical teaching to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.
- Clinical Teachers follow the district calendar with respect to start dates, holidays, and breaks. Clinical Teachers do not follow the TCU academic calendar during their clinical teaching semester.

Milestone V: Clinical Teaching

Clinical teaching is an important element of the educator preparation process, providing pre-service teacher candidates the opportunity to make practical application of knowledge, learning principles and teaching techniques. Clinical teaching is a full day (minimum of 7 hours per day), full-time, school-based experience that involves supervision by both a cooperating teacher and TCU field supervisor. All TCU College of Education candidates are required to complete clinical teaching as part of their teacher certification program.

- Candidates will complete a minimum of 70 days (minimum of 14 weeks) of clinical teaching possibly in two assignments.

The Director of Field Experience and Community Partnerships is responsible for administering and organizing the clinical teaching process and placements.

Termination/Self-Selected Exit - Clinical Teaching

A candidate's removal from his/her field clinical teaching at any time can occur upon the request of the building administrator, district administration, and/or cooperating teacher(s). Depending on the circumstances, securing an alternative clinical teaching site may or may not occur. Removal from a field experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates may also choose to no longer continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228.20\(h\)](#))

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate for graduation consideration. Submit the [Graduation Application](#) electronically the semester before graduation.

- Maintain and complete Clinical Teaching with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Teaching
- Complete any outstanding certification exams through [Pearson](#)

Upon successful completion of certification exams, Clinical Teaching, and a conferred degree from TCU, candidates may apply for certification. To apply, follow these steps:

- Go to [TEAL account](#) and log in, select application, and standard certificate
- Request, pay, and complete [fingerprinting](#) (Certification fingerprinting for background checks requires a social security number)
- Complete the affidavit - select TCU-University Based and type of certificate requesting
- Complete the Educator Preparation Program Candidate Exit Survey
- Review all personal information and pay for certification

The Director of Accreditation, Certification, and Assessment recommends graduates for certification upon application completion, clearance, and review. A virtual certificate is accessible for viewing and printing at [Certification Look Up](#) on the TEA website. TCU graduates are highly encouraged to complete all required testing and initial certification upon completion of the TCU COE Educator Preparation Program and degree conferral. Changes to certification testing and/or requirements can occur which can result in further testing and/or coursework requirements. Refer to the [TEA website](#) for any updates or changes to testing and/or

certification requirements. Graduates that do not complete all testing and/or complete the certification process after five years will be required to show proof of competency to test through practice testing and/or additional coursework.

Milestones: All-Level Education

Milestone I: Academic Advising

*Students will seek advising in their college for specific degree

Milestone II: Admission to the College of Education

TCU students seeking a teaching certificate must formally apply for admission to the Teacher Education Program in the College of Education. To be eligible for admission, students must meet the [minimum requirements](#) at the time they apply. However, meeting only the minimum criteria does not ensure admission to the Teacher Education Program. The [Applications & Forms](#) page will allow students to access the application and required forms to the College of Education. Students applying for admission to the Teacher Education Program should do so by March 1 for fall admission and October 1 for spring admission. Late applications will be considered as space is available.. Minimum requirements for admission include:

- Completion of a minimum of 54 semester hours of coursework
- Overall GPA of 2.75 on a minimum of 12 semester hours of coursework at TCU
- Completion of a course in speech and EDUC 20003 or equivalent¹ with a grade of C- or better, and a met Educator Disposition. (p.39)
- Completion of 12 hours of content area coursework
- A grade of C- or better in all content areas and education courses taken prior to admission
- Demonstrate [English Language Proficiency](#).
- Complete record of current and cleared (within one year) [Group One](#) criminal record check^{2&3} (student is responsible for required fee)
- Completed [FERPA](#) agreement, included with application materials
- Signed [Code of Ethics](#) Statement and [Certificate of Ethics Training](#), included with application materials
- Reviewed application by the College of Education Admission Committee (Documentation review may include: student files, academic advisor notes, Academic Performance and Professionalism Warning ([APPW](#)) proceedings and/or faculty input)

Candidates will receive a formal letter concerning admissions status from the TCU COE Director of Accreditation, Certification and Assessment. A formal response is required from the candidate to acknowledge entry into the College of Education.

The TCU COE Director of Accreditation, Certification and Assessment will send a formal letter to students sharing the lacking requirements or containing information about further steps and/or remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

Certification candidates enrolled in the program will pay a TEA technology fee of \$35 upon admission to the College of Education. The fee appears on students' TCU student account. ([19. TAC 229.9\(7\) \(C\)](#))

- ¹ Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 30113, 30603, 30143, EDEC 20013, 20023, 30073, and 30103. Students may not register for any other education courses until formally admitted to the College of Education.
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Any exception to these admission standards must have approval by the program faculty and the College of Education dean and/or designee.

Pedagogy and content courses taken at this university per degree plans and prior to admission into an educator preparation program (EPP) satisfy some state certification requirements. ([TAC §228.35a6](#))

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 - A grade of “C-” in education and/or content specific coursework and a 2.75 overall GPA or better will need to be achieved to continue in the educator preparation program.
 - Candidates who do not achieve a “C-” or better and/or less than a 2.75 overall GPA will be required to meet with the program coordinator and academic advisor or other relevant staff/faculty member for an APPW meeting to determine how to proceed.
 - Complete all TEA and course required field-based experience hours prior to beginning Clinical Teaching
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Termination/Self-Selected Exit – Admitted Candidates

Candidates admitted to the College of Education educator preparation program must maintain all requirements, demonstrate successful academic progress as outlined in the TCU Undergraduate Catalog and in accordance with TCU’s Student Code of Conduct, and adhere to the Educator Code of Ethics and TCU policies and procedures.

Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU College of Education Educator Preparation Program database with TEA. ([TAC §228.20\(h\)](#))

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To be eligible to take the TExES certification exams for initial teacher certification, candidates must pass the practice representative exams with 80% accuracy, offered during the Professional Practice Seminar. Upon passing the appropriate practice exam, the COE Director of Accreditation, Certification, and Assessment will approve the candidate for one attempt on the state exam and provide candidates with details on creating a [TEAL account](#) and registering through [Pearson](#). It is a strong recommendation that candidates test at the earliest possibility upon approval.

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Milestone IV: Application for Clinical Teaching

Candidates for Clinical Teaching must meet the following requirements for consideration:

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- A minimum overall TCU GPA of 2.75
- Successful completion of EDEC/EDUC 30001: Professional Practice Seminar
- Professionalism in attitude, demeanor, ability, and preparation per [Educators’ Code of Ethics](#)
- Completion and documentation of all field-based coursework and hours

* Candidates must have successfully completed all course requirements on the degree plan prior to the clinical teaching semester. All transfer hours require approval and submission prior to the clinical teaching semester.

The Clinical Teaching Application Admission Committee, comprised of faculty and staff members familiar with the students’ academic and professional status, reviews applications for clinical teaching and determines approval:

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- A mandatory orientation is prior to clinical teaching to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.
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Milestone V: Clinical Teaching

Clinical teaching is an important element of the educator preparation process, providing pre-service teacher candidates the opportunity to make practical application of knowledge, learning principles and teaching techniques. Clinical teaching is a full day (minimum of 7 hours per day), full-time, school-based experience that involves supervision by both a cooperating teacher and TCU field supervisor. All TCU College of Education candidates are required to complete clinical teaching as part of their teacher certification program.

- Candidates will complete a minimum of 70 days (minimum of 14 weeks) of clinical teaching possibly in two assignments.

The Director of Field Experience and Community Partnerships is responsible for administering and organizing the clinical teaching process and placements.

Termination/Self-Selected Exit - Clinical Teaching

A candidate’s removal from his/her field clinical teaching at any time can occur upon the request of the building administrator, district administration, and/or cooperating teacher(s). Depending on the circumstances, securing an alternative clinical teaching site may or may not occur. Removal from a field experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates may also choose to no longer

continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or who self-select exit from the TCU COE Educator Preparation Program are not successful program completers and will not be able to seek recommendation for educator certification through Texas Christian University. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE Educator Preparation Program to the candidate. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228.20\(h\)](#))

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate for graduation consideration. Submit the [Graduation Application](#) electronically the semester before graduation.

- Maintain and complete Clinical Teaching with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Teaching
- Complete any outstanding certification exams through [Pearson](#)

Upon successful completion of certification exams, Clinical Teaching, and a conferred degree from TCU, candidates may apply for certification. To apply, follow these steps:

- Go to [TEAL account](#) and log in, select application, and standard certificate
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- Complete the affidavit - select TCU-University Based and type of certificate requesting
- Complete the Educator Preparation Program Candidate Exit Survey
- Review all personal information and pay for certification

The Director of Accreditation, Certification, and Assessment recommends graduates for certification upon application completion, clearance, and review. A virtual certificate is accessible for viewing and printing at [Certification Look Up](#) on the TEA website. TCU graduates are highly encouraged to complete all required testing and initial certification upon completion of the TCU COE Educator Preparation Program and degree conferral. Changes to certification testing and/or requirements can occur which can result in further testing and/or coursework requirements. Refer to the [TEA website](#) for any updates or changes to testing and/or certification requirements. Graduates that do not complete all testing and/or complete the certification process after five years will be required to show proof of competency to test through practice testing and/or additional coursework.

Academic Performance and Professionalism Warning (APPW)

Students must maintain acceptable academic performance (a minimum 2.75 GPA overall and a grade of C- or better in content area and education courses) and high professional standards, in order to advance and be retained in the program. Students must also adhere to the Texas Educator Code of Ethics at all times.

The faculty and staff within the College of Education are committed to identifying and intervening to assist students who demonstrate difficulties maintaining expected norms in their academic progress and/or professionalism.

A faculty member who has a concern about a student/candidate academic performance and/or professionalism may initiate the Academic Performance and Professionalism Warning ([APPW](#)) process.

The process operates as follows:

- The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem(s).
- A conference between the student/candidate and two faculty members is required to complete the APPW form. During the conference, the parties discuss the student/candidate comprehension of the concerns and the course of action required to remediate the problem(s). The student/candidate and faculty sign the APPW contract documenting the meeting. If the student/candidate fails to respond or attend a conference, faculty will complete the form and notify the student/candidate via email.
- The Department Chair of Teaching and Learning Sciences, the student/candidate, and the Dean of Students Office will receive a copy of the completed document.
- Consideration for dismissal from the College of Education may occur for any student/candidate receiving three or more notices. Except in an unusually severe or critical situation, no one notice will result in dismissal from the college or program. Once a decision in regards to denial of admission or removal from the TCU COE Educator Preparation Program is made, the student/candidate will receive a formal exit/removal letter from the Director of Accreditation, Certification, and Assessment. A formal response is required from the candidate to acknowledge receipt. The candidate will be removed from the TCU College of Education Educator Preparation program database with TEA. ([TAC §228](#))
- The College of Education retains all documentation.

Professional Educator Dispositions

According to [TAC §227.10 \(8\)](#), an applicant to an educator preparation program (EPP) must submit an application and participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. This includes an EPP applicant's professional dispositions.

Dispositions are a vital component of teacher preparation. Professional dispositions include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2008). Prospective educators at Texas Christian University are expected to develop and practice these positive attitudes, values, and beliefs throughout their preparation as professional educators.

As part of the EPP application process, each candidate will submit a signed commitment contract acknowledging awareness and understanding of the dispositions. As part of admission consideration for the College of Education, students will be assessed on the following professional domains: Personal Responsibility, Intellectual Engagement, Stewardship/Ethics, and Supportive Interactions.

Professional Dispositions for Teaching

Personal Responsibility

- Education professionals must take personal responsibility for their actions. Personal responsibility includes regular and punctual attendance to all class meetings and required activities, completing work on time, and demonstrating academic integrity in all situations.

Intellectual Engagement

- Education professionals demonstrate intellectual engagement with course material. Intellectual engagement includes preparing for class by studying the required material, responding to weekly questions thoroughly and completely, and actively making connections between concepts, experiences, and content.

Stewardship/Ethics

- Education professionals are good stewards of the integrity of our profession and the reputation of the TCU College of Education. Stewardship includes presenting oneself professionally to community members, parents, and other educators, and is

demonstrated through personal attire, punctuality, engagement, and productivity during school observations.

Supportive Interactions

- Education professionals value and demonstrate supportive interactions with others. Supportive interactions include contributing to the positive climate of the learning environment by listening to others, considering what they say with an open mind, demonstrating a value in commitment to diversity and social justice, and voluntarily adding insight into class discussions with thoughtful, reflective commentary.

Procedures for Assessing Dispositions

Professional Dispositions are initially evaluated while EPP applicants are enrolled in EDUC 20003, Critical Investigation of Teaching and Learning in Today's Schools or course equivalency for student's program area. Procedures for assessing are explained below. Applicants are scored on a 3-point rubric (e.g., exemplary, satisfactory, and unsatisfactory) according to each of the four professional dispositional criteria.

- All applicants will be assessed on each of the four professional dispositions on a 3-point rubric. Scores on the rubric will be derived from participation, completion, and demonstration of key behaviors/skills embedded in course activities while the applicant is enrolled in EDUC 20003 or course equivalency for student's program area. Those key behaviors/skills have been described above (Personal Responsibility, Intellectual Engagement, Stewardship/Ethics, and Supportive Interactions).
- Applicants must meet the level of Satisfactory on three of the four professional dispositions in order to pass the professional dispositions assessment.
- Applicants will be given an update on their progress toward completion of the professional dispositions assessment at the mid-point of the semester.
- Applicants who do not score at the level of Satisfactory on at least three of the dispositional criteria will be notified at the end of the semester about their unsatisfactory assessment. Either at the end of the semester or the beginning of the following semester, the applicant will participate in a meeting with at least two College of Education or relevant college faculty to collectively develop an action plan that addresses the applicant's deficiencies.
- The applicant will then be re-evaluated on the same four professional dispositions using the same 3-point scale. Applicants who pass the professional dispositions assessment will be recommended for admission to the EPP (assuming all other admission criteria have been met).
- Monitoring of applicants will continue on an ongoing basis by TCU faculty and staff members. An educator candidate's professional dispositions may be assessed in TCU College of Education courses related to educator preparation coursework, during any clinical field experience, and in other instructional settings associated with educator preparation. When any dispositional concerns arise, the faculty or staff member completes an Academic Performance and Professionalism Warning (APPW). On the

APPW, the faculty or staff will describe the applicant's unprofessional or concerning behaviors, and then collectively decide on an action plan to address the concerns by a specified date. Depending on the nature of the dispositional concern, a range of options, including removal from the educator preparation program (EPP), may be considered. The instructor, staff member, or field supervisor identifying a deficiency or behavior inconsistent with established dispositions for teaching will follow these procedures.

References: National Council for the Accreditations of Teachers. (2008). Professional Standards for Accreditation of Schools, Colleges, and Departments of Education. Washington, D.C.: NCATE. Retrieved from <http://www.ncate.org/~media/Files/caep/accreditation-resources/ncate-standards-2008.pdf>

Dress Code for all Field-Based Experiences and Clinical Teaching

TCU's College of Education clinical teachers have a positive presence and reputation in and with cooperating school districts. The following professional dress code was created by TCU College of Education faculty, cooperating teachers, and school district principals. Please review carefully.

- All College of Education students and clinical teachers will wear a TCU engraved name badge or the assigned school's ID badge at all times.
- Dress consistently with the school dress code. Please refer to your cooperating teacher, school administration, employee handbook, or student code of conduct.
- Follow the school policies with regard to piercings and tattoos.
- Shirts or blouses (not t-shirts) should have sleeves. If you wear a top that is sleeveless or has spaghetti straps, you will need to also wear a jacket or sweater at all times during the school day.
- Pants, slacks, or dress pants should be mid-calf in length or longer. Students must not wear low- slung pants/hip-huggers. Your pants must be high enough to cover your lower back and undergarments when bending over.
- Skirts or dresses should be knee-length or longer, with slits no more than 4" above the knee.
- Wear professional, sensible shoes appropriate to the setting. Avoid flip-flops and sneakers. (Physical education teachers may wear athletic shoes.)
- Avoid clothing that is suggestive, excessively tight, or revealing. Completely covered undergarments at all times. In the classroom setting, loose clothing is "in." No bare midriffs, sleeveless, or low-cut tops. You must be able to sit and bend over without running the risk of exposing yourself or undergarments.
- Do not wear t-shirts, jeans, shorts, sneakers, or hats unless allowed by school administration for special occasions.
- From time to time, a school will have special days, field trips or events. Please refer to your cooperating teacher for suggestions concerning appropriate attire on those days.

Safety Guidelines: Suggestions for your safety off-campus

Walking to and from your car:

- Have entry/ignition keys in hand before starting for your car so you are not trying to find them while you walk to the car or standing at the car door.
- Stay alert when crossing the parking lot and watch for suspicious persons.
- Keep your cell phone accessible.
- Even if your car was locked when you left it, check the interior prior to entry for uninvited guests.
- If a stranger approaches you, continue walking to your car, politely decline requests for money or information. Do not stop walking to your car.
- If asked for help, offer to call the police or suggest they return to the business. DO NOT offer assistance yourself or allow a stranger to use your cell phone.
- If a situation seems suspicious, look for someone to help you or dial 9-1-1.

While driving:

- Follow established roadways. Use familiar streets, not back roads or “shortcuts.”
- Make sure all doors are locked while driving.
- Put purses, backpacks and/or other valuables out of sight, if possible, cover item(s) with a towel, blanket or jacket.
- Stay alert at stop signs and traffic lights.
- Do not leave your car’s engine running while you are out or away from the car.
- If your car breaks down or you have a flat tire, call for assistance from within your (locked) car and remain inside until help arrives.
- Do not travel to remote areas by yourself.
- Be sure you have plenty of gasoline before you start your trip.
- Plan your route. Use a reliable program (internet or application) for directions prior to leaving.

If you should become involved in an accident:

- At night, drive (if possible) to a lighted area.
- If the occupant(s) of the other car make you feel uncomfortable, call the police from within your (locked) car and remain inside until the police arrive.
- Take a picture with your cell phone or jot down the description and license number of the other car while you wait for the police.

Media and Social Networking Professionalism for all Field-Based Experiences and Clinical Teaching

- Refer to TCU and the assigned school or district policies about appropriate technology use.
- Appropriate use of cell phones in compliance with local school policy at all times.
- Do not take pictures of students without permission. Refer to the assigned partner school or district policy and to your field supervisor.
- Social networking with anyone during school hours is unacceptable. Further, COE students and candidates should not “friend” students or parents, or communicate with them on a personal basis at any time while pursuing an educator credential through TCU. Posting pictures or remarks regarding students, parents or faculty on social networking sites is a violation of the [Educator’s Code of Ethics](#).
- Personal Facebook, Twitter, Instagram, Snapchat (all social networking sites) accounts need to be reviewed for appropriate content and secured.
- Emailing of students and/or parents must comply with district or school policy and only with prior approval from a district or school employee.
- Professional communication and demeanor are expectations of all TCU COE students and candidates.
- All users must abide by rules of Network etiquette – Netiquette, including the following:
- Be polite. Use appropriate language and graphics. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
 - Avoid language and/or graphic representations, which may be offensive to other users. Do not use network or Internet access to make, distribute, or redistribute jokes, stories, or other material, which has slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
 - Do not assume that a sender of e-mail is giving his or her permission to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only occur with permission.
- Violations of the Texas Educator Code of Ethics are taken seriously, are determined by COE stakeholders (cooperating teachers, partnering district administrators, COE field supervisors, Director of Field Experience and Community Partnerships, COE faculty, and/or COE administration), and may be grounds for dismissal from the program and/or not being recommended by the COE to TEA for an educator certificate.

Due to the rapidly evolving nature of technology, this list is not exhaustive, nor does it detail every conceivable inappropriate use of the electronic communication system. When the conformance of a particular activity to policy or regulation is unclear, this list should be a guide to gauge whether it is acceptable or not.

General Information Applicable to Field-Based Experiences and Clinical Teaching

Students/Candidates responsibilities include but are not limited to the following:

- **Coursework:** Complete all stated class requirements with a grade of C or better in all education and content area coursework, including the documentation of completing the required number of field experience hours during and prior to clinical teaching.
- **Professional Behavior:** Develop a positive professional reputation within the College of Education, among peers, and with Partner/Cooperating teachers through the field-based experiences. Follow the Texas Educators' Code of Ethical Behavior.
- **Absences/Late Arrivals/Leaving Early:** Students/Candidates are responsible for notifying their Partner/Cooperating Teacher(s) and their TCU professor(s) or supervisors prior to any absence (if possible). Absences may be made-up at the discretion of the Partner/Cooperating Teacher and the TCU faculty member or supervisor. Avoid late arrivals and leaving early, as they are a disruption to the learning environment. A pattern of absences, late arrivals, and leaving early may negatively affect the candidate's grades and professional reputation.
- **Transportation and Meals:** Students/Candidates are responsible for their own transportation to, from their field experiences, and for all meals while participating in field experiences.
- **TB Tests and Health Care Expenses:** Most schools and school districts require verification of a current negative TB test result for people working or observing in their schools. The TCU Health Center may provide TB testing. Please check with the TCU Health Center for more information. Other health care issues are the sole responsibility of the candidate while participating in field experiences. More specifically, students/candidates are responsible for any expenses related to personal injuries that may occur during field-based experiences.
- **Covid-19 Procedures**
 - TCU [Connected Campus](#)
 - [Informed Consent & Assumption of Risk Form](#)
 - [Student Release, Internships & Activities Form](#)
 - [Center for Disease Control \(CDC\)](#)
 - Refer to your assigned school or district for Covid-19 Protocol
- **Criminal Records Check:** The TCU College of Education and most schools and school districts will require students to maintain a current, clear criminal record. Students/Candidates are responsible for completing forms and fees for a criminal record check in a timely manner. A student/candidate may be required to complete fingerprinting, provide immunization records, and submit documentation of membership to a professional organization (liability insurance) and/or additional documentation to be approved as a student observer or clinical teacher. Schools and school districts may have differing requirements, please refer to the requirements for each assigned placement.

Field-Based Experiences Prior to Clinical Teaching

The TCU College of Education educator preparation program is committed to providing students with relevant and research-based pedagogy coupled with intensive and ongoing field-based experiences in a variety of educational settings with diverse student populations.

Students will complete field-based experiences through multiple courses throughout their determined degree program. The experiences must occur on TEA or TEPSAC accredited campuses with certified educators for a minimum of 30 hours after formal admission to the EPP and prior to clinical teaching. Student participation in classrooms may vary each semester, but must include observation and engagement in classroom activities. Students may also be a part of the lesson planning process and implementation. Field-based experiences utilize the appropriate forms (See Appendix).

- **Observing.** Observation hours typically involve watching and paying close attention to the children, classroom environment, instructional techniques, classroom routines, and interpersonal relationships. Depending on what the professor expects from this experience, candidates may find it helpful to take detailed notes about the observations and ask questions of the partner teacher regarding reasons for interactions and instructional methods. “Why” and “How” questions help establish a knowledge base for choosing one’s own methods for both instruction and management. Making a seating chart and quickly learning the names of students helps build relationships and shows an active interest in learning everything possible from the field-based experience observations. The candidate should use these experiences as opportunities for interaction and reflection of classroom/campus practices and educational activities.
- **Interaction.** Field-based experiences may begin with a few hours of observation time but shortly thereafter, the candidate should expect more involvement with the students. This may be limited interaction at first, such as monitoring students working at their desks, giving one-on-one assistance, opening/closing activities, attendance, grading, passing out papers or materials, or reading aloud to students. If ready and the partner teacher agrees, teaching a few short, prepared lessons to a small or large group of pre-K-12 students may occur.
- **Teaching.** After an appropriate amount of observation and interaction in a classroom, greater portions of classroom responsibilities may occur. Teaching lessons enables more responsibility for planning and teaching lessons under the guidance of a partner teacher and the university supervisor or professor. Formal lesson plans require approval and written in collaboration with the partner teacher(s). Feedback about the lesson plan will increase the likelihood of the student’s success in teaching the lesson and K- 12 student learning the content.

Field-Based Experiences - Roles and Responsibilities

Role of Team Member: TCU Student

You are a guest in the assigned school, and the expectation is to support school policies and personnel. The following of all school rules and regulations are a requirement. This is the time to observe, interact and reflect on all aspects of the classroom and school community. In general, expect to join the life of the school.

- Maintain professionalism at all times, including dress, attitude, communication, and confidentiality.
- Apply professional ethics to relations with students, staff, special teachers, building and grounds maintenance staff, office staff, and other school community members.
- Assume responsibility for the quality of the placement experience by being a thoughtful observer, reflective future educator, and by displaying self-reliance, desire, enthusiasm, and initiative. Seek out new involvement possibilities and ask for new assignments or responsibilities.
- Be punctual and prepared each day. Notify your partner teacher and the TCU Field Supervisor as soon as possible if you are sick or in case of an emergency.
- Communicate with the TCU Field Supervisor about problems, progress, and visitation/observation times. If you have ANY concerns or problems, discuss them with your partner teacher first. If you cannot resolve the issue in this manner, call, text or e-mail your TCU Field Supervisor immediately!
- Upon approval, develop detailed written lesson plans; review and discuss the lesson plans with the partner teacher in advance of delivery of the lesson.
- Observe the instructional strategies of the partner teacher and the classroom management techniques employed.
- Learn the names of the students in the assigned class (es), as well as the relevant staff members of the school.
- Be reflective on all aspects of the classroom and school environment throughout field experience observations; submit reflective paper upon completion.
- Submit appropriate documentation of field experience observations: location, days/times, signature (see appendix for form). Maintain copies for own files.

Role of Team Member: Partner Teacher

Partner teachers are TEA certified educators that collaborates with students and field supervisors during early field-based experiences and for some are the first opportunity to observe teachers from a different perspective. The partner teacher will “sign off” on documentation form of field experience observations. This responsibility is a highly significant one and we appreciate the commitment to this school community and university partnership.

Qualifications: TEA requires that partner teachers hold a valid educator certificate. ([TAC §228.35](#))

Role of Team Member: TCU, College of Education Instructor (Early Field-Based Experiences)
Course instructors are responsible for establishing and maintaining partnerships with field-based sites, orientation of students, overseeing of the placement assignments and conducting supervision.

Qualifications: Master's degree or Doctorate degree

Clinical Teaching

The College of Education at TCU works closely with partnership districts and campuses that meet the requirements and accreditation by TEA / TEPSAC to provide the highest quality-learning environment for our future educators. The placement process begins with the application online. Upon submission, the application goes through review and discussion with the program directors as well as the Associate Deans of Undergraduate and Graduate programs. The Director of Field Experience and Community Partnerships holds application meetings with candidates to discuss application information and placement considerations. Guarantee of placements does not occur until the district or school approves the placement and clearance of all criminal records are received. TCU College of Education may request placements, but the school district and administrators ultimately confirm placements.

[TEA TAC §228.35](#). Preparation Program Coursework and/or Training (F1(A)(i); 1(B)(ii), 6 and 9(A) clinical teachers will need to be placed in schools that are TEA/TEPSAC approved as well as schools that are part of the TCU College of Education partnership.

- Public Schools
- Charter Schools
- *Independent, Private or Parochial schools (non-public schools) that have approval by the Texas Private School Accreditation Commission ([TEPSAC](#))

Coursework and Clinical Teaching Outline

UNDERGRADUATE CLINICAL TEACHING	ADVANCED CLINICAL TEACHING *Graduate bridge course
One Semester	One Semester
Pass/Fail	Graded (A, B or C)
EDEC 42236 (Early Childhood-Grade 6) EDMS 40986 (Middle School, Grades 4-8) EDSE 40986 (Secondary, Grades 7-12) EDUC 40966 (All Level)	EDEC 42236 (Early Childhood-Grade 6) EDUC 55980 (Middle School, Grades 4-8 / Secondary, Grades 7-12)
*Minimum of 70 TEA days (1 day = 7 hours)	*Minimum of 70 TEA days (1 day = 7 hours)
1-2 School Placement(s) and/or Grade Level(s)	1-2 School Placement(s) and/or Grade Level(s)
Graduation in December or May	Graduation in December or May
Weekly Reports (Minimum of 14)	Weekly Reports (Minimum of 14)
Formal Observations (Minimum of 4)	Formal Observations (Minimum of 4)
Mid & End Evaluations (Minimum of 2)	Mid & End Evaluations (Minimum of 2)
1 TCU Field Supervisor	1 TCU Field Supervisor
	TCU-COE Research & Pedagogy Festival

Clinical Teaching – Roles and Responsibilities

Role of Team Member: Clinical Teacher (Student Teacher)

Clinical teaching is a full-time job. This includes responsibility for the entire class plus any out-of-class responsibilities. Daily attendance and preparation should reflect the seriousness of this responsibility. Clinical Teachers are guests in the assigned school, and thus and support and follow all of the school policies and personnel is an expectation. In general, expect to join the life of the school.

The clinical teacher will:

- Dress, talk, and act as a professional.
- Exemplify professionalism in dealing with confidential information.
- Apply professional ethics to relations with students, staff, special teachers, building and grounds maintenance staff, office staff, and other school community members.
- Assume responsibility for the quality of the placement experience, seek out new involvement possibilities, ask for new assignments or responsibilities as soon as possible, and display self-reliance, desire, enthusiasm and initiative.
- Take part in out-of-class activities such as PTA/PTO, faculty and professional meetings, book fairs, etc.
- Will not serve as a substitute teacher.
- Be on time and prepared each day, arriving when your cooperating teacher arrives or earlier and staying until your cooperating teacher leaves.
- Notify the cooperating teacher and the TCU Field Supervisor as soon as possible if you are sick or in case of an emergency. Absences MUST be made up during the semester and documentation is required (doctor's note, etc.). Make-up days are a discussion with the Cooperating Teacher and TCU Field Supervisor in order to meet the required Educator Preparation Program and TEA Clinical Teaching days.
- Communicate with the TCU Field Supervisor about problems, progress and visitation/observation times. If you have ANY concerns or problems, discuss them with your Cooperating Teacher first. If you cannot resolve the issue in this manner, call, text or e-mail your TCU Field Supervisor immediately!
- Develop detailed written lesson plans in advance of delivery of lessons.
- Review and discuss the lesson plans with the cooperating teacher before the lesson begins.
- Observe the instructional strategies of the cooperating teacher and the classroom management techniques employed.
- Learn the names of the students in the assigned class or classes, as well as the relevant staff members of the school.
- Ask to test new ideas within the structure the cooperating teacher has established, making them available to the cooperating teacher several days in advance of a given lesson.

- Be continually involved in the self-evaluation process. This includes examining the goals and outcomes of each instructional activity, soliciting feedback with suggestions for improvement, and seeking immediate answers to problems.
- Develop artifacts for self-evaluation of your work, both formative and summative, via TCU Box.

[TCU Box](#) is a cloud-based storage and collaboration service for current employees and students. Using Box, files can be securely stored and accessed easily from any device and is similar to Dropbox. Share large files securely with anyone – even if they are not TCU employees or students. View and comment on any kind of document, and connect with coworkers – no matter what device they use. TCU Information Technology for students: 817.257.5855. Your documentation is possibly shareable with TCU-COE faculty, field supervisors, cooperating teachers, administrators and future employers.

BE PATIENT WITH YOURSELF. Clinical teaching is a difficult job. Organize your time; get enough rest; eat well; and avoid undue stress while student teaching. You will perform best if you are fresh and mentally alert. Most importantly, enjoy your experience!

TCU Dean of Students

- Hours: 8:00am-5:00pm Monday-Friday
- Location: The Harrison, First Floor, Suite 1600
- Phone: 817.257.7926
- Email: deanofstudents@tcu.edu

The TCU Counseling and Mental Health Center has a 24/7 counseling line that offers telephone counseling to all TCU students anytime, day or night, and even during semester breaks. If you feel the need to talk with a counselor, please call 817.257.7233 (SAFE).

In case of after-hour emergencies, please contact the [TCU Police](#) at 817.257.7777

Role of Team Member: Cooperating Teacher

Cooperating teachers hold a key position among teacher educators. Studies reveal that teachers describe their student teaching experience as having had a profound influence in determining the kind of teacher they will become. Cooperating teachers are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow in their work and service. This responsibility is a highly significant one and we appreciate the commitment to this school community and university partnership.

Qualifications: TEA requires that cooperating teachers have at least 3 years of classroom experience, a valid SBEC certification, and evidence of contribution to student success. ([TAC §228.35](#))

The role of the cooperating teacher is to TEACH the candidate what they know about the teaching profession, COACH the candidate so that the clinical (student) teacher's skills can develop in a supportive environment, and provide opportunities for the teacher candidate to REFLECT on the many aspects of the teaching and learning process. By encouraging the teacher candidate to analyze his/her own progress and identify problems with possible solutions, the transfer into the role of decision-maker in his/ her own classroom will be more easily made. Providing a climate for open and honest discussion of questions and concerns will help to create an environment of growth and support system the teacher candidate needs in order to be successful.

Within the first two weeks of the placement, a three-way conference is set to meet with your clinical teacher and the TCU field supervisor. Please review the following guidelines in anticipation of the conference so that you can ask for any clarifications.

- Ensure adequate continuity, class contact and supervision of the clinical teacher program. The clinical teacher should be a part of a teaching team and not a consideration as a replacement for the regular classroom teacher.
- Define the clinical (student) teacher's role in terms of his/her duties and responsibilities. To accomplish this, you should:
 - Conference with the clinical (student) teacher early in the experience to clarify his/her developing role in your classroom.
 - Provide many opportunities for the clinical teacher to observe methods that are appropriate to the teaching profession.
 - Assist the clinical teacher in developing a professional attitude in all of his/her contacts with school and community.
 - Acquaint the student teacher with the campus and district policies and regulations.
 - Clarify the clinical teacher's responsibilities with respect to preparing lesson plans, securing and organizing appropriate materials, and other necessary activities; and
 - Advising the clinical teacher well in advance of the time when any lesson or unit is expected to be taught.
- Ensure the clinical teacher's induction in actual teaching is at a rate that seems appropriate for a student teacher. A helpful model is a 3-phase process:
 - The cooperating teacher directly models planning and lesson teaching,
 - The clinical teacher teaches a comparable lesson using the cooperating teacher's lesson plans, and
 - The clinical teacher plans and teaches a lesson, then a series of lessons.
- Make sure the clinical teacher has planned adequately before permitting to teach. Choose a time to meet daily with your clinical teacher to preview planned lessons and provide feedback and constructive criticisms.
- Keep the clinical teacher informed of progress, making constructive suggestions and criticisms, as necessary. Continue to coach and evaluate the clinical teacher on a regular

basis, even after the student teacher has taken over the teaching responsibilities completely.

- Assist the clinical teacher in reflecting on and analyze his/her teaching practice.
- Review the clinical teacher's daily activities, problems, and successes with the TCU COE field supervisor, who is available to provide assistance in your role of cooperating teacher, and partner with you in clinical supervision. He/she will make an initial visit; conduct four formal observations for clinical teachers assigned a full semester. Other informal visits may be un-announced and should occur bi-weekly, ensuring many opportunities to discuss concerns, but you should feel welcome to contact the supervisor at any time. Do not hesitate to ask for assistance or suggestions. Openly communicate with the TCU field supervisor to ensuring the immediate addressing of any problems or concerns.
- Participate in reviewing the weekly reflection report to describe each week's progress and participation. TEA requires a daily log of your clinical teachers' activities, and incorporate in the weekly report. The clinical teacher will help complete this form, and it will share with the TCU field supervisor weekly.
- If weekly progress becomes a concern, and/or if you have a concern with a clinical teacher's potential for success, you may initiate a supportive intervention using the TCU College of Education form, Academic Performance and Professionalism Warning (APPW). The concern may be academic or relate to the clinical teacher's professional attitude, demeanor, abilities, or preparation. The process operates as follows:
 - The cooperating teacher fills out the [APPW](#) form (Available on the coe.tcu.edu website or from the Director of Field Experience and Community Partnerships) describing the situation or concern(s) in as much detail as possible, indicating any steps taken with the student to resolve the problem, and detailing recommendations for resolution.
 - A conference between the clinical teacher and the cooperating teacher is required at the time the form is completed. The TCU field supervisor attends this conference, to assist in discussing their understanding of the circumstances, generating a list of potential solutions, and encouraging the clinical teacher to select a strategy or solution he/she thinks will work. The APPW becomes a "Growth contract" specifying the desired action(s). This contract does not become part of the clinical teacher's permanent record.
 - Submission of the completed form occurs to the Director of Field Experience and Community Partnerships and the Associate Dean for Undergraduate Studies.
 - The period specified on the form becomes a probationary period allowing you to monitor the clinical teacher's performance according to the contract. A student failing to follow through on the contract may be withdrawn from the placement, or (in severe cases) considered for termination from clinical (student) teaching or dismissal from the program. Dismissal from the educator preparation program will result in non-recommendation for educator certification with Texas Christian University.
- If you have a concern with a TCU field supervisor, contact the Director of Field Experience and Community Partnerships directly via phone 817-257-7662 or email.

- At the midpoint (Approximately the 7th week) and at the end of the clinical teacher's assignment, please complete the Benchmark Evaluation Form to be shared with both the field supervisor and the clinical teacher.
- At the end of the placement, please write a letter of reference for your clinical teacher that will go in his/her permanent file and for job applications.

TCU Cooperating Teacher Professional Development

TEA and TCU-COE require professional development (Cooperating teacher training) each semester that you host a clinical teacher. The program design allows that you may participate sufficiently to meet the minimum requirement to acknowledge your commitment to sponsoring a clinical teacher and the understanding of the TCU-COE educator preparation program. We hope that you will learn about best practices for effective mentoring, with opportunities to give feedback regarding TCU's program, and you will receive professional development credit for further participating by completing additional modules.

Welcome for Cooperating Teachers (Required)

Cooperating teachers will need to complete the Cooperating Teacher Application (see appendix) within the first 15 days of the TCU COE candidate's placement.

Role of Team Member: Building Principal/Administrator

The principal is the building's chief executive and instructional leader and is ultimately responsible for the welfare of students, teachers and other personnel. Except for the superintendent, the principal is the final authority on all matters that affect the school campus.

The school principal plays a very important role in facilitating and coordinating clinical (student) teachers. He/she provides a positive environment for student teachers within the building, orients faculty to their role in the policies and regulations of the cooperative schools, assists the clinical (student) teachers in becoming acquainted with the faculty community, stays informed about the progress of student teachers, and may observe student teachers and provide feedback. In order for the partnership to be successful, the principal will:

- Establish guidelines of the expectations of being a part of the school community.
- Be informed of the TCU clinical teacher's progress. They will receive copies of the clinical teacher's observation evaluations (4 minimum per semester), benchmark(s) and summary sheet from the TCU field supervisor. He/she must acknowledge receipt of these copies either by email reply or by signing the confirmation form at the end of the clinical teaching assignment;
- Encourage cooperating teachers to expand their knowledge of coaching and mentoring via professional development opportunities within the school, district, local educational service center and/or participating in the TCU, College of Education, Cooperating Teacher Professional Development;

- Try to include the TCU clinical teacher(s) in campus activities (Faculty meetings, PTA/PTO events, extracurricular activities and/or professional development);
- Introduce clinical teachers to parents and volunteers as opportunities arise;
- Will have opportunities for informal and/or formal observation of the TCU clinical teacher(s) to provide feedback during the semester.
- Provide encouragement and constructive feedback to support the TCU clinical teacher(s).
- Maintain open communication with all of the partners throughout the semester (Cooperating teacher(s), TCU clinical teacher(s) and TCU field supervisor).

If the principal or campus administrator has any concerns or suggestions for the clinical teaching program, he/she may contact the assigned TCU field supervisor or Director of Field Experience and Community Partnerships directly via telephone 817.257.7662 or e-mail.

Role of Team Member: TCU COE Field Supervisor

Supervising clinical (student) teachers is a complex task. In addition to visiting, observing, and conferencing with your candidates, you serve as a key liaison between the university, cooperating teachers and the assigned schools, which requires a mixture of administrative skills and “people” skills. The TCU College of Education not only asks that the TCU COE field supervisor is a skilled communicator, seminar teacher, mentor, and facilitator, but we also ask that supervisors deliver, monitor, and maintain documentation that can only be completed on-site by the clinical (student) teacher and the cooperating teacher(s).

- Maintain professional credentials for the position of field supervisor (current TEA certificate and TEA Field Supervisor training) ([TAC §228.35](#)).
- Provide a communication link between the TCU College of Education, campus administrator/principal and the cooperating teacher to clarify the goals and objectives for clinical teaching.
- Communicate with clinical teacher candidate(s) and cooperating teacher(s) on a weekly basis via email, digital platform, and phone or group text.
- Communicate any suggestions made by the cooperating teacher(s) to the appropriate personnel at TCU, College of Education.
- Maintain communication with the administration at the cooperating school to enlist its assistance in the development and success of TCU, College of Education’s educator preparation and clinical teaching programs.

Below you will find guidelines for supervising the clinical teacher candidates as they work toward teacher certification. Some of the activities fall into the administrative category and completion must occur in a timely fashion. Other items listed are for the documentation process.

Pre-Teaching Phase

The TCU COE Field Supervisor:

- Contacts the cooperating teacher for the second placement (if assigned) prior to the clinical teacher's arrival.
- Makes an initial phone call or e-mail to check on the clinical teacher placement during the first week of the assignment.
- Arranges a 3-way conference (cooperating teacher, clinical teacher and field supervisor) to take place within the first two weeks of the assignment. The conference will be a review of the syllabus and TCU COE Handbook.
- The training provided will support the clinical teacher and cooperating teacher during the semester. The conference will be documented on the TEA Summary Form.
- Orients the clinical teacher and cooperating teacher to assignment, calendar, expectations (syllabus and handbook) and procedures to be completed and followed.
- Facilitates a second 3-way conference (cooperating teacher, clinical teacher and TCU field supervisor) within the first 2 weeks of the second placement (if assigned).
- Maintains current documentation of meetings, observations and evaluations on the TEA summary form in the TCU Box.

Induction Phase

The TCU COE Field Supervisor:

- Conducts a pre-conference (via email, phone or in person) to discuss the clinical teacher's plans and determine a focus for the observation, taking the clinical teacher's suggestions into consideration.
- Conducts formal observations (a minimum of 45 minutes in duration) during the semester using the T-TESS protocol. (Minimum of four formal observations per semester).
- Conducts a post-conference to discuss the formal observation within 24 hours of the observation.
- Provides the Director of Field Experience and Community Partnerships written feedback and documentation for each of the formal observations as well as the 3-way conference via the TCU Box. The information (dates, times and signatures) will be recorded on the TEA summary sheet form. Arrangement of some visits occur in advance with the clinical teacher and/or cooperating teachers. Some visits will be informal and unannounced. Campus visits should occur each week.
- Shares teaching and learning experiences in the classroom with the clinical teacher(s) and cooperating teacher(s).
- Reviews lesson plans by asking questions and giving suggestions.
- Initiates discussions about teaching styles and facilitates collaboration so that the strategies and styles of the clinical teacher and the cooperating teacher will mesh sufficiently for each to learn from one another.
- Listens to the clinical teacher's concerns and assists the clinical teacher in articulating his/her goals for improving practice.

- Provides detailed information to the clinical teacher including comments on instructional delivery, use of supportive materials, and classroom management skills.
- Has discussions with the clinical teacher about:
 - Literacy concerns of their students;
 - Student behavior both generally and specifically;
 - Inclusion situations and students with special needs;
 - Diversity issues;
 - Curriculum and instructional practices; and
 - Confers with the clinical teacher and the cooperating teacher as often as needed to encourage and assist.
- Assists with challenges encountered in relationships with the cooperating teacher(s), staff and/or students.
- Assesses the clinical teacher's sense of "self-assessment" and determines any need(s) for further guidance to develop self-assessment skills.
- Evaluates the clinical teacher by:
 - Giving both written and face-to-face feedback to the clinical teacher after each observation;
 - Diagnosing, along with the cooperating teacher, the clinical teacher's strengths and weaknesses and prescribing methods for achieving competencies;
 - Completing a midterm evaluation, being sure to share it with the clinical teacher before providing a copy to the Director of Field Experience and Community Partnerships;
 - Completing the final summative evaluation form and returning it to the Director of Field Experience and Community Partnerships in a timely manner; and
 - Assigning the final grade (pass/fail or graded). The cooperating teacher gives substantial input into the final grade.
- Is alert and responsive to potential problems. Initiate reassignment with the Director of Field Experience and Community Partnerships if necessary.
- Informs the Director of Field Experience and Community Partnerships regarding special situations that may arise and areas of concern.
- Participates in the Growth Contract /Probation intervention process should it become necessary, assisting the cooperating teacher while also supporting the clinical teacher.

Culmination Phase

The TCU Field Supervisor:

- Assists the cooperating teacher in writing a letter of reference.
- Conducts a final meeting to inform the clinical teacher of procedures for applying for a teaching position, collects materials, and discusses any other pertinent information.
- Expresses personal appreciation to the cooperating teacher and the principal for their participation and support of the TCU clinical teaching experience (may suggest to the clinical teacher that an appropriate card, flowers, or other small gift would be a nice departing gesture).

- Reviews the TCU clinical teacher's professional materials for job interview process (Cover letter, resume and/or portfolio).

Clinical Teaching Documentation Requirements

SEMESTER	WEEKLY REPORTS	4 FORMAL OBSERVATIONS	MID/END BENCHMARK	TEA SUMMARY REPORT
Clinical Teacher	Completes	Provides lesson plans	Signs	Maintains and signs
Cooperating Teacher	Collaborates and Signs	Approves lesson plans	Completes Mid and/or End	Signs
Field Supervisor	Receives Copies each week	Conducts Pre-Conference, Observation, & Post-Conference	Receives copies at the end of each placement	Reviews and Signs
Campus Administrator	Receives Copies each week	Approves lesson plans	Receives copies at the end of each placement	Receives copies at the end of each placement
Director of Field Experience and Community Partnerships	*Has access throughout the semester to documentation via TCU Box and the COE server.			
Director of Accreditation, Certification & Assessment	*Has access throughout the semester to documentation via TCU Box and the COE server.			

*Documentation-maintain a copy and submit electronically (PDF format preferred) to the TCU Box. Include the last name of the candidate, first initial, assignment, semester (F=fall / S=spring) and year. Example: Frog, Super OBS1 S2022

TCU Box

The TCU Box is an online server especially for TCU students, faculty and staff. Director of Field Experience and Community Partnerships will create a folder for each TCU-COE clinical teacher sharing with the TCU- COE field supervisor and Director of Accreditation, Certification & Assessment. Maintenance of documentation will occur throughout the semester and/or year. Transferring of data to the TCU College of Education server will happen at the end of each semester for required TEA reporting and the certification process. For more information about the TCU Box, please refer to the TCU Information Technology website <https://it.tcu.edu/>.

Texas Education Agency

The Commissioner of Education, Mike Morath, appointment by Governor Greg Abbott on December 14, 2015, is the head of the Texas Education Agency (TEA). The state agency oversees primary and secondary public education. The mission of TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students. Distribution of state funding occurs to more than 1,200 school districts and charters (approximately 5 million students).

The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification. The Commissioner has support by a hierarchy of deputy commissioners, associate commissioners, division directors, and [agency staff](#). The [TEA Organizational Chart](#) (PDF, 18 KB) illustrates agency hierarchy. You can find more information about agency divisions on the TEA Divisions page.

The TEA and the [State Board of Education](#) (SBOE) guide and monitor activities and programs related to public education in Texas. The SBOE consists of 15 elected members representing different regions of the state. Appointment of one member is by the [governor](#).

Creation of the State Board for Educator Certification (SBEC) was by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification and standards of conduct of public-school educators.

The [Texas Education Code](#) (TEC) requires that the governor appoint the following 11 voting members of the SBEC board, for six-year terms: four classroom teachers, one counselor, two administrators, and four citizens. Three non-voting members also serve on the board. The governor appoints a dean of a college of education. The Commissioner of Education appoints a staff member of the Texas Education Agency. The Commissioner of Higher Education appoints a staff member of the Texas Higher Education Coordinating Board.

The [Texas Administrative Code](#) (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category and related agencies assignment to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification.

Definition of Terms relating to [Accountability System for Educator Preparation Programs](#) and Requirements for Educator Preparation Programs

TEA coordinates with 20 Regional [Education Service Centers](#) (ESCs) that provide support to school districts and charters. They provide a wide array of training, services such as handling payrolls for districts, meeting space and much more to Texas schools. The agency also has

programs supporting [military families](#) and [homeless students](#) and provides up-to-date information on [weather and other disasters](#) affecting Texas school districts.

Teacher Association & Educational Service Centers

There are many professional organizations available to pre-service teachers.

Statewide General Teacher Associations

- [American Federation of Teachers, Texas](#)
- [Texas State Teachers Association](#)
- [Association of Texas Professional Educators](#)
- [United Educators Association](#)
- [Texas Classroom Teachers Association](#)

Content Area Teacher Organizations

- [Texas Art Education Association](#)
- [Texas Council for Social Studies](#)
- [Texas Association of Health, Physical Education, Recreation & Dance](#)
- [Texas Council of Teachers of English Language Arts](#)
- [Texas Council of Teachers of Mathematics](#)
- [Texas Association of Journalism Educators](#)
- [Texas Association of Bilingual Educators](#)
- [Texas Association of Biology](#)
- [Texas Music Educators Association](#)
- [Texas Business & Technology Educators Association](#)
- [Texas Teachers of English Speakers of Other Languages](#)
- [Texas Computer Education Association](#)
- [Texas Association for the Education of Young Children](#)

Educational Service Centers for Tarrant and Dallas County

ESC-Region 10 Dallas county 400 E. Spring Valley Rd. Richardson, Texas 75081 972.348.1700 Teacher Job Network	ESC-Region 11 Tarrant County 1451 South Cherry Lane White Settlement, Texas 76108 817.740.3600 Applitrack
--	--

Career Consulting

The TCU Career Services Consultant:

- Provides one-on-one consulting and professional workshops in topics concerning educators in the workplace and in job-search / interviewing skills;
- Maintains clinical teaching placement files/e-mails for a minimum of 5 years;
- Updates alumni placement files;
- Represents TCU in its relationships, professional associations and groups, and accrediting agencies.
- Helps organize the TCU interview day during the spring semester.

Frog Jobs

The Frog Jobs powered by Handshake® online portal allows you to schedule appointments to help you with your cover letter, resume and interviewing skills.

- Go to <https://careers.tcu.edu/> and scroll down to Frog Jobs Student Log in icon.
- Select “Login with your Frog Jobs SSO” at the top of the page.
- You will use you TCU username and password to log in.
- Then select “Appointments” on the left navigation bar.
- Once you see the calendar, be sure to select “Melanie Coulson” as your career advisor and you will see available appointments there.
- Remember; check your profile for correct major and graduate year before scheduling! Interviewed? Received a job or internship offer? Other Plans? Share your success! [Click here.](#)

Study Abroad Opportunities

May Semester

- Course: EDUC 50990, International Experiences in Education
- Interested students will need to apply via the TCU, [Study Abroad Office](#)

Scholarships

- Submit scholarship applications via TCU, Study Abroad and TCU, College of Education
- For more information, please refer to the following:
 - TCU, Study Abroad Office
 - TCU, College of Education

Accelerated Master of Education

The College of Education offers Master of Education degrees via two routes: an Accelerated Master's Program and the traditional delivery system.

Accelerated Master's

Available only to TCU undergraduates, the Accelerated Master's program allows outstanding students to combine a bachelor's degree with the Master of Education (M.Ed.) in five years. Consideration for admissions to the Accelerated Masters programs is for candidates demonstrating superior undergraduate academic and professional performance with strong recommendations.

Students are eligible to apply for admission to the graduate program in the College of Education during the semester they complete 90 hours of undergraduate coursework. Admissions consideration to the Accelerated Master's option students must:

- Submit a Graduate Program Application for admission;
- Fulfill admission requirements;
- Be admitted into the Teacher Education Program

If admitted to the Accelerated Master's program, students may complete up to 12 semester hours of the M.Ed. program during their fourth year of undergraduate study. Students should work with their advisor to determine how the courses will apply to the undergraduate degree. At the end of the fourth year, assuming meeting all other graduation requirements and earning a baccalaureate degree. During their fifth year, students complete the remaining semester hours toward the M.Ed. degree.

Accelerated Master's M.Ed. degree options

- Curriculum Studies
- Language & Literacy
- Mathematics Education
- Science Education
- Special Education

Appendix I: Texas Educator's Code of Ethics

Texas [Educators' Code of Ethics](#) TAC Title 19, Part 7, Chapter 247: RULE §247.1 states: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Enforceable Standards.

Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or

knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly, or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

Code of Ethics online [Training Module and Certificate](#)

Appendix II: Family Educational Rights and Privacy Act

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Texas Christian University, College of Education to disclose educational records (as noted below) and any information contained therein to the school and other agency officials with legitimate educational interests. Further, without such a release, I am unable to participate in any field-based experiences including hours of observation, clinical teaching, practicums, student teaching, or internships. This consent covers the entire student career at TCU unless revoked in writing by the student.

Please read this document carefully and fill in all blanks.

I, _____ [print full name] am a candidate at Texas Christian University, College of Education and hereby give my voluntary consent:

To disclose the following records:

Records relating to any of my field-based experiences

Records relating to my performance in the field

TExES test score results in aggregate

To the following person(s):

School districts or other agencies associated with field-based experiences

School-based/Agency-based administrators

School-based/Agency-based cooperating teachers/mentors

Program faculty

These records are being released for the purpose of:

Conversing and reviewing performance

Acquiring feedback

Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the TCU College of Education and the TCU Registrar’s Office) except to the extent that action has already been taken upon this release.

Signature of Candidate

Date

TCU ID Number

Email

Appendix III: Educator Preparation Programs (EPP) Resources-TEA Required Training

Effective December 27, 2016, [19 TAC §228.30\(c\)\(3\)](#) requires educator preparation programs to provide instruction regarding mental health, substance abuse, and youth suicide to candidates seeking initial certification in any certification class. The mental health instruction must include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports. The instruction must be provided through a program selected from the list of recommended best practice-based programs and research-based practices. Programs that meet the criteria for 19 TAC §228.30(c) (3) can be found at the [National Registry of Evidence-Based Programs and Practices](#) and the [Suicide Prevention Resource Center](#).

House Bill 18 pg. 6 Article 1. SECTION 1.03. Section 21.044 (c-1), Education Code is amended to read as follows: The instruction required must: (1) be provided through: (A) a program selected from the list of recommended best practice- based programs and research-based practices established under Section 38.351; or (B) a course offered by an accredited public or (B) a course offered by any accredited public or private postsecondary educational institution as part of a degree program.

*Effective date of this provision: December 1, 2019

CODE OF ETHICS	DYSLEXIA
<p>TCU Courses: All EDUC / EDEC / EDMS / EDSE</p> <p>*Included in the TCU COE Admission Application process.</p> <p>Educators' Code of Ethics</p>	<p>TCU Courses: EDUC 30123/40213 Promoting Literacy EDEC 30223 Reading EDUC 50233 English Language Arts & Reading (MS/SE)</p> <p>Dyslexia: Characteristics, Identification, and Effective Strategies: An online course that meets the dyslexia training requirements in Texas Education Code (TEC) §21.044(b) is provided through TEA Learn. The course includes the history of dyslexia, district requirements, procedures, statistics, recognizing the signs of dyslexia, intervention strategies, and options for parents of students with dyslexia.</p>
FERPA	MENTAL HEALTH / SUICIDE
<p>TCU Courses: All EDUC / EDEC / EDMS / EDSE</p> <p>*Included in the TCU COE Admission Application process. Texas Education Agency Educators' Code of Ethics</p> <p>FERPA Form</p>	<p>TCU Courses: EDUC / EDSP 30603: Study of Exceptional Students</p> <p>Substance Abuse Youth Mental Health First Aid Training*</p> <p>Suicide Prevention (Choose 1) At-Risk (Kognito) Training ACT on FACTS: Making Educators Partners in Youth Suicide Prevention Plan, Prepare, Prevent: The SOS Signs of Suicide Youth Mental Health First Aid Training*</p> <p>Teaching and Intervening with Students with Mental or Emotional Disorders Texas Behavior Support Initiative Training Youth Mental Health First Aid Training</p>
DIGITAL LITERACY	
<p>TCU Course: EDUC 30113 Digital Literacy & Citizenship EDEC 42236 / EDMS 40986 / EDSE & EDUC 40966: Clinical/Student Teaching</p> <p>(Texas Senate Bill 1839 – Passed June 12, 2017) https://www.iste.org/standards/for-educators</p>	

Appendix IV: Field Experience Forms



TCU-College of Education FIELDWORK SUMMARY SHEET

Fall
 Spring
 Summer Year _____
 DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

TCU Box 297900
 Fort Worth, TX 76129
 817.257.7660

TCU STUDENT
 Certification / Major _____
 TCU COE Instructor or Field Supervisor _____

TEA ID# _____
 TCU ID# (not a digit) _____
 Middle Course Name & Number _____
 Campus Name / District _____
 TEA Status _____

ISD
 TEPSAC
 ISASW
 Charter
 Other: _____

	DATE	ARRIVAL TIME	DEPARTURE TIME	TOTAL TIME <i>*Observing</i>	TOTAL TIME <i>*Interaction</i>	Partner Teacher/TCU COE Instructor Initials	ACTIVITY TYPE(S) <i>*Please check all that apply.</i>		
1		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
2		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
3		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
4		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
5		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
6		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
7		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
8		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
9		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
10		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other: _____		
<i>*Observing:</i> Watching and no interaction with student(s) <i>*Interacting:</i> Assisting or teaching an individual or more than one student.				TOTAL MINUTES	<i>*OBSERVING</i>	<i>*INTERACTING</i>	TOTAL HOURS	<i>*OBSERVING</i>	<i>*INTERACTING</i>
				TOTAL MINUTES			TOTAL HOURS		

Name: _____ Grade/Level: _____ Subject(s): _____
 Partner Teacher (Full Name on Teacher Certification/TEA Number)
 Signature: _____ Date: _____

Semester: Fall Spring Summer Year _____

TEA ID# _____

TCU

STUDENT

Last _____ First _____ Middle _____ TCU ID# (Last 4 Digits) _____

Certification / Major	_____	Course Name & Number	_____
TCU COE Instructor or Field Supervisor	_____	Start Date:	End Date:

	DATE	ARRIVAL TIME	DEPARTURE TIME	TOTAL TIME *Observing	TOTAL TIME *Interacting	Grade Level & Subject	ACTIVITY TYPE(S) *Please check all that apply.
1		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Partner Teacher Name		Signature		Campus or School / District	TEA Status	<input type="checkbox"/> ISD <input type="checkbox"/> TEPSAC <input type="checkbox"/> ISASW <input type="checkbox"/> Charter <input type="checkbox"/> Other:	TEA ID # or Partner Teacher Full Name on TEA Certificate:
Reflection:							
2		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Partner Teacher Name		Signature		Campus or School / District	TEA Status	<input type="checkbox"/> ISD <input type="checkbox"/> TEPSAC <input type="checkbox"/> ISASW <input type="checkbox"/> Charter <input type="checkbox"/> Other:	TEA ID # or Partner Teacher Full Name on TEA Certificate:
Reflection:							
3		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Partner Teacher Name		Signature		Campus or School / District	TEA Status	<input type="checkbox"/> ISD <input type="checkbox"/> TEPSAC <input type="checkbox"/> ISASW <input type="checkbox"/> Charter <input type="checkbox"/> Other:	TEA ID # or Partner Teacher Full Name on TEA Certificate:
Reflection:							
4		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Partner Teacher Name		Signature		Campus or School / District	TEA Status	<input type="checkbox"/> ISD <input type="checkbox"/> TEPSAC <input type="checkbox"/> ISASW <input type="checkbox"/> Charter <input type="checkbox"/> Other:	TEA ID # or Partner Teacher Full Name on TEA Certificate:
Reflection:							
5		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Partner Teacher Name		Signature		Campus or School / District	TEA Status	<input type="checkbox"/> ISD <input type="checkbox"/> TEPSAC <input type="checkbox"/> ISASW <input type="checkbox"/> Charter <input type="checkbox"/> Other:	TEA ID # or Partner Teacher Full Name on TEA Certificate:
Reflection:							
TOTAL MINUTES	*Observing	*Interacting	TOTAL HOURS	*Observing	*Interacting	*Observing: Watching and no interaction with student(s)	
TOTAL MINUTES			TOTAL HOURS			*Interacting: Assisting or teaching an individual or more than one student.	

Semester: Fall Spring Summer Year _____

TEA ID# _____

TCU STUDENT

Last _____ First _____ Middle _____

TCU ID# (Last 4 Digits) _____

Certification / Major	_____	Course Name & Number	_____
TCU COE Instructor or Field Supervisor	_____	Start Date:	_____
		End Date:	_____

	DATE	START TIME	END TIME	TOTAL TIME *Observing	TOTAL TIME *Interacting	Grade Level & Subject	ACTIVITY TYPE(S) *Please check all that apply.
1		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Video Title							
Provider (URL)							
Reflection:							
2		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Video Title							
Provider (URL)							
Reflection:							
3		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Video Title							
Provider (URL)							
Reflection:							
4		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Video Title							
Provider (URL)							
Reflection:							
5		<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM	minutes	minutes		<input type="checkbox"/> Observation <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Class <input type="checkbox"/> Other:
Video Title							
Provider (URL)							
Reflection:							
TOTAL MINUTES				*Observing	*Interacting	TOTAL HOURS	*Observing: Watching and no interaction with student(s) *Interacting: Assisting or teaching an individual or more than one student. *Per TEA Texas Administrative Code §228.35 (b)(1) & (e) (1) (B) A maximum of 15 hours may be documented for online/video field experiences.

TOTAL TIME: _____

Rev. 8.17.2020

Appendix V: Informed Consent and Assumption of Risk

TEXAS CHRISTIAN UNIVERSITY INFORMED CONSENT, ASSUMPTION OF RISK, RELEASE FROM LIABILITY, AND INDEMNITY AGREEMENT

Please read, sign, and return this form to [insert name of person/department who should maintain the forms] before [name of Program or trip] is to begin. Students who fail to return this form will not be allowed to participate in [name of Program or trip] ("Program").

Printed Name of Student/Program Participant: _____

Program: _____ Course Number (if applicable): _____

Instructor/Sponsor: _____ Destination (if travel required): _____

Semester/Dates of Participation: _____

In consideration of my participation in this Program, I agree as follows:

ASSUMPTION OF RISKS: Despite precautions, accidents and injuries can occur. I understand and appreciate that certain dangers, hazards and risks of harm are or may be inherent in participating in the Program, including those associated with travel and transportation to and from the Program and in any independent research or activities I undertake as an adjunct to the Program, due to acts of third parties, natural disaster, and other occurrences. I acknowledge and understand that TCU and its agents and employees cannot control all of these risks. I have reviewed the activities and events associated with the Program, including the specific risks described below. I acknowledge that the nature of the Program and related activities, events, and transportation may expose me to hazards and risks that may result in my personal or bodily injury, illness or death, and/or loss or damage of property, and I accept all risks to my health and property that may result from my participation in the Program. I understand that it is my responsibility to know and provide what I will need for participation in the Program. I agree not to wear, use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may be dismissed from the Program.

HEALTH INSURANCE: I ACKNOWLEDGE THAT IT IS IMPORTANT THAT I HAVE HEALTH INSURANCE COVERAGE WHICH EXTENDS TO ME WHILE PARTICIPATING IN THE PROGRAM, AND I VERIFY THAT I HAVE SUCH COVERAGE OR WILL SECURE SUCH COVERAGE IF I DO NOT ALREADY HAVE IT. I understand that TCU does not provide such coverage and that no insurance coverage may exist through TCU to cover any injuries or damages which I may sustain or claims which may arise as a result of my participation in the Course/Activity.

SPECIFIC RISKS OF TRAVEL OR PROGRAM: I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Further, I understand that TCU accepts no responsibility for losses or additional expenses incurred by me due to delay or changes in air, hotel, or other services, sickness, weather, strike, war, terrorist acts, pandemic, quarantine, breakdown in equipment, theft or other causes. Specific risks related to the Program include but are not limited to:

[Describe specific risks endemic in this Program's area of travel or endemic to the Program]

INSTITUTIONAL ARRANGEMENTS: I hereby acknowledge that TCU is not representing, sponsoring, endorsing or acting as an agent for any transportation carriers, hotels, or other suppliers of goods or services that may be used in connection with the Program. I understand that TCU may procure these goods or services only as a convenience to participants, but TCU is not providing or selling the goods or services. I assume all the risks of using such providers or suppliers and acknowledge that TCU assumes no liability, in whole or in part, for damages, injuries, losses, or additional expenses arising from the action or inaction of any such provider or supplier or the condition or quality of the goods or services supplied, including and damages, losses, or additional expenses incurred by me due to delay or changes in arrangements for the Program. I further understand that TCU is not responsible for matters beyond its

control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic Program as deemed necessary by TCU.

INDEPENDENT ACTIVITY: I understand that TCU is not responsible for any loss or damage I may suffer when I am traveling independently or when I am otherwise separated or absent from Program activities. In addition, I understand that any travel that I do independently on my own before, during or after the TCU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I acknowledge there may be physically strenuous activities associated with the Program. I have reviewed the activities associated with the Program, and I have been advised to consult with a medical doctor with regard to my personal medical needs. I represent and warrant that there are no health-related reasons or problems that preclude or restrict my participation in this Program, and by my signature below I represent and warrant that I am physically able to participate in all planned activities associated with the Program. I agree to stop and seek assistance if I do not believe I can safely continue any activity during the Program. I represent that I have advised TCU of any physical or mental disabilities and/or needs which may affect my ability to participate fully in the Program and have requested and received reasonable accommodation, if needed. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risks and responsibility for same. I agree to pay all expenses relating to my medical or medication needs.

TCU RULES, REGULATIONS, AND POLICIES: I agree to abide by the guidelines set forth in TCU's Code of Student Conduct and to obey and comply at all times with all of the rules, regulations, and policies of TCU while participating in the Program, including those which may be employed to minimize the risks of injury, as well as compliance with all federal, state and local laws.

RELEASE FROM LIABILITY: In consideration of my participation in the Program and TCU transporting me (if applicable), I hereby release TCU and its Board of Trustees, officers, employees, agents and representatives from any and all liability to me or my personal representatives, heirs, estate, and assigns for claims, demands, expenses or causes of action I have or may have in the future for any loss or damage to property, injury, accident or expense arising out of, resulting from, caused by, occurring during or in any way connected with the Program or my participation in it, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTRIBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE RELEASE INCLUDES THE RELEASE BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY RELEASE OF TCU DOES NOT APPLY IS WITH RESPECT TO ANY OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

CONTROLLING LAW AND JURISDICTION: The terms of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement are to be governed by and construed under the laws of the State of Texas, and venue with respect to any dispute arising between TCU and any other party that involves this Release and Indemnity Agreement or my participation in the Course/Activity shall be exclusively in Tarrant County, Texas.

SEVERABILITY: Each provision of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement is severable and if one portion is invalid or illegal, such invalid or illegal portion shall not apply but the remaining portions shall nevertheless remain in full force and effect. I understand that the terms of the Release and Indemnity Agreement are contractual and not mere recitals and are binding upon me, my heirs, personal representatives and assigns.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING.

Signature of Program Participant

Date

IF PROGRAM PARTICIPANT IS A MINOR - PARENT APPROVAL: As parent or legal guardian of the above-mentioned Program Participant, I agree to and approve the terms of this Release and Indemnity Agreement on behalf of myself (including releasing any claims I may have against TCU related to the Program) and on behalf of the Program Participant. I consent to the Program Participant's participation in the Program and warrant that I have full authority to do so on behalf of myself, the Program Participant, and the Program Participant's heirs, personal representatives, and assigns. I understand and assume the risks of the Program Participant's participation in the Course/Activity.

I FURTHER AGREE TO DEFEND TCU AGAINST ALL CLAIMS, LAWSUITS, INVESTIGATIONS AND DEMANDS AND TO INDEMNIFY AND HOLD HARMLESS TCU any and all losses, liabilities, settlements, judgments, damages and costs (including court costs, attorneys fees and costs of investigation), for any damage to or loss of any property or any personal or bodily injury, illness or death of any person or any one or more of the foregoing, arising out of Program Participant's participation in the Program, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTRIBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE INDEMNITY INCLUDES INDEMNIFICATION BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY OBLIGATION TO INDEMNIFY TCU DOES NOT APPLY IS WITH RESPECT TO AN OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

Signature of Parent or Legal Guardian
(If Program Participant is a minor)

Date

REVISED 12.8.20

Appendix VI: Off-Campus Activity – COVID Addendum

Off-Campus Activities:

Internship, Community Engagement, Experiential Learning, or Other Off-Campus Activity

Student Name _____ Student ID: _____

Activity: _____ Activity Dates: _____

Activity Location: _____

Due to the uncertainty caused by the COVID-19 pandemic and the potential risks involved with any type of internship, experiential learning, or other activity involving community engagement, students should thoughtfully consider whether participation in this activity is in their best interest, both personally and academically. Even with the public health and other health and safety measures implemented by TCU and/or by each clinical, practicum, internship or fieldwork site or placement, or other third-party facility to prevent the spread of COVID-19, TCU cannot promise or ensure that a student will not be exposed to or contract COVID-19. Each TCU student is responsible for his or her own health and well-being, and must evaluate the risks of participating in an off-campus activity in light of that student's health history, underlying health conditions, advice from healthcare providers, the availability or accessibility of healthcare facilities and providers when travelling, and other factors that may impact the risks of contracting the COVID-19 virus.

Just like all TCU students, those who choose to participate in a clinical, internship or field placement, community engagement, experiential learning opportunity, or other off-campus activity should have health insurance. Students are also responsible to obtain, review, and ensure they are comfortable with the health and safety protocols of the employer or internship site or other program location prior to participating in the activity. Students are encouraged to use guidelines suggested by the CDC and local health authorities in their assessment.

This form is in addition to, and not a substitute for, the Informed Consent, Assumption of Risk, Release from Liability, and Indemnity Agreement form required of all students participating in off-campus activities.

Please select one of the following statements and return this form to your course faculty:

_____ I do not choose to participate in the activity identified above. In the case of an academic program, I will immediately consult with my academic advisor to understand alternatives and how this might impact my academic progress or plan.

_____ Yes, I will participate in the practicum, internship, field or clinical placement, community engagement, and/or other off-campus activity and I represent that I have current health insurance coverage and will maintain that coverage while I am a student at TCU. By signing below and choosing to participate in the identified activity, I acknowledge that TCU cannot eliminate the risks to me of contracting the COVID-19 virus or any harm to my life and health that may be caused by the virus. By signing below, I also represent that I have considered and evaluated the risks associated with participating in the identified activity in light of my health history, underlying health conditions, advice from my healthcare providers, and other factors that may impact the risks to me of contracting the COVID-19 virus. By choosing to participate in this activity, I represent that I have decided to assume those risks. Finally, by choosing to participate in the identified activity and signing below, I agree that on behalf of myself, my executor, heirs, and assigns, I release and hold harmless Texas Christian University and its trustees, officers, employees, agents, and successors of and from any and all expenses, damages, judgments, and costs, of whatever kind, that arise from any illness or injury I may acquire or sustain while participating in the practicum, internship, field of clinical placement, or other off-campus activity.

Student Signature

Date

Course Faculty/Program Sponsor

Date

Program Director (as appropriate)

Date

Appendix VII: Coursework Acknowledgement Form



**COLLEGE OF
EDUCATION**

TCU Box 297900
Fort Worth, TX 76129
817. 257.7660

Acknowledgement Form: Adequate Academic Progress

Student Name _____ Date: _____
 Anticipated Graduation Term: Spring Summer Fall TCU ID# _____ Year: _____

The purpose of this documentation is to verify student acknowledgement that a currently unmet degree requirement(s) must be successfully completed in order to be recommended for the following (Check all that apply):

<input type="checkbox"/> Advancement to Clinical Teaching	Comments:
<input type="checkbox"/> Undergraduate Graduation	
<input type="checkbox"/> Teacher Certification	
<input type="checkbox"/> Coursework	
<input type="checkbox"/> Educator Preparation Program Requirements	
<input type="checkbox"/> GPA	
<input type="checkbox"/> Required TExES for Initial Certification	

Action Plan:

Successful completion of the aforementioned degree requirement(s) must occur on or before the following date:

By signing this form, the student is indicating they are aware of these conditions and the COE representative is acknowledging his/her/their communication of this information to the student.

 Student **Printed Name and Signature* Date

 COE Representative **Printed Name and Signature* Date

 COE Representative **Printed Name and Signature* Date

Appendix VIII: Academic Performance and Professionalism Warning

COLLEGE OF EDUCATION
Academic Performance and Professionalism Warning

This form must be completed and signed by the student, faculty, and the Department Chair. See [TCU Undergraduate Catalog](#) or the [TCU Graduate Catalog](#) for additional requirements.

Student Name TCU ID #

Major Minor or Specialization

Faculty Concerns: _____

Potential Strategies and Solutions: _____

Strategies and Solutions should be completed by: _____

Student Signature Date

Faculty Signature Date

Faculty Signature Date

Faculty Signature Date

Department Chair (Signature) Date

Please return the completed form to the Department Chair.

*CC: Dean of Students
Student*

Appendix IX: Professionalism Educator Disposition

Name:

Professionalism Educator Disposition

As part of admission consideration for the College of Education, students must perform at the satisfactory level on 3 out of 4 professional domains: Personal Responsibility, Intellectual Engagement, Stewardship/Ethics, and Supportive Interactions. Each domain is explained below, along with the rubric used to determine whether or not satisfactory performance was demonstrated.

Personal Responsibility

Education professionals must take personal responsibility for their actions. Personal responsibility includes regular and punctual attendance to all class meetings and required activities, completing work on time, and demonstrating academic integrity in all situations.

Exemplary	Satisfactory	Unsatisfactory	Student Score	Met Standard
100%	85%	84% and below		

Intellectual Engagement

Education professionals demonstrate intellectual engagement with course material. Intellectual engagement includes preparing for class by studying the required material, responding to weekly questions thoroughly and completely, and actively making connections between concepts, experiences, and content.

Exemplary	Satisfactory	Unsatisfactory	Student Score	Met Standard
100%	80%	79% and below		

Stewardship/Ethics

Education professionals are good stewards of the integrity of our profession and the reputation of the TCU College of Education. Stewardship includes presenting yourself professionally to community members, parents, and other educators, and is demonstrated through personal attire, punctuality, and productivity during school observations.

Exemplary	Satisfactory	Unsatisfactory	Student Score	Met Standard
100%	80%	79% and below		

Supportive Interactions

Education professionals value and demonstrate supportive interactions with others. Supportive interactions include contributing to the positive climate of the learning environment by listening to others, considering what they say with an open mind, and voluntarily adding insight into class discussions with thoughtful, reflective commentary.

Exemplary	Satisfactory	Unsatisfactory	Student Score	Met Standard
100%	80%	79% and below		

Domain Standards Met: _____ out of 4

Recommendation:

Comments:

Appendix X: Clinical Teaching Forms



TCU Box 297900
Fort Worth, TX 76129
817.257.7690

TCU COE Clinical Teacher Weekly Reflection

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

TEA TOTAL DAYS: _____

TCU COE Candidate _____ Week of _____ WEEK # _____

Cooperating Teacher _____ School _____

TCU COE Field Supervisor _____ District _____

This reflection form is designed to give the TCU College of Education candidate information at regular intervals concerning progress towards completing the necessary requirements of the clinical teaching practicum. The TCU-COE candidate will be responsible for completing and submitting the document in collaboration with the cooperating teacher. The information during the week is pertinent and will help reflect and prepare for the upcoming week.

The TCU COE candidate was engaged in the following activities during the week (Check as many as apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Teaching Small Groups | <input type="checkbox"/> Teaching Entire Class |
| <input type="checkbox"/> Assisting with instruction | <input type="checkbox"/> Grading / Evaluations | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Virtual instruction | <input type="checkbox"/> Technology | <input type="checkbox"/> Organizing materials/resources |
| <input type="checkbox"/> Developing Lesson Plans | <input type="checkbox"/> Assisting supervised activities | <input type="checkbox"/> Other: _____ |

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL DAYS PRESENT
DATE						
TEA DAY #						
Percentage of Instruction	%	%	%	%	%	TOTAL TIME (H:M)
Start & End Time						
Hours : Minutes						

Participated in supplementary events such as: parent-teacher conferences; professional development workshops, ARD meeting, LPAC meeting, faculty/departments meetings; extra-curricular events; etc.	
Subject/Content area(s) taught this week	
Suggestions/recommendations/reflections	

Signature of Cooperating Teacher _____ Date: _____

*A copy will be provided to the Cooperating Teacher, TCU-COE Candidate & TCU-COE Field Supervisor.

Rev. 1.3.2021

This form may be photocopied or electronically submitted as a PDF.

TCU-Clinical Teacher Benchmark Evaluation

UNDERGRADUATE
 Midterm Final

Semester: Fall Spring Year: _____

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

Clinical Teacher <small>(Last name, First name)</small>		TCU ID #	
Certification Area	Specialization		
Cooperating Teacher	Grade Level(s) / Content Area		
School / District	TCU Field Supervisor		

Please rate the TCU clinical teacher's demonstrated competence utilizing the following scale:

1 – Improvement Needed 2 – Developing 3 – Proficient 4 – Accomplished 5 – Distinguished

DIMENSIONS	COMPETENCIES	1	2	3	4	5	SPECIFIC COMMENTS
1. PLANNING	1.1 Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. INSTRUCTION	2.1 Supports all learners in their pursuit of high levels of academic and social-emotional success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.3 Clearly and accurately communicates to support persistence, deeper learning and effective effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.4 Differentiates instruction, aligning methods and techniques to diverse student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.5 Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. LEARNING ENVIRONMENT	3.1 Organizes a safe, accessible and efficient classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.2 Establishes, communicates and maintains clear expectations for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.3 Leads a mutually respectful and collaborative class of actively engaged learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. PROFESSIONAL PRACTICES AND RESPONSIBILITIES	4.1 Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.2 Reflects on his/her practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.3 Enhances the professional community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reinforcement & Refinement Goals							

Signature of Evaluator: _____ Title: _____ Date: _____

Rev. 08-09-19

Please initial one of the following in reference to TEA Certification: Recommend, Recommend with reservations, Do not recommend at this time.

TCU Clinical Teacher
Classroom Observation # _____
Date _____
UNDERGRADUATE

The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

TCU Clinical Teacher _____ Lesson Beginning Time _____ AM PM
 Cooperating Teacher _____ End Time _____ AM PM
 TCU Field Supervisor _____ Observation Total: _____ minutes
 Principal _____ Grade/Subject _____
 School/District _____

1 – Improvement Needed 2 – Developing 3 – Proficient 4 – Accomplished 5 – Distinguished

Pre-Conference (24 hours prior) Note day/time/type	<input type="checkbox"/> In Person <input type="checkbox"/> Telephone <input type="checkbox"/> Video <input type="checkbox"/> Electronic				EVIDENCE
	Date:		Time:		
	1	2	3	4	5
Effective Use of Instruction Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 1: PLANNING <input type="checkbox"/> 1.1 Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. <input type="checkbox"/> 1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. <input type="checkbox"/> 1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. <input type="checkbox"/> 1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2: INSTRUCTION <input type="checkbox"/> 2.1 Supports all learners in their pursuit of high levels of academic and social-emotional success. <input type="checkbox"/> 2.2 Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. <input type="checkbox"/> 2.3 Clearly and accurately communicates to support persistence, deeper learning and effective effort. <input type="checkbox"/> 2.4 Differentiates instruction, aligning methods and techniques to diverse student needs. <input type="checkbox"/> 2.5 Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3: LEARNING ENVIRONMENT <input type="checkbox"/> 3.1 Organizes a safe, accessible and efficient classroom. <input type="checkbox"/> 3.2 Establishes, communicates and maintains clear expectations for student behavior. <input type="checkbox"/> 3.3 Leads a mutually respectful and collaborative class of actively engaged learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4: PROFESSIONAL PRACTICE & RESPONSIBILITIES <input type="checkbox"/> 4.1 Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. <input type="checkbox"/> 4.2 Reflects on his/her practice. <input type="checkbox"/> 4.3 Enhances the professional community. <input type="checkbox"/> 4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcement & Refinement Goals					

Post Observation Conference In Person Telephone Video Electronic Time: _____ AM PM - _____ AM PM Date: _____

TCU Field Supervisor Signature _____ TCU Clinical Teacher Signature _____

TCU Clinical Teacher Semester Summary

Texas Education Agency

TCU Box 297900
Fort Worth, TX 76129
817.257.7660

TCU-COE CLINICAL TEACHER

TOTAL DAYS (70)

TCU ID# _____ TEA ID# _____

Last Name _____ First Name _____ MI _____

EC-6 BIL ESL / SPED
 All Level ART DEAF MUSIC PE

Year _____ FALL SPRING

Middle School (4-8) _____
 Secondary (7-12) _____

SCHOOL 1 _____ DISTRICT _____

SCHOOL 2 _____ DISTRICT _____

COOPERATING TEACHER (Placement 1)

Last Name _____ First Name _____ Grade/ Subject _____

COOPERATING TEACHER (Placement 2)

Last Name _____ First Name _____ Grade/ Subject _____

E-Mail: _____ TEA ID # _____

E-Mail: _____ TEA ID # _____

TCU FIELD SUPERVISOR(1)/EPP Training Date: _____

TCU FIELD SUPERVISOR(2)/EPP Training Date: _____

Last Name _____ First Name _____ TEA ID # _____

Last Name _____ First Name _____ TEA ID # _____

Start Date (mm/dd/yy) _____
End Date (mm/dd/yy) _____ # of Days: _____

Start Date (mm/dd/yy) _____
End Date (mm/dd/yy) _____ # of Days: _____

Documentation	Date	Beginning Time	End Time	TCU Clinical Teacher Signature	Cooperating Teacher Signature	TCU Field Supervisor Signature
3 Way Conference/Training (First three weeks)						
#1 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
#2 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
Mid/End Evaluation				Completed by:	<input type="checkbox"/>	<input type="checkbox"/>
3 Way Conference <small>Required for 2nd placement</small>						
#3 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
#4 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
End Evaluation				Completed by:	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation for Certification-Field Supervisor & Cooperating Teacher	Date:	Yes/No				
	Date:	Yes/No				

Appendix XI: Filing Complaints and Grievances

Filing a complaint is a two-stage process:

STAGE I: Register your complaint following the appeals process listed below.

Students

Faculty

Cooperating Teachers, Principals, Partnering Districts and Students

Stage II: File complaint with the Texas Education Agency

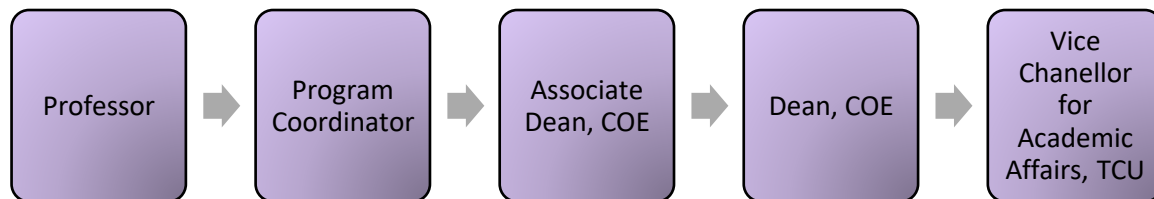
STAGE I: Register your complaint following the appeals process

Complaints or reports should be made as soon as possible after an incident. Students and employees should first follow the appropriate complaint procedures in the College of Education as noted in the TCU Official [Student Handbook](#) and the [Faculty Staff Handbook](#).

Students

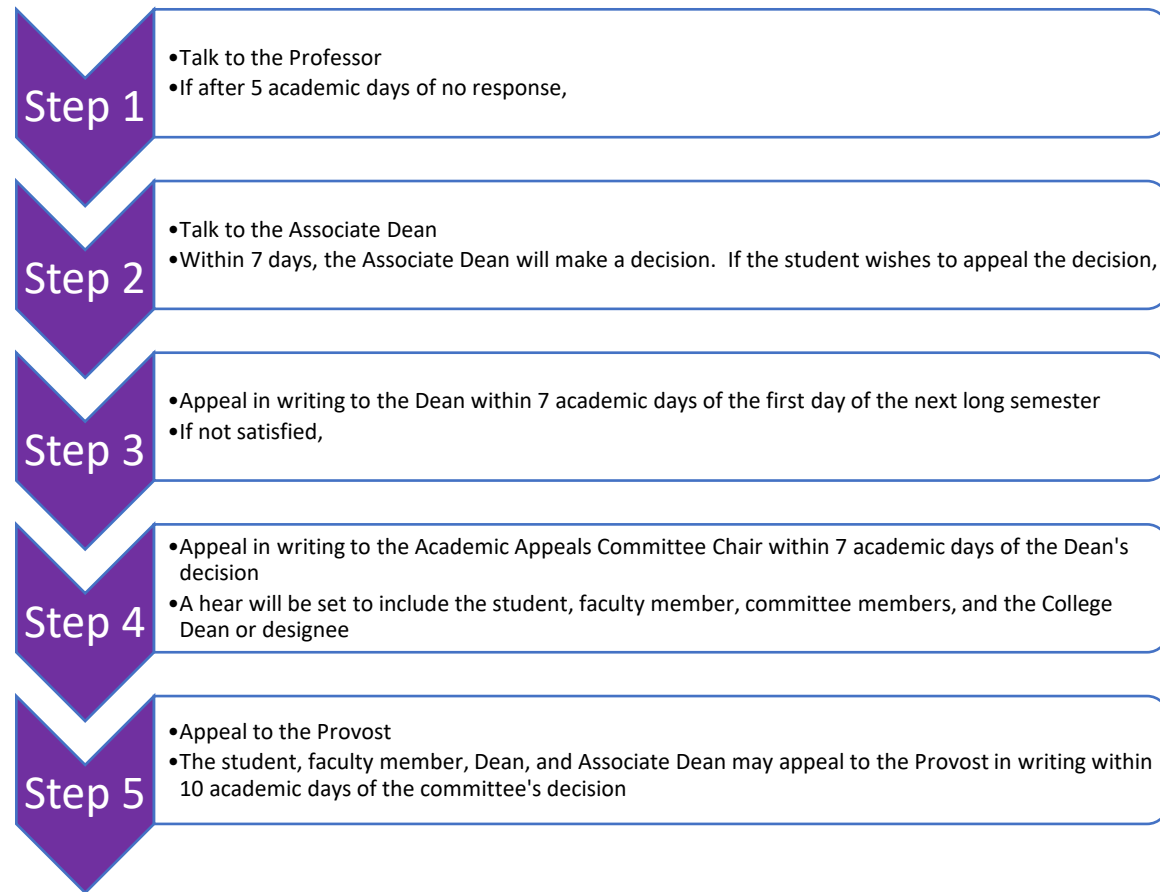
Course Concerns (not grading, sexual harassment, or discriminatory harassment)

*If a student has a concern, the conversation will first begin with the course professor and follow the communication pattern below:



Grade Appeals

These must be initiated no later than 5 academic days of the beginning of the next semester.

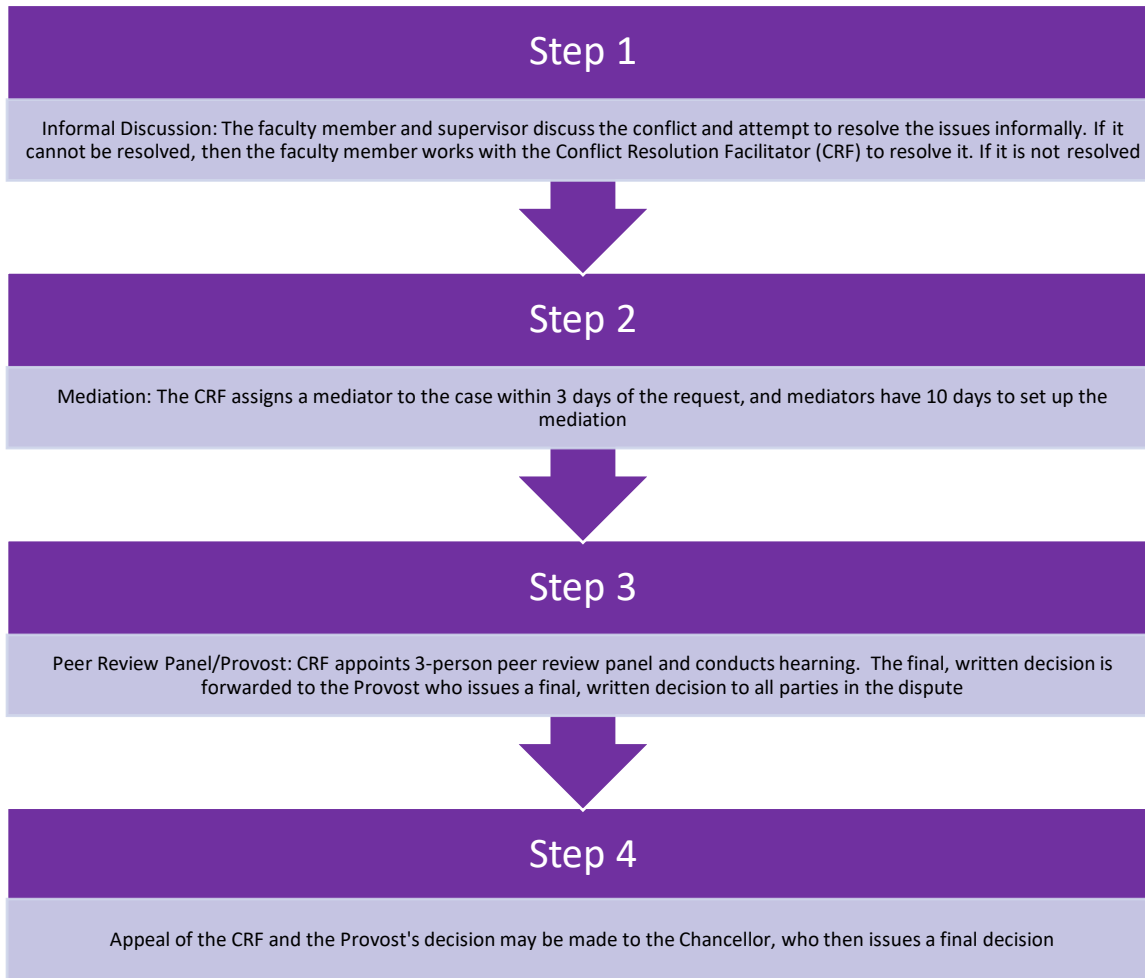


For more detailed information, refer to the [TCU Official Student Handbook](#).

If the complaint cannot be resolved after all College of Education and Texas Christian University processes have been exhausted, see Stage II.

Faculty

Dispute or grievance is a complaint or concern voiced by any College of Education faculty member regarding a condition of employment or the application, meaning, or interpretation of policies or procedures as they affect work activity. Issues related to faculty tenure, promotion and/or reappointment are not considered for tenure track faculty under this policy.

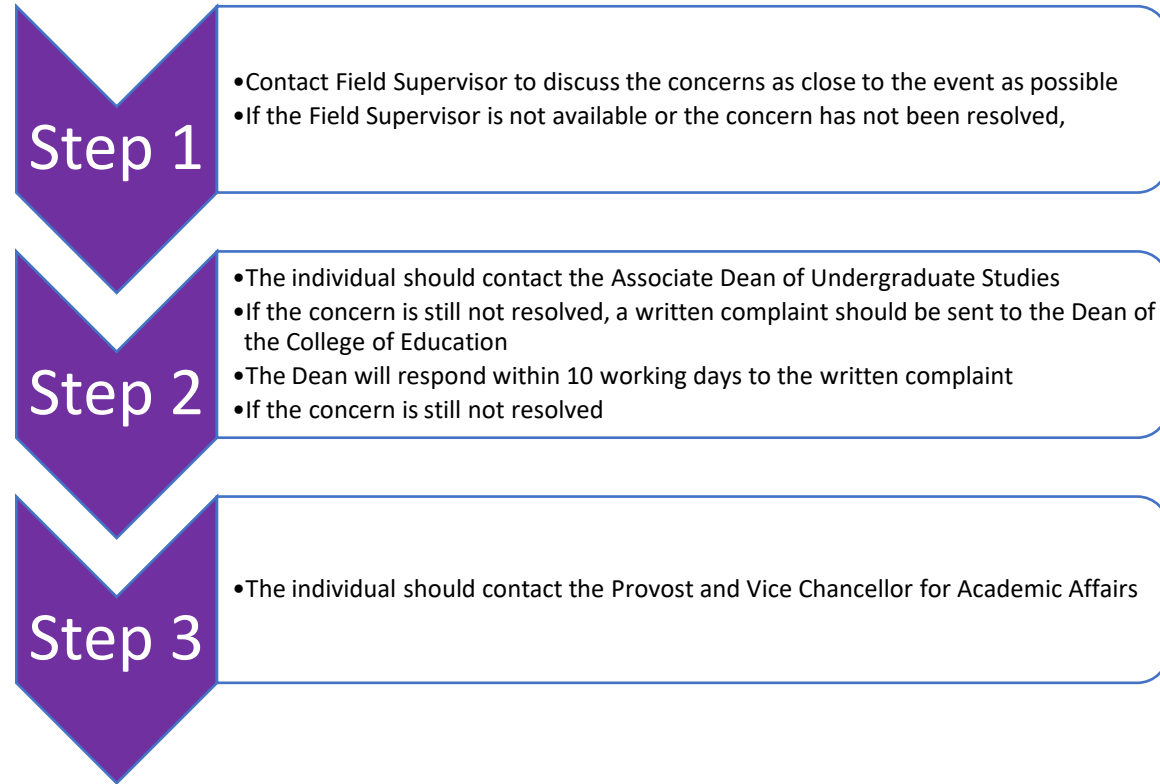


See the [TCU Faculty and Staff Handbook](#) for complete information on timelines and procedures for faculty appeals.

If the complaint cannot be resolved after all College of Education and Texas Christian University processes have been exhausted, see Stage II.

Cooperating Teachers, Principals, Partnering Districts and Students

If the cooperating teacher, principal, or partnering district has a complaint that is not included under Sexual Harassment and Discriminatory Harassment, the individual should:



Sexual Harassment and Discriminatory Harassment

Complaints or reports should be made as soon as possible after an incident. All individuals are encouraged to report discrimination, harassment, sexual misconduct and retaliation so that prompt effective action can be taken.

All complaints and third-party reports of conduct in violation of this policy should be made to the [Equal Opportunity/Affirmative Action Officer/Title IX Coordinator](#) (“Title IX Coordinator”). All complaints against a student will be referred to [The Dean of Students Office](#).

There are several ways to submit a complaint or report:

- Leave a private message for the Title IX Coordinator at (817) 257-8228.
- File a written complaint with the Title IX Coordinator.
- Make an appointment to see the Title IX Coordinator or one of the Deputy Title IX Officers.

Complaints against a student for conduct alleged to have been committed by a student in violation of this policy can also be made to [The Dean of Students Office](#).

Title IX Coordinator
Ms. Andrea McDew
a.vircks@tcu.edu
TCU Box 298980,
The Harrison Suite 1800
Fort Worth, Texas 76129

The Title IX Coordinator coordinates and tracks all complaints and reports of conduct alleged to violate this policy. The Title IX Coordinator may handle a complaint alleging a violation of this policy, or it may be handled by one of the Deputy Title IX Officers, or another appropriate University official. The Title IX Coordinator and/or Deputy Title IX Officers may confer with one another or others when deemed appropriate. (see [TCU Faculty/Staff Handbook](#) or [TCU Official Student Handbook](#)).

If the complaint cannot be resolved after all College of Education and Texas Christian University processes have been exhausted, see Stage II.

STAGE II: File Complaint with TEA

If the student, faculty member, or staff member is unable to resolve the complaint at the institutional level, and all TCU's complaint and appeal processes have been exhausted, the individual may file a complaint with the Texas Education Agency (TEA).

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs" or click on the following [Complaints Against Educator Preparation Programs](#).

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242)

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing a hard copy to the address on the form.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228. 70

Appendix XII: Resources

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701
(512) 463-9734
[Texas Education Agency](#)

State Board for Educator Certification
1701 N. Congress Ave.
WBT 5-100
Austin, Texas 78701
512-463-8762 (fax)
[State Board for Educator Certification](#)

TEKS (Texas Essential Knowledge and Skills): [Texas Essential Knowledge and Skills \(TEKS\) TExES Standards, Domains, & Competencies](#)
Standards, Domains, & Competencies: [TExES Standards, Domains, & Competencies](#)
Pearson: [Test Prep, Registration, and Score Reporting](#)
TEA: [Login](#) and [Help Desk](#)
Pearson Learning Studio (eCollege): TCU Online Resources: [Pearson Learning Studio \(eCollege\)](#)
Turn-it-in: [Turnitin](#)
Grammar Check: [Grammar Check](#)
TCU Writing Center: [TCU Writing Center](#)
Texas Educators' Code of Ethics: [Texas Educators' Code of Ethics](#)
Publication Manual of the American Psychological Association, 7th edition: [APA 7](#)