TCU

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!

There is no more consequential work than shaping the minds, opportunities, and futures of young people — and that is precisely the work you have chosen. Welcome to the TCU College of Education. We are genuinely glad you are here. As we step confidently into our second century, we carry forward a tradition of preparing educators, counselors, and leaders who don't simply enter classrooms and communities — they transform them. Our graduates are in schools across Texas and beyond, closing opportunity gaps, championing students who have been overlooked, and leading with the kind of wisdom and courage this moment in education demands. That legacy now includes you. Our programs are grounded in evidence-based practice, social responsibility, and inclusive excellence — because we believe that rigorous preparation and deep humanity are not in tension. They are inseparable. Whether your path leads you toward teacher preparation, counseling, educational leadership, curriculum studies, higher education, science education, or special education, our faculty and staff will walk alongside you, challenge you, and invest in your growth every step of the way.

Our educator preparation candidates graduate not only ready to lead classrooms, but also ready to transform them. Grounded in the Science of Reading, our EPP students develop a deep, research-informed understanding of how children learn to read — and leave our program prepared to meet every learner where they are from day one. They understand that true impact extends beyond the classroom walls, and they are equipped to engage meaningfully with families, schools, and the broader communities they serve. Our graduates don't need time to find their footing — they hit the ground running, bringing both knowledge and heart to the students and communities waiting for them. Our Teacher Residency Program remains one of our most innovative offerings — an immersive, yearlong clinical experience built around student learning and equity. Through our participation in Learning by Scientific Design, a national initiative, we ensure our graduates are trained in the most effective, research-based practices available. These are not just program features. They are our promise that your preparation will be as strong as the calling that brought you here.

The faculty of the College of Education are nationally recognized scholars, accomplished practitioners, and award-winning educators who are deeply engaged in the work, not just studying education, but actively working to make it better. Our mission reflects that commitment: The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and dedicated to all learners.

Your presence here matters. The students you will one day teach, counsel, and lead are already waiting — even if they don't know it yet. We look forward to all you will become and to everything you will make possible for others.



Go Frogs!

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

Mission and Vision

Mission: To prepare exemplary leaders for diverse educational settings and related fields who are reflective, innovative, and committed to all learners.

Vision: A generation of educators meaningfully invested in the creation of a human and just society through leadership and interactions with students at every level.

As professionals and active citizens in the community, the college strives to create a humane and just society in which all individuals can develop their full potential. The college is governed by an ethical code that documents it obligations to students, colleagues and the community. This code includes rationality and objectivity in professional judgements and actions, civility and caring interactions with others, and encouragement of diverse views on issues of significance to society.

For the Teacher Education Program and in alignment with the above values, the college's core beliefs incorporate a connection between a strong foundational knowledge base with professional practice. Professionals in education study and expand the knowledge bae of effective practice and ground their teaching practice in theory and research acquiring expertise through activities in diverse, field-based settings, which are exemplars of practice. They also promote high student achievement and a passion for learning by:

- Mastering content knowledge and effective pedagogical skills;
- Using multiple strategies, resources and technologies to plan, implement and assess instruction and document effectiveness with students; and
- Synthesizing knowledge from relevant, academically diverse perspectives and a variety of theoretical observations and approaches

In addition, teacher education professionals provide service and leadership in diverse settings, ranging from local to global communities; seek to improve professional settings and society; and collaborate with representatives from various groups within and outside the educational community.

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 experiences with various professionals. These professionals include:

- Field Site Partner Teacher, Cooperating Teacher or Host Teacher
- Field Site Principal or Administrator
- TCU College of Education Academic Advisor
- TCU College of Education Faculty and Staff
- TCU College of Education Field Supervisor
- TCU College of Education Coordinator of Field Experience, Alumni Relations, and Career Development
- 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]
- TCU College of Education Career Services Consultant
- TCU College of Education Director of Accreditation, Certification, and Assessment
- TCU College of Education Chair, Department of Teaching and Learning Sciences
- TCU College of Education Associate Dean of Undergraduate or Graduate Studies
- TCU College of Education Dean

Partnership Schools and Districts

District / School Partner	
Aledo ISD	IDEA Public Schools
Arlington ISD	International Leadership of Texas
Birdville ISD	Joshua ISD
Burleson ISD	Keller ISD
Carroll ISD	Kennedale ISD
Castleberry ISD	Lake Worth ISD
Coppell ISD	Lewisville ISD
Crowley ISD	Mansfield ISD
Eagle Mountain-Saginaw ISD	Midlothian ISD
Everman ISD	Northwest ISD
Fort Worth Academy of Arts (FWAFA)	Starpoint /KinderFrogs @ TCU
Fort Worth ISD	Texas School of the Arts (TESA)
Grapevine-Colleyville ISD	Trinity Valley School
Hill School	Uplift Charter Schools
Hurst-Euless-Bedford ISD	White Settlement ISD

- Each partner district / school will have a formal Memorandum of Understanding (MOU) with the TCU College of Education per TEA requirements and TCU legal
- Partnership districts/schools are subject to change per semester, contact the Coordinator of Field Experience, Alumni Relations, and Career Development or the Coordinator of the Teacher Residency Program for further inquiries.

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, 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 Changes

Teacher education programs as listed in the catalog and this handbook reflect current State Board of Educator Certification (SBEC) and Texas Education Agency (TEA) standards. Changes may be made in these programs as required to meet additional certification standards adopted by SBEC/TEA.

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)

- Core Subjects EC-6 / Science of Teaching Reading with English as a Second Language
  - Enhanced Residency Certification Route Option
- Core Subjects EC-6 / Science of Teaching Reading
  - Enhanced Residency Certification Route Option
- Core Subjects EC-6 / Science of Teaching Reading with Special Education
  - Enhanced Residency Certification Route Option
- Core Subjects EC-6 / Science of Teaching Reading with Bilingual
  - Enhanced Residency Certification Route Option

Middle School Education (Grades 4-8)

- 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: Educator Preparation Program (EPP)

TCU students who are seeking a teaching certification must meet specific requirements designed to ensure sufficient preparation for a teaching career.

Milestone I: Academic Advising

Students are required to meet with their assigned Academic Advisor each semester for the first four semesters of their TCU academic career, with the first meeting held during orientation prior to the first semester at TCU. The Academic Advisor will discuss appropriate degree plan coursework and Educator Preparation Program (EPP) admission requirements. Students are encouraged to continue seeking regular advisement during all remaining semesters enrolled at TCU. This helps ensure students are making the most of their opportunities during their time at TCU.

Milestone II: Admission to the College of Education Educator Preparation Program (EPP)

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 or within the same semester of application to the EPP. However, meeting only the minimum criteria does not ensure admission to the Educator Preparation Program (EPP). 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 Educator Preparation Program should do so by March 1 for fall admission and October 1 for spring admission. Eligible transfer students only may apply July 1-August 1. The EPP Admissions Committee will consider minimum criteria, as well as student performance (professional attitude, demeanor, abilities and preparation) and space in program.

Minimum requirements for admission include:

- Completion of a minimum of 54 credit hours of coursework
- TCU Cumulative GPA of 2.75 or higher.
- Completion of COMM 10123 or OCO equivalent
- EDUC 20003[1], EDEC 30103, or equivalent with a grade of C- or better.
- Met Professional Educator Disposition cut score on the EPP Admission Essay Rubric
- Completion of 12 hours of content area coursework (15 hours of content for Math and Science)[2]
- 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 (within one year) and clear Group One criminal record check[3 & 4] (student is responsible for required fee).
- Completed FERPA agreement, included in application.
- Signed Educator Code of Ethics Statement and Certificate of Ethics Training, included

in applications.

- 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 meeting admissions requirements upon review by the EPP Admissions Committee will receive a formal invitation for admissions to the TCU COE Educator Preparation Program from the Director of Accreditation, Certification, and Assessment. A formal response is required from the candidate to acknowledge entry into the College of Education. Formal admissions aligning to the selected program of study to the COE EPP is required for all certification seeking candidates. The TCU COE Director of Accreditation, Certification and Assessment will send a status letter to students sharing any lacking requirements and/or information about further steps and/or remediation. Upon meeting the requirements, review for admittance of the student's application will occur.

Students seeking the Enhanced Residency Certification route will need to refer to COE Residency Handbook for specific requirements.

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

[1] Prior to admission to the College of Education, students may take education courses that do not have the prerequisite of admission: EDUC 20003, 20023, 30603, 30113, 30123,
30143, 41113, 50153, EDEC 20013, 30073, and 30103. Students may not register for education courses that require admission to the EPP until formally admitted to the College of Education.

[2] Content areas for Core Subjects EC-6 majors include, not limited to: Social Sciences, Mathematics, English, Sciences, Fine Arts, and Speech. All other content areas align with program of study.

[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 experience.

[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)

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)

Professional Educator Standards and specific Pedagogy Content Area Standards are accessible from the TEA website under Approved Educator Standards. Scroll down to the Certification Standards area and select the Texas Teaching standards, 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 Educator Preparation Program, Testing, & Completing Coursework Prior to or Continuation in Clinical Experience

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 adhering to the Educator Code of Ethics
- Complete coursework for degree program prior to beginning the Clinical Experience.
- Coursework taken during the summer or an intersession must be successfully completed and noted on the student's TCU transcript by the TCU Registrar's Office prior to clinical Experience.
- Candidates may only take one 3-credit hour core course online or evening during clinical experience with approval from the academic advisor.
- All education (EDUC/EDEC/EDMS/EDSE) and content specific coursework, with the exception of required senior year education coursework, will need to be completed prior to beginning the semester of clinical experience per the program of study.

- During students' clinical experience, candidates without additional approved coursework will not be considered a full-time student based on credit hours. However, students will be considered full-time for financial aid eligibility purposes. This will result in prorated tuition charges and financial aid packages during the clinical experience (clinical teaching / residency) semester(s). Candidates are strongly encouraged to reach out to their financial aid advisor about how this will specifically work with their unique financial aid package, including what documentation might need to be secured prior to the clinical experience.
- 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. Failure to maintain a cumulative GPA of at least 2.75 may result in removal from the program.
- Complete all TEA and course required field-based experience hours and reflections prior to beginning Clinical Experience per TAC 228.
- Successfully complete the course, EDEC 30003/EDUC 30001: Professional Practice Seminar, before proceeding to or continuation of Clinical Experience.

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)

Texas Examination of Educator Standards (TExES)

To be eligible to attempt the TExES certification exams for initial teacher certification, admitted candidates must exhibit readiness to test through a passing score of 240 (80%) or higher on the appropriate practice representative exams, 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 registering through Pearson. It is a strong recommendation that candidates test at the earliest possibility upon approval.

Candidates who score below 240 (80%) on practice exams in EDEC 30003/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 Professional Practice Seminar is a pre-requisite for advancing to or continuation of Clinical Experience.

Successful completion of EDEC 30001 is a prerequisite for advancing to Senior II EDEC 42230- Prof Induction: Residency. Failure to complete EDEC 30001 will result in removal from the enhanced residency program.

Candidates pursuing the enhanced teacher residency certification must pass the following exams with the state of Texas to be initially certified. The chart shares the expected timeline for completion of the exams and can result in an Academic Professional Program Warning (APPW):

	TExES Exam	**Taken and Passed with the State of Texas**	**Practice Exam Passed in EDEC 30001**
Generalist Candidates	EC-6 Core Content Exam	End of first month of Residency	End of 1st Semester of Residency
	Science of Teaching Reading Exam	End of seventh month of Residency	
	English as a Second Language (ESL) Supplemental Exam	End of eighth month of Residency	
Bilingual Candidates	EC-6 Core Content Exam	End of first Month of Residency	End of 1st Semester of Residency
	Science of Teaching Reading Exam	End of seventh month of Residency	
	Bilingual Exam	End of eighth month of Residency	

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.

Per TEA, candidates who are not successful on any attempts on the actual state exams are required to provide evidence of remediation prior to being released for another attempt with

the state. Attempts for state testing and retesting must be approved by the Director of Accreditation, Certification, Assessment.

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.

Students who fail to complete the appropriate TExES exam(s) within a year or more of program completion must present documentation of an approved TExES review and/or additional coursework as determined by the EPP prior to receiving permission to test with the state. TAC 228

Milestone IV: Application for Clinical Experience

Clinical Teaching	Clinical Residency
Completion of all content area and education coursework with a minimum of 2.75 GPA and no grade lower than a "C-". *	
A minimum overall TCU GPA of 2.75	
Completion and documentation of all field-based coursework and hours (50 hours minimum).	
Semester prior to Clinical Teaching: Successful completion of EDEC 30003/EDUC 30001: Professional Practice Seminar	FALL SEMESTER: Successful completion of EDEC 30003/EDUC 30001: Professional Practice Seminar
Demonstration of high professional, ethical and relational standards of behavior, appropriate emotional control, and communication (oral, written and technological) with adults, children and fellow students. Texas Educators' Code of Ethics	
Candidates must have successfully completed all course requirements per the Educator Preparation Program prior to the clinical experience semester. All transfer hours require approval and completion prior to the clinical experience semester(s).	Teacher residents will complete the same courses as traditional teacher candidate s, but on a modified schedule. Candidates must have successfully completed all course requirements on the degree plan other than required senior year COE coursework (EDUC/EDEC prefix) prior to the residency year. All transfer hours require approval and completion prior to the residency year. The teacher residents will have the same opportunity to participate in the TCU COE accelerated master's program.
The Clinical Experience Application Admission Committee, comprised of faculty and staff members familiar with the students' academic and professional status, reviews applications for clinical	During residency the teacher candidate is paired with an experienced, highly effective host teacher for a full-year of clinical training/co-teaching in an EC-6classroom (minimum of 3 days per week for full year). In some cases,

experience and determine approval. The committee will consider the minimum criteria, as well as student performance (professional attitude, demeanor abilities and preparation). Any exception to these standards must be approved by the program faculty and the college dean and/or the college's Texas Education Agency approved EPP designee
• Applications are due **September 1** for spring clinical experience (Clinical Teaching) and **February 1** for fall clinical experience (Clinical Teaching)
  • A mandatory orientation is held prior to clinical experience to address requirements, meet field supervisors, discuss the certification process, and address questions and concerns.
  • Teacher candidate s follow the district calendar with respect to start dates, holidays, and breaks. Teacher candidate s/Residents do not follow the TCU academic calendar during their clinical experience semester.
  • Some school and district partners may require the following: criminal record check, fingerprinting, proof of vaccinations, and/or documentation of membership to a professional, educator organization. Any additional fees will be the responsibility of the candidate.
	residents receive a stipend during the year-long residency. Students in the year-long residency program will be in an EC-6 classroom with their host teacher three days a week and be available to substitute on their residency campus one day a week. Residents will attend courses at TCU one day a week.
	
	Candidates in the Junior Year will be invited to attend a Teacher Residency Informational Session to learn more about the Residency Program. Applications to the Residency Program are due **February 1**. Interviews will be held during the month of February and all students accepted into the Residency Program will be notified by **March 1.**
	
	Any students not participating in the Year-Long Teacher Residency Program will complete the Traditional Clinical Teaching Pathway.

Milestone V: Clinical Experience

Clinical experience 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 Experience – Clinical Teaching

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. Clinical Experience takes place in the last semester of a student's degree program at TCU. 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 490 hours of clinical teaching in two assignments, if candidate is seeking supplemental certification(s) one or both of the placements must meet the requirements in TAC:
  - Primary, Grades EC-2; and
  - Intermediate, Grades 3-6

The Coordinator of Field Experience, Alumni Relations, and Career Development is responsible for administering and organizing the clinical teaching process and placements.

Clinical Experience – Residency

Teacher Residency Program is completed during the final two semesters of the candidate's program. Candidates are concurrently enrolled in the Senior Level coursework as they complete Teacher Residency Clinical Teaching on the EC-6 Campus.

The mission of the TCU Teacher Residency Program is to prepare reflective, ethical, and innovative teachers who are committed to teaching all learners in diverse educational settings. It extends a traditional clinical teaching experience from one semester to a full academic year.

Teacher residencies put student learning at the center of the preparation experience, with intense clinical work and intentional alignment among the teacher residency, school district, and institution of higher education[1]. This coherence results in a substantial return on investment including more effective first year teachers, a more diverse pipeline of teaching candidates, and higher teacher retention rates.

A teacher residency is an opportunity to tailor clinical teaching to the needs of our candidates. The TCU Teacher Residency Program prioritizes the teacher resident's strengths and areas for growth to provide opportunities to practice, learn strategies, apply their coursework. Through the teacher residency, candidates practice and develop their content knowledge and pedagogical skills while receiving feedback from high-quality mentors.

The program's goal is to build the teacher resident's confidence and capacity within a supportive, authentic environment so that candidates feel prepared as they enter their first year of teaching.

The Teacher Residency Program Coordinator is responsible for administering and organizing the Teacher Residency Program process, placements, and supervision. A course syllabus will be provided with further instructions and guidance to meet the expectations for graduation and educator certification.

Teacher Residency Year Experience

Job Description

The teacher resident (TR) is a paid employee of the district who participates in a yearlong clinical experience under the guidance of a highly effective mentor, called a host teacher (HT). Residency teaching is a responsibility requiring a significant time investment on the part of the teacher resident. The teacher resident works alongside the host teacher for a full school year while completing a degree at TCU. A resident co-teaches and co-plans with the host teacher to gain skills and expertise. The TR is actively engaged in as many elements of the classroom as possible from the very beginning of the residency year. The TR will gradually assume greater responsibilities throughout the residency year. Daily attendance and preparation should reflect the seriousness of this responsibility. Teacher residents support and follow all school policies and apply professional ethics to all actions. Teacher residents should be active members of the school community and regularly join the life of the school.

Responsibilities

- Co-plan and co-teach with HT and other team members, leading small-group and whole-group instruction.
- Attend professional development before the start of the school year and ongoing throughout the school year as directed by TCU.
- Participate in team planning, Professional Learning Communities, school-based professional development, campus faculty meetings, and meetings with the field supervisor.
- Work with the HT to monitor and improve instruction with formative and summative assessments, grading, data analysis, and rubrics to identify next steps.
- Adapt and improve high-standards, differentiation-ready lesson plans that motivate strong student learning, after learning to deliver such lessons prepared by the HT and/or experienced team members.
- Manage procedures, supervise students, and develop students' social-emotional skills during transitions, lunch, recess, assemblies, and other activities, and while team teachers plan or deliver instruction.
- Embrace and implement feedback from HTs and the field supervisor before, during, and after informal and formal observations.
- Be continually involved in the self-evaluation process including soliciting feedback with suggestions for improvement and seeking immediate answers to problems;
- Substitute within the school placement one day per week.

- Take responsibility for other non-instructional duties as assigned by the HT and/or campus administrators (i.e., after school events, duties, etc.).
- Exhibit professionalism in all interactions (face-to-face, virtual, or written) with students, instructors, colleagues, administrators, school staff, peers, and parents.
- Assume responsibility for the quality of the placement experience; advocate for yourself and your needs; ask for new assignments or responsibilities; display self-reliance, desire, enthusiasm, and initiative.

Planning and Preparation

- Co-plan with HT and team.
- Ensure a high-standards, differentiation-ready curriculum.
- Plan backward to align all lessons, activities, and assessments with high-expectation standards & curriculum.
- Implement and suggest improvements to instruction that develop higher-order thinking skills and personalized, reflecting the levels and interests of individual students.
- Implement and suggest improvements to assessments that accurately assess student progress.

Classroom Environment

- Identify and address students' social, emotional, and behavioral learning needs and barriers.
- Hold students accountable for ambitious, measurable, high expectations of behavior and engagement.
- Contribute to a culture of respect, enthusiasm, and positive rapport.
- Manage student behavior during transitions and less structured time (e.g., recess, lunch, dismissal, etc.).
- Monitor independent work time in the classroom while HT provides instruction.
- Identify and suggest ways to engage students in a physical/virtual classroom that include technology.

Instruction

- Provide small-group instruction under the direction and using tools/rubrics of the HT and team.
- Supervise student skills practice, projects, and digital learning.
- Co-teach with HT.
- Lead whole-group instruction.
- Participate in instructional planning, data review, and improvement during the year.

Professional Responsibilities

- Solicit and willingly receive feedback from HT, Principal, Field Supervisor, Campus Supervisor, and team members to improve professional skills.
- Meet with HT to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges.
- Collaborate with other grade-level team members.
- Participate in professional development and opportunities at school.

Hours

- The TR will be present during teacher contract hours and dates set by the district calendar. The TR will follow district policies regarding personal and sick leave. The TR will be in the host classroom Monday, Tuesday, Thursday, and Friday with the possibility of being available to substitute teach on Fridays.
- The TR will notify the host teacher, campus principal, and field supervisor as soon as possible if you are sick or in case of an emergency.
- **Submit all absences according to district policy and email the absence confirmation to your host teacher, campus principal, and field supervisor.**
  Reports to: Host Teacher, Principal, Field Supervisor, and Campus Supervisor.

Course Sequence & Schedule

During the teacher residency year, the teacher candidate is paired with an experienced, highly effective host teacher for a full-year of clinical training/co-teaching in a K-12 classroom. Teacher residents will have opportunities to contract with and receive a stipend from partner districts during the teacher residency year.

The TCU Teacher Residency Program follows the district partners' instructional calendar. To obtain the enhanced residency certification, teacher residents are **required to participate in the first and last days of instruction**.

Teacher residents will complete the same courses as traditional teacher candidate s, but on a modified schedule. Candidates must have successfully completed all course requirements on the degree plan other than required senior year COE coursework (EDUC/EDEC prefix) prior to the residency year. All transfer hours require approval and completion prior to the residency year. The teacher residents will have the same opportunity to participate in the TCU COE accelerated master's program.

The resident will teach a full day with their host teacher for three days (3 days x 7 hours per day = 21 hours per week), attend TCU classes on campus once a week, and be available for subbing at their residency site for one full day. If they are not needed as a substitute on the fifth day, they will continue to co-teach in their host classroom.

Each week of the year-long program, teacher residents will gradually take on more ownership and solo-teach time within the classroom via a co-teach model that gradually releases more instructional responsibilities to the teacher resident.

By the end of the Teacher Residency Program, **a candidate must complete a minimum of 750 hours in the residency classroom to obtain certification**. The teacher resident will track all clinical teaching hours in the Teacher Residency Weekly Reflection Log. The log will document hours worked, the range of responsibilities completed, and any absences.

TEA requires a teacher resident complete 750 hours within the teacher residency classroom. These hours are required to receive the enhanced teacher residency certification. Therefore, attendance at the residency site is critical to the completion of this course and certification requirements.

The Progression of Teacher Resident Development
Teacher residents must be actively engaged in as many elements of the classroom and school as possible from the beginning. Teacher Residents should assume greater responsibilities throughout their teacher residency year.

The Progression of Teacher Resident Development provides suggestions and guidelines for teacher residency co-teaching, teacher resident development, and release time. Time spent in each "Teaching Ratio" may vary based on the prior knowledge and experience of the teacher resident. Host teachers may find that the teacher resident is able to take on responsibilities quickly. In contrast, others may need more time and scaffolding to develop the necessary skills and strategies in classroom management and routines, lesson planning, implementation, and assessment.

The field supervisor will support the host teacher and teacher resident with customizations of the gradual release. This is a partial list of teacher resident responsibilities, as the host teacher and teacher resident will work collaboratively to determine the best way to meet all stakeholder's needs.

Teacher Residency Year Assignments

1. Performance Gates Intro
To prepare reflective, ethical, and innovative teachers who are committed to teaching all learners in diverse educational settings, the TCU Teacher Residency Program specifically focuses on developing the teacher resident's mastery of High-Priority Residency Practices.

High-Priority Residency Practice (HPRPs) are a set of foundational teacher skills and actions that teacher residents will learn, observe, rehearse, and enact during the teacher residency year. The TCU HPRPs are aligned to the Texas Teacher Evaluation and Support System (TTESS) and the Educator Standards.

Performance gates are used to assess the teacher resident's current level of mastery on the High-Priority Residency Practices (HPRPs) and to ensure that a candidate has met the minimum requirements to receive the enhanced teacher residency certificate. Performance gates assess the teacher resident's demonstrated mastery of content and pedagogical knowledge and professionalism.

The performance gates are:

Performance Gate	Minimum Mastery Level	Due Date	Impact of Not Demonstrating Minimum Mastery Level
1st Semester			
Performance Gate #1 Formal	Developing (2) or above on Domain 1, Domain 3, and Domain 4 of the	End of 1st 6 weeks	Teacher resident will not proceed to any "Total Teach" weeks until s/he is able to demonstrate

Observation Cycle #1 and Professionalism Rubric #1	HPRPs/educator standards Developing (2) or above on Professionalism Rubric		minimum level of mastery. An Action Plan Meeting will be held between the field supervisor and the teacher resident, additional observations will occur, and teacher resident can receive a support plan. Potential of failing Fall EDEC 42230-Prof Induction: Residency.
Performance Gate	**Minimum Mastery Level**	**Due Date**	**Impact of Not Demonstrating Minimum Mastery Level**
Performance Gate #2 Formal Observation Cycle #2 and Professionalism Rubric #2	Developing (2) or above in all Domains (1, 2, 3, and 4) Developing (2) or above on Professionalism Rubric	Mid Fall Semester	Teacher resident will not proceed to 100% "Total Teach" until s/he is able to demonstrate minimum level of mastery. An Action Plan Meeting will be held between the field supervisor and the teacher resident, additional observations will occur, and teacher resident can receive a support plan. Potential of failing Fall EDEC 42230-Prof Induction: Residency.
Performance Gate #3 Mid Term Benchmark	Developing (2) or above on each educator standard/HPRP dimension	End of Fall Semester	An Action Plan Meeting will be held between the field supervisor and the teacher resident, additional observations will occur, and teacher resident will receive a support plan. Potential of failing Fall EDEC 42230-Prof Induction: Residency.

2nd Semester			
Performance Gate	**Minimum Mastery Level**	**Due Date**	**Impact of Not Demonstrating Minimum Mastery Level**
Performance Gate #4 Formal Observation Cycle #3 and Professionalism Rubric #3	Proficient (3) or above on Domain 1, Domain 3, and Domain 4 of the HPRPs/educator standards Proficient (3) or above on Professionalism Rubric	End of 1st 6 weeks	Teacher resident will be reduced to 50%/25% "Total Teach" until s/he is able to demonstrate minimum level of mastery. An Action Plan Meeting will be held between the field supervisor and the teacher resident, additional observations will occur, and teacher resident will receive a support plan. Potential of failing Spring EDEC 42230- Prof Induction: Residency.
Performance Gate	**Minimum Mastery Level**	**Due Date**	**Impact of Not Demonstrating Minimum Mastery Level**
Performance Gate #5 Formal Observation Cycle #4 and Professionalism Rubric #4	Proficient (3) or above in all Domains (1, 2, 3, and 4) Proficient (3) or above on Professionalism Rubric	Mid Spring Semester	Teacher resident will be reduced to 75%/50%/25% "Total Teach" until s/he is able to demonstrate minimum level of mastery. An Action Plan Meeting will be held between the field supervisor and the teacher resident, additional observations will occur, and teacher resident will receive a support plan. Potential of failing Spring EDEC 42230- Prof Induction: Residency.
Performance Gate #6 Final Benchmark & Recommendation	Proficient (3) or above on each educator standard/HPRP dimension	End of Spring Semester	The teacher resident will not be recommended for certification until he/she can demonstrate the minimum mastery level for all educator standards/HPRPs.

The performance gates monitor a teacher resident's progress to ensure that he/she has demonstrated the prerequisite skills necessary to be successful at the next level of the program. Teacher residents who do not demonstrate a minimum mastery level on a performance gate or are not progressing in academic/other professional requirements will work with the field supervisor to outline a support plan (see chart above for specific examples of support plan actions).

2. Performance Gate Components

Formal Observation Cycles

- The teacher resident is required to complete 4 formal observation cycles throughout the year (2 in the fall semester and 2 in the spring semester).
- The purpose of the formal observation cycle is to identify and measure the HPRPs that a teacher resident is currently demonstrating in their practice.
- The teacher resident will be evaluated using the **Formal Observation Form.** This form is modified from the Texas Educator Evaluation and Support System, and the Learning by Scientific Design Rubric has been added to the end.
- Traditionally, T-TESS observations are evaluated using the 1-5 scale above. For pre-service teachers, we will focus on level 3- proficient.

Protocol:

- Pre-Conference:
  - lesson plans MUST be submitted to the field supervisor 24 hours prior to the pre-conference session.
- The teacher resident & field supervisor will meet for a ***pre-conference*** (for approximately 30 minutes) prior to the observation to discuss the upcoming lesson.
- Observation:
  - The field supervisor will formally evaluate a ***45-minute teaching experience.***
- Post-Conference:
  - The teacher resident & field supervisor will debrief the observation in a ***post-conference conversation*** and discuss areas of reinforcement and areas of refinement.

Professionalism Rubric

- Professionalism and ethical conduct are crucial component of being an educator. The professionalism rubric is used to evaluate the teacher resident's professionalism skills during each performance gate evaluation period.
- The rating is cumulative and measures the teacher resident's skills during the entire performance gate evaluation period. (See chart above for dates).
- The minimum score is for each evaluation period is…
  - **Performance Gate #1- Developing 2**
  - **Performance Gate #2- Developing 2**
  - **Performance Gate #4- Proficient 3**
  - **Performance Gate #5- Proficient 3**
- The scores from the performance gates are used to inform the Domain 4 rating on the Mid

Term and Final Benchmark Evaluations for the field supervisor and host teacher.

Mid-term/Final Benchmarks

- End of semester benchmarks are completed twice during the teacher residency year by the host teacher, field supervisor, and teacher resident.
- The benchmark is aligned to the Formal Observation form which was developed from the Texas Educator Evaluation and Support System Rubric.
- The purpose of the benchmark is to summarize the teacher resident's currently demonstrated competence and mastery of the HPRPs and the LbSD actions.

3. Lesson Plans

- Lesson planning and lesson internalization is an important component of effective instruction. Teacher residents will be expected to turn in lesson plans **each week**.
- **18 weeks of lesson plans** will be submitted to the resident's Google folder.
- Lesson plan templates should follow the campus expectation.
- Lesson plans should indicate what is being co-planned/co-taught and what is being independently planned and taught (i.e., Total Teach Lessons).

4. Informal Observations (i.e., Walkthroughs)

a. The informal observations completed by the field supervisor will be formative assessment opportunities to identify and measure the teacher resident's current level of practice on the HPRPs and progress on implementing feedback from formal observations.

b. The **TCU Teacher Residency Informal Observation Form** is modified from the formal observation form which utilizes a 1-5 ranking of student proficiency. The level 3- proficient is the goal for teacher residents.

c. The teacher resident must have a minimum of 8 informal observations (4 in the fall semester, 4 in the spring semester).

NOTE: the first informal observation must occur within the 1st four weeks of the placement.

d. The HPRPs of the week (See Progression of Teacher Resident Development) and the refinement areas from formal observations will be the observation focus for each walkthrough.

e. The informal observation is informed by written feedback provided during the post-observation conferences.

f. Areas of reinforcement and refinement (i.e., targeted skills) as well as expected next steps will be communicated via a post-conference.

g. The field supervisor will follow up on the candidate's progress on the targeted skill in additional coaching conversations and/or observations.

h. Feedback on informal observations will be provided to both the teacher resident and the host teacher.

Forms of Support

The performance gates monitor a teacher resident's progress to ensure that he/she has demonstrated the prerequisite skills necessary to be successful at the next level of the program. Teacher residents

who do not demonstrate a minimum mastery level on a performance gate or are not progressing in academic/other professional requirements will work with the field supervisor to outline an improvement plan (see chart above for specific examples of improvement plan actions).

An improvement plan is a tool designed to support students who may be in danger of not progressing in the program. Its purpose is to provide the coaching, feedback, and targeted support a teacher resident needs to demonstrate progress. The protocol outlines timebound expected outcomes, teacher resident action steps, and targeted supports that will be provided to the teacher resident.

There are two core reasons for making an improvement plan referral:

1. Failure to demonstrate minimum level of mastery on performance gate(s) and program requirements.
2. Issues regarding professionalism (classes or residency experience) (i.e., plagiarism, cheating, failure to meet expectations, unprofessional comments, attendance and/or deadlines, etc.).

**A teacher resident may immediately be put on an improvement plan or be recommended for dismissal depending on the severity of the situation.*

The field supervisor will review the teacher resident's data to identify the area of refinement and determine the next steps based on the **improvement plan protocol.**

TEA Documentation

Documentation during the teacher residency year will be critical to fulfilling the enhanced residency certification requirements outlined by TEA. Teacher residents will maintain a **Teacher Residency**

Folder that meets all TAC 228 documentation and certification requirements. The portfolio should contain the following folders and documents:

- Application Documentation
  - Teacher Residency Application
  - Placement Form
  - Resume and Photo
- Weekly Reflection Logs
  - 18 weeks of Weekly Reflection Logs per semester
  - **NOTE: TEA requires 750 hours in the residency classroom. A minimum of 375 hours must be completed by the end of each semester.**
- Informal Observations, a minimum of 4 per semester.
- Formal Observations (Lesson Plan, Pre-Conference Form, Observation Notes, and Post-Conference Form), a minimum of 2 per semester.
- Mid-term/Final Benchmarks completed by host teacher, field supervisor, and teacher resident (end of fall and end of spring semesters) affirming that the candidate has met minimum level of mastery on each of the educator standards, has successfully completed all requirements for the program thus far, and should either continue in the program (Fall Semester) or be recommended for a residency certificate (Spring Semester).
  - NOTE: If the person who does not recommend the candidate must provide documentation

supporting the lack of recommendation.

- Forms & Resources
  - Signed TEA Teacher Code of Ethics Form
  - Program Guide agreement
  - FERPA Release Form
  - Informed Consent Form
- TEA Summary Sheet
  - With evidence of performance gates completed and minimum mastery level was met (i.e., demonstration of proficiency on all educator standards).
- Recommendation Checklist *(end of residency year only)*

Documentation Responsibilities

Weekly Reflection Log / TEA Summary Report & Recommendation Checklist

	Weekly Reflection Log	Performance Gates			Informal Observations	TEA Summary Report & Recommendation Checklist
		Formal Observations	Professionalism Rubrics	Mid/End Benchmarks		
Weekly (18 logs per semester, 750 hours per year, 375 hours per semester)	**Minimum of 2 in Fall Semester, 2 in Spring Semester**	**2 in the Fall and 2 in the Spring**	**End of each Semester**	**Minimum of 8, 4 per semester**	**End of Semester and/or Residency**	**Automated*
TCU Teacher Resident	Completes.	Provides lesson plans. Participates in pre-conference, lesson demonstration, and post-conference.	Reviews professionalism rubric to set personal goals.	Participates in benchmark conference & completes forms.	Participate & reflect on practice.	Reviews and signs.
	Weekly Reflection Log	**Performance Gates**			**Informal Observations**	**TEA Summary Report & Recommendation Checklist**
		Formal Observations	**Professionalism Rubrics**	**Mid/End Benchmarks**		
Weekly (18 logs per semester, 750 hours per year, 375 hours per semester)	**Minimum of 2 in Fall Semester, 2 in Spring Semester**	**2 in the Fall and 2 in the Spring**	**End of each Semester**	**Minimum of 8, 4 per semester**	**End of Semester and/or Residency**	**Automated*
Field Supervisor	Receives copies each week	Conducts Pre-Conference, Observation & Post-Conference	Participates in professionalism conference & completes form with feedback from host teacher	Participates in benchmark conference & completes form	Conduct walkthrough observations, conduct coaching conversation post-conference	Maintains and signs

*Maintain a copy and submit electronically (PDF format preferred) to the Residency Folder. Include the last name of the candidate, first initial, assignment, semester (F=fall / S =spring) and year. Example: *Frog, Super OBS1 S2023*

*All documentation is archived on the TCU-College of Education server for TEA / Certification

Recommendation For Certification

The candidate must successfully demonstrate all program requirements prior to being recommended for certification. These requirements include:

- Written Application and Acceptance to the Teacher Residency Program
- Signed Code of Ethics Form
- Minimum 750 hours in the teacher residency classroom with at least 400 hours spent leading and co-teaching
- Completion of all required Texas initial certification exams.
- Completion of all content area and pedagogy coursework with a minimum of 2.75 GPA and no grade lower than a "C-"
- Passing grade in all sections of the teacher residency fieldwork course (EDEC 42230)
- Completion and documentation of 8 informal observations with written feedback on targeted skills.
- Performance Gates completed with evidence that Minimum Mastery Level was met (i.e., demonstration of proficiency on all educator standards) including:
    - 4 Formal Observations (Lesson Plan, Pre-Conference Form, Observation Notes, and Post-Conference Form)
    - Mid Term Benchmark Form completed by host teacher, campus supervisor, and teacher resident affirming that candidate has met mid program expectations (i.e., performance gates)
    - Final Benchmark Form completed by host teacher, campus supervisor, teacher resident, and field supervisor affirming that the candidate has demonstrated proficiency in each of the educator standards, has successfully completed all program requirements, and should be recommended for a residency certificate. If the person who does not recommend the candidate must provide documentation supporting the lack of recommendation.
    - All documentation outlined in TAC 228.

    The field supervisor in collaboration with the campus supervisor and host teacher will complete the **TEA Summary Sheet** and **Final Recommendation Checklist** to document that all program requirements have been met.
    Upon successful completion the teacher residency program, its requirements, 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 (NOTE: 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.

Governance

Governance is an opportunity for stakeholders to come together to discuss the TCU Teacher Residency Program. It drives the partnership between the TCU Teacher Residency Program and district stakeholders. Data centers the collaborative discussion focused on actionable steps for the district, campus, and teacher residency program.[1]

- Governance occurs quarterly with district and campus administrators to...
  - Review performance data for current teacher residents
  - Make programmatic decisions
  - Determine changes for continuous improvement

Quarterly Governance Schedule

- **Governance Meeting #1 (Quarter #1)**
  - Review data collected leading up to governance date.
  - Data sources may include: formal observations, informal observations, performance gates, support plan data, host teacher/field supervisor coaching conversations, and/or professionalism data.
  - Finalize and confirm any necessary details for the upcoming residency year.
  - Make programmatic decisions or changes to implement continuous improvement.
- **Governance Meeting #2 (Quarter #2)**
  - Review data collected leading up to governance date.
  - Data sources may include: formal observations, informal observations, performance gates, support plan data, host teacher/field supervisor coaching conversations, and/or professionalism data.
  - Make programmatic decisions or changes to implement continuous improvement.
- **Governance Meeting #3 (Quarter #3)**
  - Review data collected leading up to governance date.
  - Data sources may include: formal observations, informal observations, performance gates, support plan data, host teacher/field supervisor coaching conversations, and/or professionalism data.
  - Make programmatic decisions or changes to implement continuous improvement.

- **Governance Meeting #4 (Quarter #4)**
  - Review data collected throughout the residency year.
  - Data sources may include: formal observations, informal observations, performance gates, support plan data, host teacher/field supervisor coaching conversations, and/or professionalism data.
  - Make programmatic decisions or changes to implement continuous improvement.
    - Begin planning for upcoming cohort and set dates for Fall governance meeting.

Termination/Self-Selected Exit

Clinical Experience – Clinical Teaching

A candidate's removal from their clinical teaching placement 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 experience site may or may not occur. Removal from a clinical experience site may be grounds for dismissal from the program and a grade of F or NC in Clinical Teaching coursework. Candidates can choose to no longer continue the TCU COE Educator Preparation Program and self- select exit at any point as well. 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)

Clinical Experience – Residency

A candidate's removal from their field residency teaching can occur when the residency program team (Host teacher, Campus Administrator, District Partner, Residency Program Coordinator, and/or Department of Teaching and Learning Sciences Chair) agrees to remove a candidate from the program. All efforts will be made to ensure each candidate is successful in the program. Depending on the circumstances, securing an alternative Residency 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 Residency coursework. Candidates may also choose to no longer continue the TCU COE Educator Preparation Program and self-select exit. Candidates removed or self-selected 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)

Milestone VI: Graduation and Certification

Students must complete an Intent to Graduate form for graduation consideration. Submit the Intent to Graduate form electronically two semesters before graduation.

- Maintain and complete Clinical Experience with GPA of 2.75 and a C- or better in education and content area coursework.
- Successfully complete Clinical Experience meeting all Educator Preparation Program requirements for the chosen program and route.

- Complete any outstanding certification exams through Pearson (Required for Certification, not for graduation

Upon successful completion of the educator preparation program, approved graduation application and, certification exams required for initial certification 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 of educator preparation program TEA documentation. A virtual certificate will issue upon completion of recommendation, any outstanding application items (fee and fingerprinting background check) and SEMARC (Search Engine for Multi—Agency Reportable Conduct) check. Cleared certificates will be 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 do 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 within one year or more of program completion may be required by the educator preparation program to show proof of competency to test through practice testing and/or additional coursework.(TAC§228)

Academic Performance and Professionalism Warning (APPW)

Candidates must maintain acceptable academic performance as outlined by their undergraduate program, as well as high professional standards, in order to advance and be retained in the program. Candidates must also adhere to the Texas Educator Code of Ethics at all times.

The faculty and staff within the College of Education are dedicated to identifying and intervening to assist candidates who demonstrate difficulties maintaining expected norms in

their academic progress and/or professionalism.

A faculty member who has a concern about a candidate's 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 concern(s) and agree on 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, the faculty will complete the form and notify the student/candidate via email.
- The Department Chair of Teaching and Learning Sciences, Associate Dean, the student/candidate, and the Dean of Students Office will receive a copy of the completed document.
- Any student receiving three notices through this process may be considered for dismissal from the College of Education. In an unusually severe situation, a single notice may result in dismissal from the Educator Preparation Program (EPP) and/or the college. These notices do not become part of a student's academic record. Once a decision in regard 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)
- Students may appeal a grade, program dismissal or academic sanction by the TCU grade appeal policy.

Professional Educator Dispositions

According to TAC§227, 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 disposition.

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 evaluated using an admission essay administered and scored by faculty in a proctored setting. The process it outlined below.

- EPP applicants respond in writing to three prompts provided at the beginning of the proctored writing time.
- Applicants are scored by faculty and EPP staff on a 3-point rubric (e.g., satisfactory, needs improvement, and unsatisfactory) for each prompt. Applicants are also scored on grammar and overall written communication, bringing the total possible points to 8.
- If the combined total score for the applicant is less than 4 and/or if any of the rubric categories are scored as 0, then the candidate will be denied admission.
- Applicants who do not score at or above a 4 on the overall rubric or who score a 0 in any category will participate in an interview 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 a modified scoring rubric for the interview. Applicants who pass the professional dispositions assessment during the interview 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.

Dress Code for all Candidates in Field-Based and Clinical Experiences

TCU College of Education candidates are expected to maintain a professional appearance that aligns with the standards of their assigned school district and campus. Candidates must wear a TCU name badge or the school-issued ID badge at all times and follow campus policies regarding attire, tattoos, piercings, and professional grooming.

Student and employee dress code requirements are determined by each Independent School District (ISD) and may vary by district or campus, including the use of uniform policies. For the most current information, refer to your school's or district's official Policy Manual (Student Dress Code: FNCA Local; Employee Dress Code: DH) and the annual Student Handbook or Employee Handbook available on the district's website. If you need district-specific guidance, please review the dress code and grooming standards published by your local ISD. Clothing should be professional, modest, and appropriate for a school setting, including appropriate footwear. Avoid attire that is overly casual, revealing, excessively tight, or that exposes undergarments.

Special events, field trips, spirit days, or other campus activities may have different attire expectations. Consult your campus leadership for guidance on appropriate dress for those occasions.

Safety Guidelines: Suggestions for your safety off-campus

For candidates completing field observations or clinical experiences, you need to familiarize yourself with the district/campus safety procedures. Texas schools follow the Standard Response Protocol. State law and the Texas School Safety Center mandate at least 10 drills each school year, consisting of fire safety, lockdown, secure, evacuation, and weather sheltering drills.
Specific Texas school drills include:

- **Fire Evacuation:** Practiced at least **four** times a year (consulting local fire marshals) to safely exit the building to designated assembly points. [1, 2]
- **Lockdown ("Locks, Lights, Out of Sight"):** Held **twice** per year (once a semester) to secure classrooms, turn off lights, and keep students completely hidden during an inside threat. [1, 2]
- **Secure ("Get Inside, Lock Outside Doors"):** Performed **once a year** to lock all exterior doors and continue normal business inside when a threat is outside the campus. [1, 2]
- **Evacuation ("To a Location"):** Practiced **once per year** to efficiently move students and staff off-route or away from the building, such as during a gas leak or bomb threat. [1, 2]
- **Shelter-in-Place for Hazmat:** Conducted **once per year** to seal the building (turning off AC and vents) when hazardous materials spill outside. [1, 2]
- **Shelter for Severe Weather:** Held **once a year** to guide students to interior rooms and hallways away from windows during a tornado or severe storm. [1]
- **Hold ("In your room or area"):** Used to clear hallways and secure students in their current rooms during a medical emergency or physical altercation. [1, 2]

  It is appropriate to call **9-1-1** for emergencies occurring off campus or when immediate local law enforcement or medical assistance is needed. If you are on or near TCU property, TCU Police recommends contacting them directly because they can coordinate the response and guide emergency personnel to the correct location.

In an emergency at TCU, you should contact the **TCU Police Department**:

- **Emergency: 817-257-7777** [police.tcu.edu], [police.tcu.edu]
- **Non-emergency: 817-257-8400** [police.tcu.edu], [police.tcu.edu]

Quick safety reminders for TCU College of Education field observation students:

- Immediate danger or medical emergency: **Call 9-1-1 and/or TCU Police (817-257-7777).**
- Suspicious activity or safety concerns related to your TCU program: **Contact TCU Police.**
- Notify your course instructor or field supervisor after emergency services have been contacted.
  - Have your keys and phone ready when walking to and from your car.
  - When commuting to your campus, be sure to drive in well-lit areas.
  - If you have car trouble enroute to your campus, move away from the traffic and be

sure to notify family or a friend. 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 nearest place of 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 application (Waze, Google Maps, etc.) for directions prior to leaving.

If you should become involved in an accident:

- At night, drive (if possible) to a lighted area.
- If possible, move your car out of traffic.
- If the occupant(s) of the other car make(s) 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 Experiences

- 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.
- 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 their 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 Experiences

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)/instructors or supervisors prior to any absence (if possible). Absences will be made-up at the discretion of the Partner/Cooperating Teacher and the TCU faculty member/course instructor 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 will 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.
- **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 teacher candidate. Schools and school districts may have differing requirements, please refer to the requirements for each assigned placement.

Field-Based Experiences Prior to Clinical Experiences

The TCU College of Education educator preparation program is committed to providing students/candidates with relevant and research-based pedagogy coupled with intensive and ongoing field-based experiences in a variety of authentic educational settings with diverse student populations. Candidates in field-based experience courses that begin in the fall semester will be required to see the first days of school as defined by TEA to ensure that the TAC 228 requirement is met. It is important that candidates watch for communication from the Coordinator of Field Experience, Alumni Relations & Career Development in regard to completing any district placement requirements.

Candidates will complete field-based experiences incorporated with preparation coursework throughout their determined degree program. The experiences must occur on TEA or TEPSAC accredited campuses with certified educators for a minimum of 50 hours after formal admission to the EPP and prior to clinical experience. Candidates' participation in classrooms may vary each semester but must include an equal amount of observation and engagement in classroom activities and co-teaching opportunities with a written reflection of the experience per requirements in TAC§228. Candidates may also be a part of the lesson planning/ internalization process and implementation based on course requirements per the syllabus. 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.
- Engagement. 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. Co-teaching strategies may also occur during this time.
- Co-Teaching/Teaching. After an appropriate amount of observation and interaction a classroom, greater portions of classroom responsibilities may occur. Teaching lessons enables more responsibility for lesson internalization, planning and teaching lessons of High Quality Instructional Materials (HQIM) under the guidance of a partner teacher and the course instructor or professor. Formal lesson plans require approval and are written in collaboration with the partner teacher(s). Feedback about the lesson plan will increase the likelihood of the candidate'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. Following all school rules and regulations is required. This is the time to observe, interact, engage, 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.
- Adhere to professional ethics (Educator Code of 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 course instructor or professor as soon as possible if you are sick or in case of an emergency.
- Communicate with the course instructor or professor 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 course instructor or professor immediately!
- Participate in co-teaching experiences
- Upon approval, internalize and plan 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 experiences; submit a detailed written reflection that is unique from each experience that identifies educational practices observed and/or experienced.
- Submit all required documentation of field experience observations: location, days/times, signatures (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 f course instructor or professor 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)

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 Experience
Coursework and Clinical Teaching

The College of Education at TCU collaborates with partnership districts and campuses that meet the requirements and accreditation by TEA / TEPSAC to ensure the highest quality-learning environment and preparation 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 Chair of Teaching and Learning Sciences and Graduate programs. The Coordinator of Field Experiences, Alumni Relations, and Career Development, holds application meetings with candidates to discuss application information and placement considerations. Guarantee of placements does not occur until the district/campus 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.

TAC §228. Preparation Program Coursework and/or Training (F1(A)(i); 1(B)(ii), 6 and 9(A) teacher candidates 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 TEA*

Coursework and Clinical Teaching Outline

UNDERGRADUATE CLINICAL TEACHING
One Semester
Pass/Fail
EDEC 42236 (Early Childhood-Grade 6) EDMS 40986 (Middle School, Grades 4-8) EDSE 40986 (Secondary, Grades 7-12) EDUC 40966 (All Level)
*Minimum of 490 Hours
1-2 Grade Level Placement(s)
Graduation in December or May
Weekly Reports (Minimum of 14)
Informal Observations (Minimum of 3)
Formal Observations (Minimum of 4)
Mid & End Evaluations (Minimum of 2)
1 TCU Field Supervisor

Clinical Teaching – Roles and Responsibilities

Role of Team Member: Teacher Candidate

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. Teacher candidate s 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 teacher candidate will:

- Conduct themselves in a professional manner, dress, attitude, communication.
- Exemplify professionalism in dealing with confidential information.
- Adhere to professional ethics (Educator Code of 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, unless in residency placement.
- 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. You will be required to make up any absences at the end of your clinical teaching experience to reach a minimum 490 hours. TEA requirement: minimum of 490 hours with at least 280 hours must be completed in the subject area and grade level of the certification sought, under the supervision of a cooperating teacher, including planning periods but not including lunch (TAC§228). The remaining clinical teaching hours may be accrued through additional instructional hours during the school day, Texas Essential Knowledge and Skills-based extracurricular activities that directly relate to the grade-level and subject area of the certification sought, and professional development hours that occur within the assignment start and end date. The candidate must be under the supervision of a certified educator for the remaining required hours of clinical teaching. Documentation of medical or other emergency must be submitted to the TCU Field Supervisor for filing in candidates TEA folder. All missed clinical teaching experience days/hours missed will be required to be made up, unless otherwise communicated by the Coordinator of Field Experiences, Alumni Relations & Career Development. Clinical experience is a minimum of 15 weeks with all start, end and make up dates being clearly shared in placement meetings, orientations and in the clinical syllabus.
- Communicate with the TCU Field Supervisor with concerns, progress and visitation/observation times. If ANY concerns or problems arise during the clinical teaching experience, discuss them with your Cooperating Teacher first. Whether or not an agreed upon resolution occurs candidates need to inform the assigned TCU

Field Supervisor to ensure all stakeholders are involved to provide targeted support(s).

- Communicate with the Coordinator of Field Experience, Alumni Relations, and Career Development with any concerns related to the assigned TCU Field Supervisor.
- Develop and internalize detailed written lesson plans in advance of delivery of lessons.
- Participate in co-teaching activities with cooperating teacher throughout the clinical experience
- Review and discuss the lesson plans with the cooperating teacher and TCU field supervisor before the lesson begins in a scheduled pre-conference.
- Participate in a post conference and coaching experience with assigned field supervisor within 24 hours from the formal lesson observation
- 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 and representations for self-evaluation of your work, both formative and summative.
- Be prepared to be reflective on, and open to coaching conversations on all performance gates (Informal/Formal Lesson Observations and Mid/Final Benchmarks) that occur throughout the TCU COE Educator Preparation Program.

Google Drive – is a cloud-based storage system that will house artifacts for field experience coursework and documentation for TCU COE and TEA. Each candidate will have an assigned folder for maintaining records in real-time that are accessible to the course instructor and/or field supervisor, cooperating or host teacher, and COE faculty and staff. At the end of each semester, the files will be downloaded for recordkeeping and TEA review.

An additional resource is TCU Box, a cloud-based storage and collaboration service for current TCU employees and students. The platform is similar to the features of Google Drive and Box. TCU Information Technology for students: 817.257.5855.

All documentation is shareable with TCU-COE faculty/instructors, field supervisors, cooperating teachers, administrators and future employers.

BE PATIENT WITH YOURSELF. Clinical teaching is both intensive and exciting. Organize your time; get enough rest; eat well; and avoid undue stress while clinical teaching. You will perform best if you are fresh and mentally alert. Most importantly, be reflective, enjoy and grow in the education profession throughout the clinical 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
- Website: https://deanofstudents.tcu.edu/students/

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: Mentor Teacher

Mentor (Cooperating/Host) teachers are collaboratively selected by the EPP, campus administrator holding a key position among teacher educators and district human resource/talent management personnel. Studies reveal that teachers describe their clinical experience as having had a profound influence in determining the kind of teacher they will become. Mentor 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: The intentional and collaborative selection of mentor teachers is based on selection criteria that meets or exceeds the TEA requirements that cooperating/host teachers have at least three creditable years of classroom experience, be an accomplished educator as shown by student learning, have a valid SBEC certification in the certification category for which the teacher candidate is seeking certification, and be trained by the EPP including co-teaching and coaching. (TAC§228)

The role of the mentor teacher is to guide, assist, and support the candidate during the clinical experience in areas such as lesson internalization and preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies, COACH the candidate so the candidate's skills can develop in a supportive environment providing opportunities for the teacher candidate to REFLECT on the many aspects of the teaching and learning process. By encouraging the teacher candidate to analyze their own progress and identify problems with possible solutions, the transfer into the role of decision-maker in their 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 team conference is set to meet with the assigned teacher candidate 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 teacher candidate program. The teacher candidate should be a part of a teaching team and not a consideration as a replacement for the regular classroom teacher.
- Define the teacher candidate's role in terms of their duties and responsibilities. To accomplish this, you should:
    - Conference with the teacher candidate early in the experience to clarify their developing role in your classroom.
    - Provide many opportunities for the teacher candidate to observe methods that are appropriate to the teaching profession.
    - Assist the teacher candidate in developing a professional attitude in all of their contacts with school and community.
    - Acquaint the teacher candidate with the campus and district policies and regulations.

    - Clarify the teacher candidate's responsibilities with respect to internalizing and preparing lesson plans, securing and organizing appropriate materials, and other necessary activities; and
    - Advising the teacher candidate well in advance of the time when any lesson or unit is expected to be taught.
    - Support the teacher candidate in assessing student learning.
- Ensure the teacher candidate's induction in actual teaching is at a rate that seems appropriate for a teacher candidate. A helpful model is a 3-phase process:
    1. The cooperating teacher directly models internalizing, planning and lesson presentation and assessment.
    2. The teacher candidate teaches a comparable lesson using the cooperating teacher's lesson plans, and
    3. The teacher candidate co-plans, co-teaches, and lead-teaches lessons.
- Make sure the teacher candidate has planned adequately before permitting to teach. Choose a time to meet daily with the teacher candidate to preview planned lessons and provide coaching and feedback.
- Keep the teacher candidate informed of progress, making constructive suggestions and criticisms, as necessary. Continue to coach and evaluate the teacher candidate on a regular basis, even after the teacher candidate has taken over the teaching responsibilities completely.
- Assist the teacher candidate in reflecting on and analyze their teaching practice.
- Review the teacher candidate 's daily activities, progress, concerns, and successes with the TCU COE field supervisor, who is available to provide support in your role of cooperating teacher, and partner with you in clinical supervision. The field supervisor will make an initial visit and training; conduct a minimum of three informal and four formal observations for teacher candidate s 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 teacher candidate s' activities and incorporate in the weekly report. The teacher candidate will help complete this form, and the TCU field supervisor will monitor this documentation.
- If weekly progress becomes a concern, and/or if you have a concern with a teacher candidate 's potential for success, an initiation of a supportive intervention is recommended using the TCU College of Education form, Academic Performance and Professionalism Warning (APPW) in collaboration with the field supervisor. The concern may be academic or relate to the teacher candidate 's professional attitude, demeanor, abilities, or preparation. The process operates as follows:
    - The cooperating teacher should express their concern with the field supervisor who will reach out to the Coordinator. An assigned faculty member will fill out the APPW form describing the situation or concern(s) in as much detail as possible, indicating any steps and/or support that need to be taken with the

student to resolve the problem, and detailing recommendations for resolution.
    - A conference will be set with the teacher candidate to address the APPW. 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 teacher candidate 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 teacher candidate 's permanent record.
    - Submission of the completed form occurs to the Coordinator of Field Experiences, Alumni Relations, and Career Development, Chair of the Department of Teaching and Learning Sciences, and the Associate Dean of Teacher Education, Assessment, and Undergraduate Studies.
    - The period specified on the form becomes a probationary period allowing you to monitor the teacher candidate '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 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 Coordinator of Field Experiences, Alumni Relations, and Career Development, k.malin@tcu.edu / or Coordinator of the Teacher Residency Program, molly.peake@tcu.edu . *817-257-7660
- At the midpoint (Approximately the 7th week) and at the end of the teacher candidate's assignment, please complete the Benchmark Evaluation Form to be shared with both the field supervisor and the teacher candidate.
- At the end of the placement, please write a letter of reference or recommendation for your teacher candidate that will go in their permanent file and for job or graduate school applications.

TCU Cooperating/Host Teacher Professional Development

TEA and TCU-COE require professional development (Cooperating/Host teacher training) each semester that you host a teacher candidate. The program design allows that you may participate sufficiently to meet the minimum requirement to acknowledge your commitment to sponsoring a teacher candidate and the understanding of the TCU-COE educator preparation program. We hope that you will learn about best practices for co-teaching, effective coaching, 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/Host 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. This document satisfies TEA requirements for cooperating teacher qualifications.

Role of Team Member: Principal/Administrator

The Principal/Campus Administrator 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 administrator plays a very important role in facilitating and coordinating teacher candidate s. The administrator provides a positive environment for teacher candidate s within the building, orient faculty to their role in the policies and regulations of the cooperative schools, assists the teacher candidate s in becoming acquainted with the faculty community, stays informed about the progress of teacher candidate s and may observe teacher candidate s and provide coaching and 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 teacher candidate 's progress. They will receive copies of the teacher candidate 's informal and formal observation evaluations (3 informal and 4 minimum formal 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;
- Include the TCU teacher candidate (s) in campus activities (Faculty meetings, PTA/PTO events, extracurricular activities and/or professional development);
- Introduce teacher candidate s to parents and volunteers as opportunities arise;
- Will have opportunities for informal and/or formal observation of the TCU teacher candidate (s) to provide feedback during the semester.
- Provide encouragement and constructive feedback to support the TCU teacher candidate (s).
- Maintain open communication and governance with all of the partners throughout the semester (Cooperating teacher(s), TCU teacher candidate (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 teacher candidate s 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 requires that the TCU COE field supervisor meets all TEA requirements, is an accomplished educator as shown by student learning, has three creditable years of experience, is a skilled communicator, mentor, and facilitator. Field supervisors complete, monitor, and maintain documentation as instructed by the educator preparation program to meet course and TEA requirements.

- Maintain professional credentials for the position of field supervisor (current TEA certificate in the class in which supervision is provided or at least a master's degree in the academic area or field related to the certification class, T-TESS Observer and coaching Training, co-teaching, and Field Supervisor training) (TAC §228).
- Provide a communication link between the TCU College of Education, candidate, campus administrator/principal and the cooperating teacher to clarify the goals and objectives for clinical teaching.
- Communicate with teacher candidate candidate(s) and cooperating teacher(s) on a weekly basis in person, via email, digital platform, and phone or group text.
- Conduct structured feedback and regular ongoing support to assigned teacher candidate (s)
- Provide ongoing support to and in collaboration with the cooperating teacher in the progress of the teacher candidate (s)
- 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 teacher candidate 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 placement (if assigned) prior to the teacher candidate 's arrival.
- Makes an initial phone call or e-mail to check on the teacher candidate placement during the first week of the assignment.
- Arranges a team conference (Cooperating teacher, teacher candidate, field supervisor, and/or campus administrator) to take place within the first two weeks of the assignment. The conference is to serve as training for the cooperating teacher on TEA requirements, coaching, co-teaching, and a review of all TCU COE EPP requirements.

The training provided will support the teacher candidate and cooperating teacher throughout the clinical

experience. The conference will be documented on the TCU COE Observation/Evaluation forms and TEA Summary Form.

- Orients the teacher candidate and cooperating teacher to assignment, calendar, expectations (syllabus and handbook) and procedures to be completed and followed.
- Facilitates a second team conference (cooperating teacher, teacher candidate and TCU field supervisor) within the first 2 weeks of the second placement (if assigned).
- Maintains and reviews all documentation of meetings, observations and evaluations in the required data collection method.

Induction Phase

The TCU COE Field Supervisor:

- Conducts a minimum of 4 in person **formal observations** (a minimum of 45 minutes in duration) during the semester using the T-TESS protocol. First observation within the first third of the experience (Weeks 4-5) and a minimum of two formal observations during the first half (Weeks 7-8) and two formal observations during the second half of the clinical experience (Weeks 11-12 / 14-15).
- Conducts a Pre-conference (via email, phone or in person) to discuss the teacher candidate ’s plans and determine a focus for the observation, taking the teacher candidate ’s suggestions into consideration.
- Conducts a Post-conference to discuss the formal observation within 48 hours of the formal observation.
- Conducts a minimum of 3 in-person **informal observations** (A minimum of 15 minutes in duration) with written feedback on targeted skills in a post-observation conference. Informal observations tentatively occurring within Weeks 6, 10, and 13.
- Provides the Coordinator of Field Experiences, Alumni Relations, and Career Development written feedback and documentation for each of the formal observations as well as the team conference via the Google documentation. The information (dates, times and signatures) will be recorded on the TEA Summary form. Arrangement of some visits occur in advance with the teacher candidate and/or cooperating teachers. Some visits will be informal and announced. Campus visits may occur each week or approximately every two weeks.
- Shares teaching and learning experiences in the classroom with the teacher candidate (s) and cooperating teacher(s).
- Reviews weekly lesson plans and logs by asking questions and giving suggestions.
- Initiates discussions about teaching styles and facilitates collaboration so that the strategies and styles of the teacher candidate and the cooperating teacher will mesh sufficiently for each to learn from one another.
- Listens to the teacher candidate ’s concerns and assists the teacher candidate in articulating their goals for improving practice.
- Provides detailed information to the teacher candidate including comments regarding instructional delivery, use of supportive materials, and classroom management skills.
- Has discussions with the teacher candidate about:
    - Literacy concerns of their students;

    - Student behavior both generally and specifically;
    - Inclusion situations and students with special needs;
    - Diverse issues and/or differentiation;
    - Curriculum and instructional practices; and
    - Confers with the teacher candidate and the cooperating teacher as often as needed to encourage and assist.
- Assists with challenges encountered in relationships with the mentor teacher(s), staff, parents, and/or students.
- Assesses the teacher candidate ’s sense of “self-assessment” and determines any need(s) for further guidance to develop self-assessment skills.
- Evaluates the teacher candidate by:
    - Giving both written and coaching opportunities to the teacher candidate after each observation (Post-conference);
    - Diagnosing, along with the mentor teacher, the teacher candidate ’s strengths (reinforcement) and areas of growth (refinement) with recommendations of methods for achieving competencies;
    - Completing the final TEA Summary form for review by the Coordinator of Field Experiences, Alumni Relations, and Career Development / Coordinator of the Teacher Residency Program in a timely manner; and
    - Assigning the final grade (pass/fail or graded). The mentor teacher will provide substantial input into the final grade and recommendation for certification via weekly reflections and benchmark evaluations.
- Is alert and responsive to potential problems. Initiate reassignment if needed with the Coordinator of Field Experiences, Alumni Relations, and Career Development / Coordinator of the Teacher Residency Program if necessary.
- Informs the Coordinator of Field Experiences, Alumni Relations, and Career Development / Coordinator of the Teacher Residency Program regarding special situations that may arise or areas of concern.
- Participates in the APPW intervention process should it become necessary, assisting the cooperating teacher while also supporting the teacher candidate.

Culmination Phase

The TCU Field Supervisor:

- Assists the cooperating teacher in writing a letter of reference or recommendation.
- Conducts a final meeting to inform the teacher candidate of procedures for applying for a teaching position, collects materials, and discusses any other pertinent information.
- Ensures all EPP and TEA required documentation is completed fully and accurately for final review.
- Expresses personal appreciation to the cooperating teacher and the administrator for their participation and support of the TCU clinical teaching experience (may suggest to the teacher candidate an appropriate gesture as a departing gesture).
- Reviews the TCU teacher candidate ’s professional materials for job interview process (Cover letter, resume and/or portfolio).

Clinical Teaching Documentation Requirements

	Weekly Reports	**3 Informal Observations** **Minimum of 15 minutes*	**4 Formal Observations** **Minimum of 45 minutes*	**Mid/End Review**	**TEA Summary Form**
Teacher candidate	Completes	Reviews and signs	Provides lesson Plans & teaches.	Reviews and signs	Reviews and signs
Cooperating Teacher	Collaborates and provides feedback	Reviews	Co-plans & approves lesson plans	Completes Mid and/or Final Review & signs	Reviews and signs
Field Supervisor	Reviews reports each week	Conducts Informal Observations & Post-Conferences	Conducts Pre-Conference, Formal Observation & Post-Conference	Reviews benchmarks the end of each placement	Maintains and signs
Campus Administrator	*May ask to review or access	Receives a PDF copy at the end of clinical teaching via email for confirmation of receipt.			
Coordinator of Field Experiences, Alumni Relations & Career Development	Has access throughout the semester to all documentation				
Director of Accreditation, Certification & Assessment	Has access throughout the semester to all documentation				

*Teacher candidate and Field Supervisor maintain documentation in Google though out the Clinical Teaching Experience.
*All documentation is archived on the TCU-College of Education server for TEA / Certification.

**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.

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;
- 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/International Internship Opportunities

May or June Semester

- Course: EDUC 50990, International Experiences in Education
- ETEN International Student Teaching Internship
    - 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:

- Accelerated Master's Program
- Traditional

Accelerated Master's

The Accelerated Option is for high achieving undergraduate students enrolled in TCU's College of Education. This option is available only to TCU undergraduates obtaining a baccalaureate degree in early childhood (EC-6), middle school or secondary education, or a baccalaureate degree in youth advocacy and educational studies . The Accelerated Option allows outstanding students to complete a bachelor's degree with the Master of Education (MEd) in five years. To be considered for admission to the Accelerated Option, students must submit a graduate program application packet. Only candidates demonstrating superior undergraduate academic performance and having strong recommendations are considered for admission.

Students intending to pursue an Accelerated Option should tell their faculty advisor as early as possible to ensure proper advising. If admitted to the Accelerated Program, students complete up to 12 semester hours of the MEd program during the fourth year of undergraduate study. Students may choose any 55xxx courses with the EDEC, EDMS, EDSE, EDSP, EDUC, INTR, and YAES prefixes except for clinical teaching or internship courses.

At the end of the fourth year, assuming all other graduation requirements are met, the student earns the baccalaureate degree. During the fifth year, including summer, the student completes the remaining semester hours toward the MEd degree.

Note: No more than 15 hours of 50000-level classes may be applied toward a master's degree.

Appendix I: Texas Educator's Code of Ethics

Title 19 EDUCATION
Part 7 STATE BOARD FOR EDUCATOR CERTIFICATION
Chapter 247 EDUCATORS' CODE OF ETHICS
Rule §247.1 Purpose and Scope; Definitions
Previous Rule View Rule
Next Rule View Rule
Chapter Review Date 03/17/2026

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) 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.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;

(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise. (*Complete List of Terms)

Title 19 EDUCATION
Part 7 STATE BOARD FOR EDUCATOR CERTIFICATION
Chapter 247 EDUCATORS' CODE OF ETHICS
Rule §247.2 Code of Ethics and Standard Practices for Texas Educators
Previous Rule View Rule
Next Rule View Rule
Chapter Review Date 03/17/2026

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) 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.

(B) 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.

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

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

(E) 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.

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

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

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

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

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

(K) 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.

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

(M) 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.

(N) Standard 1.14. The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.

(O) Standard 1.15. The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.

(P) Standard 1.16. The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.

(Q) Standard 1.17. The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.

(R) Standard 1.18. The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:

(i) described by TEC, §22A.201(a); or

(ii) directly related to student behavior or school property.

(2) Ethical Conduct Toward Professional Colleagues.

(A) 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.

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

(C) 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.

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

(E) 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.

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

(G) 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.

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

(3) Ethical Conduct Toward Students.

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

(B) 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.

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

(D) 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.

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

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

(G) 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.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;

(ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;

(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;

(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and

(v) showing favoritism or isolation through gifts, rewards, or privileges.

(I) 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 context and on the totality of the circumstances in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit;

(vi) 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; and

(vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of 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; amended to be* ***effective August 2, 2026****, 51 TexReg 4867.*

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

CODE OF ETHICS	DYSLEXIA
TCU Courses: All EDUC / EDEC / EDMS / EDSE *Included in the TCU COE Admission Application process. Educators' Code of Ethics	TCU Courses: EDUC 40213 Promoting Literacy EDEC 30223 Reading 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.
FERPA	**MENTAL HEALTH / SUICIDE**
TCU Courses: All EDUC / EDEC / EDMS / EDSE *Included in the TCU COE Admission Application process. Texas Education Agency Educators' Code of Ethics FERPA Form	TCU Courses: EDUC 50663/EDEC 41143: Motivating and Managing Substance Abuse Youth Mental Health First Aid Training* 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* Teaching and Intervening with Students with Mental or Emotional Disorders Texas Behavior Support Initiative Training Youth Mental Health First Aid Training
DIGITAL LITERACY	
TCU Course: EDUC 30113 Digital Literacy & Citizenship EDEC 42236 / EDMS 40986 / EDSE & EDUC 40966: Clinical/Student Teaching (Texas Senate Bill 1839 – Passed June 12, 2017) https://www.iste.org/standards/for-educators	

Appendix IV: Field-Based Experience Forms

**Google Forms will be shared with the student via email.*



Texas Christian University - Field-Based Experiences

TCU COE Candidate Name				**TEA #**	
Certification	**All Level (Grades K-12)**			**COE Admission Date**	
Content Area	**Physical Education**			**Last 4 Digits of TCU ID**	
TCU EMail		**Google Email**			

Summary of Documentation & Time Completed Through Field-Based Experiences

**Please allow for the worksheets to auto-populate the data below. Please do not edit.*

			Time Completed (hh:mm)	
Course		**Semester**	**Engagement**	**Observation**
Course #1			0:00	0:00
Course #2			0:00	0:00
Course #3			0:00	0:00
Course #4			0:00	0:00
		Total	**0:00**	**0:00**
		Total Engagement & Observation Time (hh:mm)	**0:00**	

Attestations / Documentation

		Date Completed		Date Completed		Date Completed
Attestations / Documentation **Must be reviewed and signed each semester.*	**Texas Educators' Code of Ethics**		**TCU Photgraphic Release**		**TCU Informed Consent & Assumption of Risk**	

INSTRUCTIONS

Candidates are responsible for completing the field log for each individual field experience attached to the specific course as identified. The date, time (am-pm), and type of field experience must be logged. It is **important not to delete or adjust** any of the calculation cells. The total time will automatically populate and total hours are completed for the individual course worksheet and overall on the Cover Sheet.

Per Texas Administrative Code §228.43 and the Texas Education Agency a total of **50 clock-hours at a minimum** must be completed after College of Education Educator Preparation admissions and prior to Clinical Teaching or Clinical Teaching / Residency.

- **A minimum of 25 clock-hours** must be completed actively engaged in instruction or educational activities - engagement.
- **The other 25 clock-hours** can be **observational.**

Each field-based experience must include a *written reflection* of the experience that is guided by the EPP; unique from the other reflections; is a detailed reflection on the experience; and identifies educational practices experienced and/or observed.

The forms must be completed entirely, verified and signed by the instructor and partner teacher for each experience with a reflection as specified included.

- ❑ Ensure that all activities engaged in are checked during each visit under "Engagement."
- ❑ Double click on date cells for a calendar selection and when recording time, use am and pm.
- ❑ **Please do not edit or update formulated cells** on the **Cover Sheet** or the daily hours calculation column for each course log.

**Updated August 2026*

TCU COLLEGE OF EDUCATION

Texas Christian University - Field-Based Experience

TCU COE Candidate Name:				**TCU Instructor / Professor Name:**	
Course:				**Semester / Year**	
Partner Teacher Name TEA # / Email:	Name	TEA ID #	EMail	**Content Certificate Area:**	Physical Education
Subject Area(s):				**Placement Grade Level(s):**	
Campus(es)				**District(s)**	

TAPR Report *Please go to the website and insert the link to the most recent report -->		**Check all student populations served that apply**	☐	Bilingual	☐	ELL / ESL	☐	Special Education	☐	Title I

Engagement Time

Day	Date	Start Time	End Time	Daily Total	Small Group	Whole Group	One-on-One	Co-Teaching
1				0:00	☐	☐	☐	☐
2				0:00	☐	☐	☐	☐
3				0:00	☐	☐	☐	☐
4				0:00	☐	☐	☐	☐
5				0:00	☐	☐	☐	☐
6				0:00	☐	☐	☐	☐
7				0:00	☐	☐	☐	☐
8				0:00	☐	☐	☐	☐
9				0:00	☐	☐	☐	☐
10				0:00	☐	☐	☐	☐
11				0:00	☐	☐	☐	☐
12				0:00	☐	☐	☐	☐
13				0:00	☐	☐	☐	☐
14				0:00	☐	☐	☐	☐
15				0:00	☐	☐	☐	☐
16				0:00	☐	☐	☐	☐
17				0:00	☐	☐	☐	☐
18				0:00	☐	☐	☐	☐
19				0:00	☐	☐	☐	☐
20				0:00	☐	☐	☐	☐
21				0:00	☐	☐	☐	☐
22				0:00	☐	☐	☐	☐
23				0:00	☐	☐	☐	☐
24				0:00	☐	☐	☐	☐
25				0:00	☐	☐	☐	☐
26				0:00	☐	☐	☐	☐
27				0:00	☐	☐	☐	☐
28				0:00	☐	☐	☐	☐
29				0:00	☐	☐	☐	☐
30				0:00	☐	☐	☐	☐
	Engagement Total (hh:mm)			**0:00**				

Observation Time

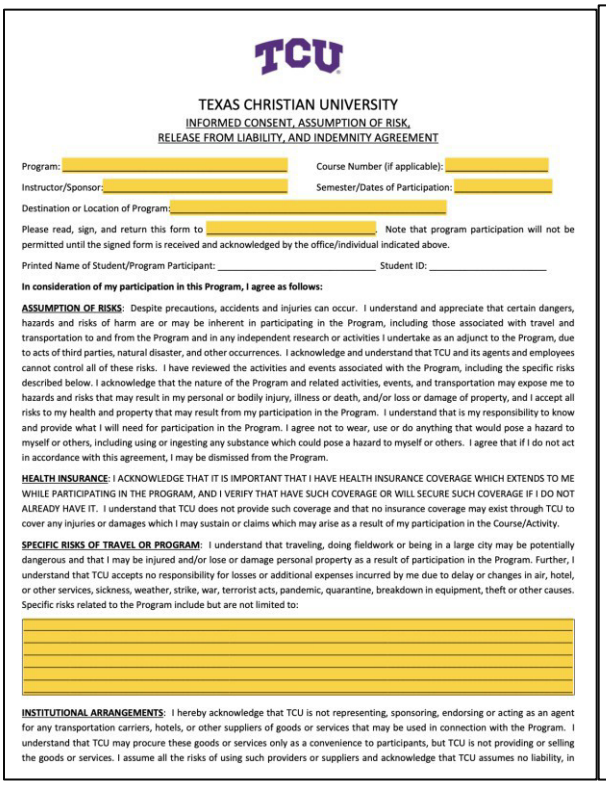
Day	Date	Start Time	End Time	Daily Total
1				0:00
2				0:00
3				0:00
4				0:00
5				0:00
6				0:00
7				0:00
8				0:00
9				0:00
10				0:00
11				0:00
12				0:00
13				0:00
14				0:00
15				0:00
16				0:00
17				0:00
18				0:00
19				0:00
20				0:00
21				0:00
22				0:00
23				0:00
24				0:00
25				0:00
26				0:00
27				0:00
28				0:00
29				0:00
30				0:00
	Observation Total (hh:mm)			**0:00**

Partner Teacher Signature		**Date:**	
TCU Instructor / Professor Signature:		**Date:**	

☐ *Reviewed by the TCU COE Field Experience Office*

*Research the most current SBEC certificate for your Partner Teacher and insert the IMAGE over cells below. https://tealprod.tea.state.tx.us/ECOS-External/EcosOnline/VirtCert	*Course Instructor / Professor Comments or Notes:*

Appendix V: Informed Consent and Assumption of Risk



TEXAS CHRISTIAN UNIVERSITY

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

Program: _____ Course Number (if applicable): _____

Instructor/Sponsor: _____ Semester/Dates of Participation: _____

Destination or Location of Program: _____

Please read, sign, and return this form to _____. Note that program participation will not be permitted until the signed form is received and acknowledged by the office/individual indicated above.

Printed Name of Student/Program Participant: _____ Student ID: _____

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 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 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:

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 additioinal 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 he 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 ATTIBUTABLE 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 that involves 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

2

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 ATTIRBUTABLE 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 Date
(If Program Participant is a minor)

REVISED 12.8.20

Appendix VI: Coursework Acknowledgement Form



TCU Box 297900
Fort Worth, TX 76129
817.257.7660

COLLEGE OF
EDUCATION

Acknowledgement Form: Adequate Academic Progress

Date: _____

Student Name _____ TCU ID# _____
Anticipated Graduation Term: ☐Spring ☐Summer ☐Fall 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):

☐ Advancement to Clinical Teaching	Comments:
☐ Undergraduate Graduation	
☐ Teacher Certification	
☐ Coursework	
☐ Educator Preparation Program Requirements	
☐ GPA	
☐ 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 VII: 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 VIII: Professionalism Educator Disposition: Admission Essay Rubric

TCU College of Education Undergraduate Program: Scoring Rubric for Applicant Essay

Applicant Name:				ID #:
Reviewer:				Date:
Prompt	Unacceptable (0)	Needs Improvement (score range 0.5-1.5)	Acceptable (2)	Score and Comments
1. How do you envision meeting the needs of all learners in your future classroom, given the range of strengths, experiences, and learning needs students bring?	The candidate's response reflects a deficit-oriented view of students and does not recognize differences in strengths, experiences, or learning needs as relevant to instruction.	The candidate's response acknowledges that students vary in strengths, experiences, or learning needs but provides limited discussion of how these differences can be used to support learning and may still emphasize challenges more than assets.	The candidate's response recognizes students' varied strengths, experiences, and learning needs as assets and describes how instruction can build on these to support student learning	Score:
2. Describe two of your personal characteristics that will enable you to be a successful teacher in the certification you are seeking.	The candidate's reflections on his/her own strengths are superficial and/or irrelevant to the teaching profession.	The candidate's reflections on his/her own strengths demonstrate some traits that may adversely affect professionalism. Responses show minimal ability to reflect on relevant experiences.	The candidate reflects on his/her own strengths with clarity and relevance.	Score:
3. Describe two of your personal characteristics that may present a challenge for you to be a successful teacher in the certification you are seeking.	The candidate's reflections on own weaknesses are superficial and/or irrelevant to the teaching profession.	The candidate's reflections on his/her own weaknesses demonstrate some traits that may adversely affect professionalism. Responses show minimal ability to reflect on relevant experiences.	The candidate reflects on his/her own weaknesses with clarity and relevance.	Score:
Overall assessment of candidate's **written** communication skills.	The candidate's use of language is unclear and confusing throughout all responses.	The candidate inconsistently uses standard grammar and syntax.	The candidate's responses are well-constructed with minor, infrequent lapses in clarity and grammar.	Score:
			Total Score	

Essays will be scored using the provided rubric. If the combined total score for the applicant is less than 4 and/or if any of the rubric categories are scored as 0, then the candidate will be denied, unless the applicant requests a supplemental interview which provides compelling evidence that the applicant should be admitted to the program.

Revised Spring 2026

Appendix IX: Clinical Teaching Forms

**Google Forms will be shared with the student via email.*

TCU COLLEGE OF EDUCATION

Clinical Teaching Placement Information

		Semester	Spring 2026
	Name	**Email**	**TEA ID Number**
TCU COE Candidate			
TCU COE Field Supervisor			
Program	Early Childhood - Grade 6		
Certification	EC-6 CORE SUBJECTS / BILINGUAL		
Placement 1			
District		**Start Date**	
School(s)		**End Date**	
Grade(s)			
Subject - Content			
Cooperating/Host Teacher			
Principal			
Placement 2			
District		**Start Date**	
School(s)		**End Date**	
Grade(s)			
Subject - Content			
Cooperating/Host Teacher		Jamie.Dixon@awesomeisd.edu	
Principal		Thea.Leader@awesomeisd.edu	

The TCU-COE field supervisor will...

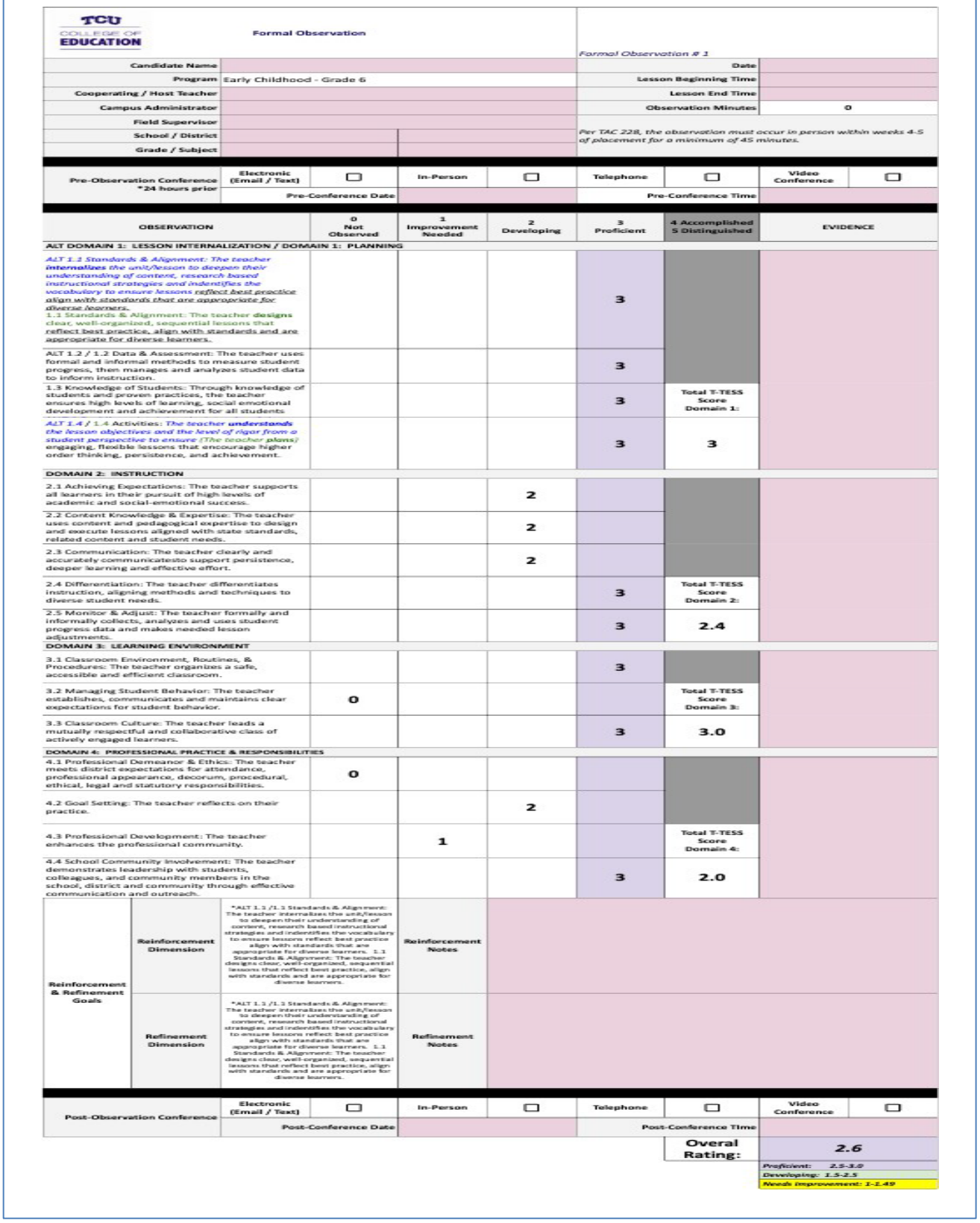
contact and meet with the assigned candidate and cooperating teacher **within the first three weeks / 15 days** after the assignment start date for a candidate (Clinical Teacher) seeking certification as a classroom teacher and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. The field supervisor must contact a candidate who is a late hire as defined in § 228.2 of this title (relating to Definitions) within the first week after the candidate's assignment start date. Contact may be made by telephone, email, or other electronic communication.

provide at least **3 in person informal observations that are 15 minutes or more** in duration per semester. The first informal must occur within the first 4 weeks of the placement; (B) are informed by written feedback provided during post-observation conferences; and (C) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill.

conduct at least two of the minimum formal observations must be in-person for each assignment (2 placements x 2 formal observations = 4 total) or 1 placement = **4 formal observations total (minimum of 45 minutes).**

collaborate with the candidate and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher at least three times throughout the clinical teaching experience.

**Google Forms will be shared with the student via email.*



TCU COLLEGE OF EDUCATION

Formal Observation

Formal Observation # 1

Candidate Name		Date	
Program	Early Childhood - Grade 6	Lesson Beginning Time	
Cooperating / Host Teacher		Lesson End Time	
Campus Administrator		Observation Minutes	0
Field Supervisor			
School / District		*Per TAC 228, the observation must occur in person within weeks 4-5 of placement for a minimum of 45 minutes.*	
Grade / Subject			

Pre-Observation Conference *24 hours prior	Electronic (Email / Text)	☐	In-Person	☐	Telephone	☐	Video Conference	☐
	Pre-Conference Date				Pre-Conference Time			

OBSERVATION	0 Not Observed	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished 5 Distinguished	EVIDENCE
ALT DOMAIN 1: LESSON INTERNALIZATION / DOMAIN 1: PLANNING						
*ALT 1.1 Standards & Alignment: The teacher **internalizes** the unit/lesson to deepen their understanding of content, research based instructional strategies and indentifies the vocabulary to ensure lessons reflect best practice align with standards that are appropriate for diverse learners.* 1.1 Standards & Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.				3		
ALT 1.2 / 1.2 Data & Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.				3		
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social emotional development and achievement for all students.				3	Total T-TESS Score Domain 1:	
ALT 1.4 / 1.4 Activities: *The teacher **understands** the lesson objectives and the level of rigor from a student perspective to ensure (The teacher plans)* engaging, flexible lessons that encourage higher order thinking, persistence, and achievement.				3	3	
DOMAIN 2: INSTRUCTION						
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.			2			
2.2 Content Knowledge & Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.			2			
2.3 Communication: The teacher clearly and accurately communicatesto support persistence, deeper learning and effective effort.			2			
2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.				3	Total T-TESS Score Domain 2:	
2.5 Monitor & Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.				3	2.4	
DOMAIN 3: LEARNING ENVIRONMENT						
3.1 Classroom Environment, Routines, & Procedures: The teacher organizes a safe, accessible and efficient classroom.				3		
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.	0				Total T-TESS Score Domain 3:	
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.				3	3.0	
DOMAIN 4: PROFESSIONAL PRACTICE & RESPONSIBILITIES						
4.1 Professional Demeanor & Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	0					
4.2 Goal Setting: The teacher reflects on their practice.			2			
4.3 Professional Development: The teacher enhances the professional community.		1			Total T-TESS Score Domain 4:	
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.				3	2.0	

Reinforcement & Refinement Goals	Reinforcement Dimension	*ALT 1.1 /1.1 Standards & Alignment: The teacher internalizes the unit/lesson to deepen their understanding of content, research based instructional strategies and indentifies the vocabulary to ensure lessons reflect best practice align with standards that are appropriate for diverse learners. 1.1 Standards & Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Reinforcement Notes
	Refinement Dimension	*ALT 1.1 /1.1 Standards & Alignment: The teacher internalizes the unit/lesson to deepen their understanding of content, research based instructional strategies and indentifies the vocabulary to ensure lessons reflect best practice align with standards that are appropriate for diverse learners. 1.1 Standards & Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Refinement Notes

Post-Observation Conference	Electronic (Email / Text)	☐	In-Person	☐	Telephone	☐	Video Conference	☐
	Post-Conference Date				Post-Conference Time			
						Overal Rating:	2.6	

Proficient: 2.5-3.0
Developing: 1.5-2.5
Needs Improvement: 1-1.49

**Google Forms will be shared with the student via email.*

TCU COLLEGE OF EDUCATION	Informal Observation				Observation #1			
TCU COE Candidate Name					Date			
Program					Lesson Beginning Time			
Cooperating / Host Teacher					Lesson End Time			
Campus Administrator					Observation Minutes			0
TCU COE Field Supervisor					Per TAC 228, the 1st informal observation must occur within the *first 4 weeks of placement for a minimum of 15 minutes* in-person.			
School / District								
Grade / Content								
Co-Teaching Approaches Observed	Teach / Observe	☐	Teach / Assist	☐	Alternative Teaching	☐	No Co-Teaching Observed	☐
	Team Teaching	☐	Parallel Teaching	☐	Station Teaching	☐	Other	☐
What was observed today?	Type general notes about what was seen today.							
Reinforcement & Refinement Goals	Reinforcement Dimension	2.2 Content Knowledge & Expertise: Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Reinforcement Notes	Type your reinforcement notes here for what went well				
	Refinement Dimension	2.3 Clearly and accurately communicates to support persistence	Refinement Notes	Type your refinement notes here for what to work on next. The text will wrap, even thought it looks like it won't				
Post-Observation Conference	Electronic (Email / Text)	☐	In-Person	☐	Telephone	☐	Video Conference	☐
	Post-Conference Date				Post-Conference Date			
Post-Observation Notes	Delete this text and type notes.							
Reflection Questions	Delete this text and type 1-3 questions.							
Next Steps & Follow Up (Time-bound)	Delete this text and type notes.							

**Google Forms will be shared with the student via email.*

TCU COLLEGE OF EDUCATION	TEA Summary Midterm Benchmark				Signatures and Documentation			
				Semester	Fall	Date		
TCU COE Candidate Name			TEA ID			Email		
Program						Certification		
Cooperating / Host Teacher			TEA ID			Email		
Campus Administrator						Email		
Field Supervisor			TEA ID			Email		
School / District						Grade / Subject		
Start Date		Current Hours Complete per Field Log			Projected End Date per Field Log			
3-Way Conference 1								
Formal Observation 1	Date		Start Time		End Time		Minutes	0
Formal Observation 2	Date		Start Time		End Time		Minutes	0
Informal Observation 1	Date		Start Time		End Time		Minutes	0
Informal Observation 2	Date		Start Time		End Time		Minutes	0
Informal Observation 3	Date		Start Time		End Time		Minutes	0
Overall Comments and Recommendations	Type your notes here.							
Cooperating Teacher	By completing this form I affirm that the teacher candidate has demonstrated proficiency in each of the educator standards listed above. I affirm that the teacher candidate should be recommended for certification. *(Checking Do Not Recommend requires additional documentation and recommendations from the Cooperating/Host Teacher)*				☐ Recommend	☐ Recommend with Reservations	☐ Do Not Recommend at This Time	
Field Supervisor	By completing this form I affirm that the teacher candidate has demonstrated proficiency in each of the educator standards listed above. I affirm that the teacher candidate should be recommended for certification. *(Checking Do Not Recommend requires additional documentation and recommendations from the Field Supervisor)*				☐ Recommend	☐ Recommend with Reservations	☐ Do Not Recommend at This Time	
Required Signatures *(Print, sign, scan, and file in candidate's Google Drive Folder)*	TCU COE Clinical Teacher Candidate	*To insert signature here, you may use the INSERT - DRAWING - LINE - SCRIBBLE or choose a jpeg or png of a signature then choose INSERT - IMAGE - IMAGE OVER CELLS.			Date			
	Cooperating Teacher	*To insert signature here, you may use the INSERT - DRAWING - LINE - SCRIBBLE or choose a jpeg or png of a signature then choose INSERT - IMAGE - IMAGE OVER CELLS.			Date			
	Field Supervisor	*To insert signature here, you may use the INSERT - DRAWING - LINE - SCRIBBLE or choose a jpeg or png of a signature then choose INSERT - IMAGE - IMAGE OVER CELLS.			Date			

Appendix X: 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

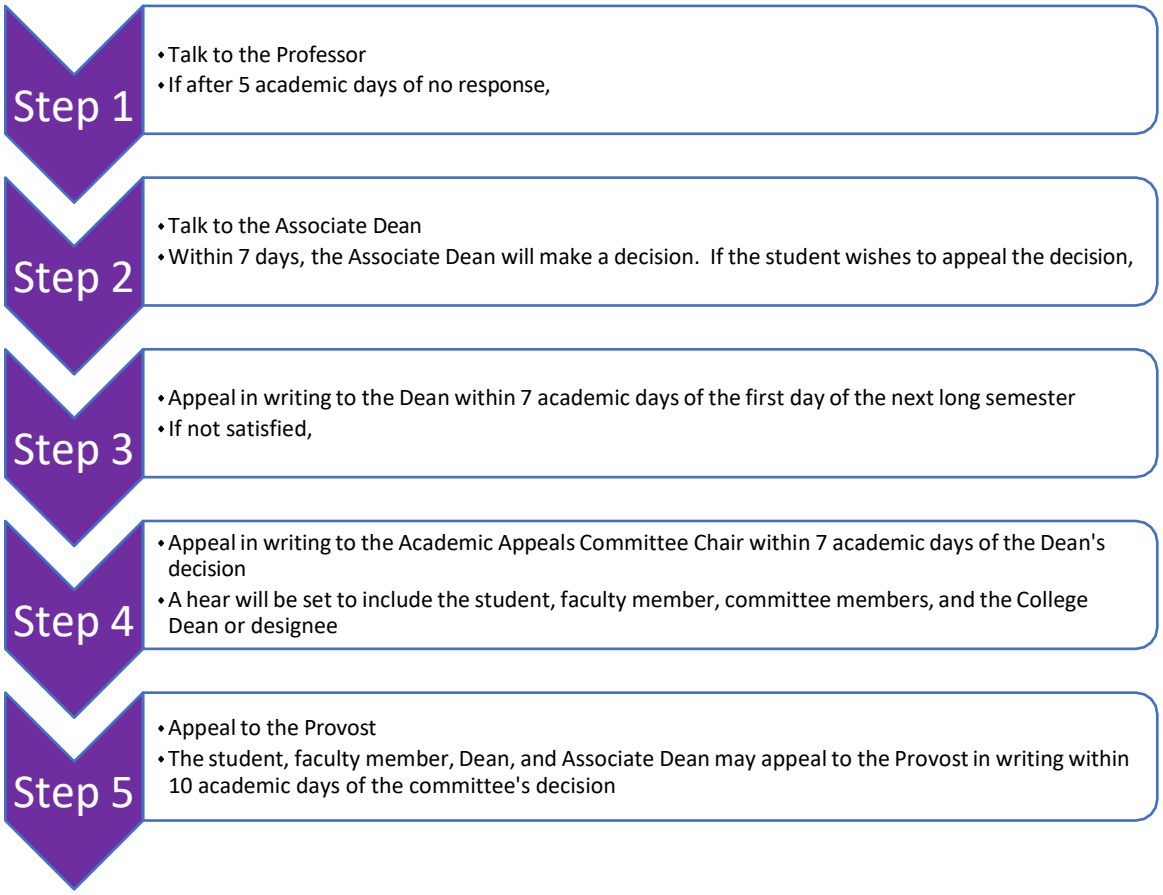
Course Concerns (not grading, sexual harassment, or discriminatory harassment)

*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.

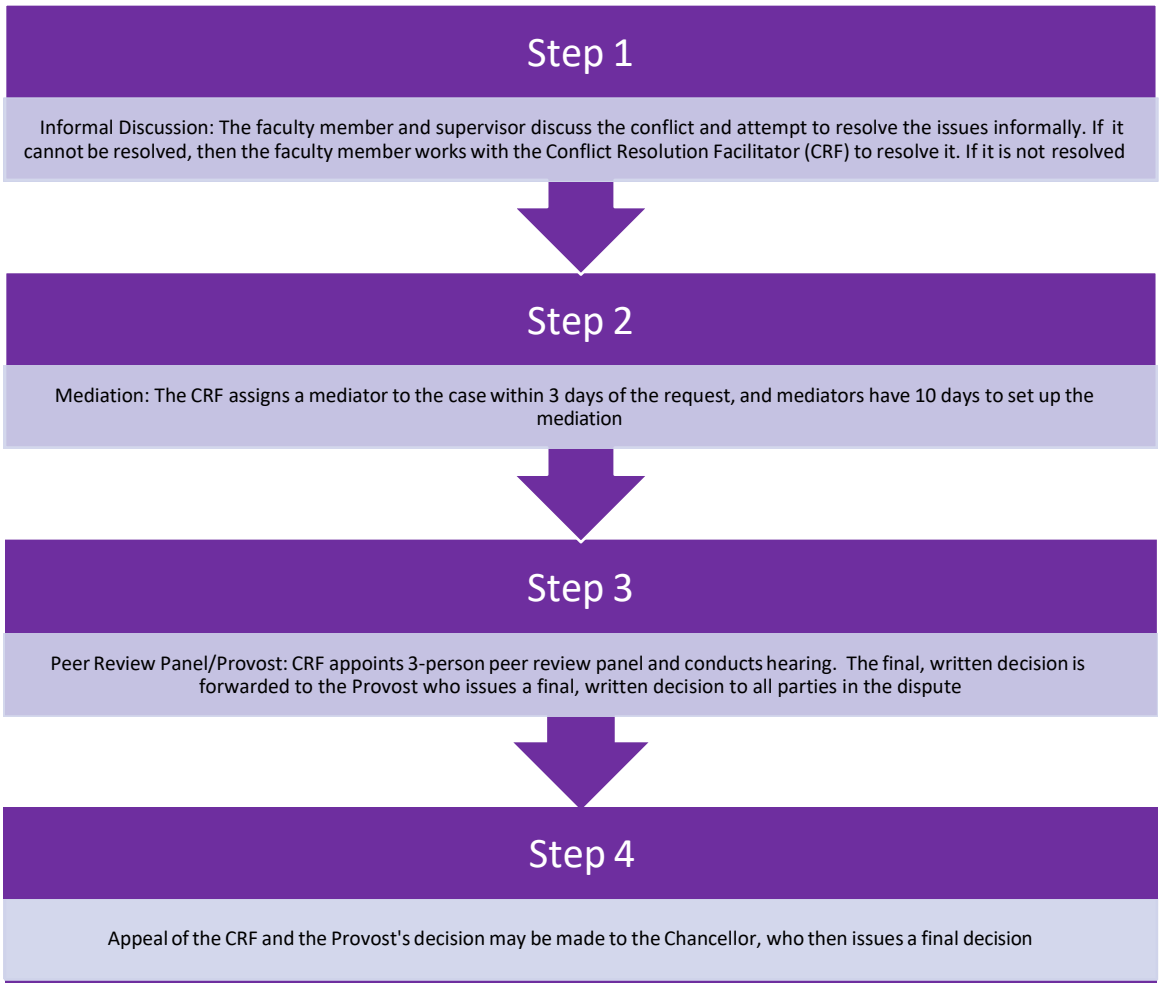


For more detailed information, refer to the TCU Official Student Handbook.

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.

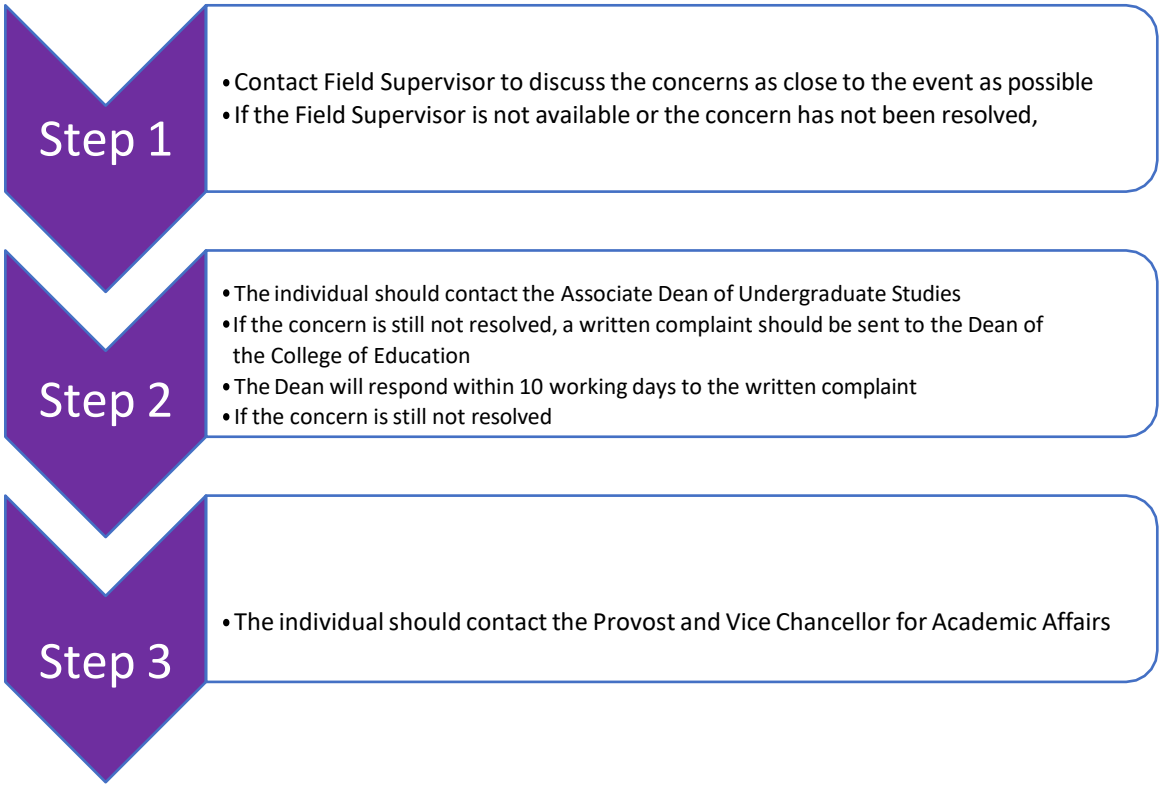


See the TCU Faculty and Staff Handbook for complete information on timelines and procedures for faculty appeals.

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 Partner Teacher, Cooperating Teacher, Principal, Administrator, 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
Dr. Eugene
SmithEugene.Smith
@tcu.edu

Jarvis Hall, Suite 128
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.

Complaint's 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 TAC§228.70

Appendix XI: 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: 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