

UNT College of Education

Clinical Pathways Handbook

Fall 2025/Spring 2026



"In every neighborhood, all across our country, there are good people insisting on a good start for the young and doing something about it."

— Fred Rogers



MATT 218



940-565-4226



COE-ClinicalPractice@unt.edu

The Clinical Practices Office

The Clinical Practices Office (CPO) provides teacher candidates opportunities to move beyond being students of organized knowledge to becoming teachers who put their acquired knowledge into practice in a classroom setting. The office is responsible for administering and organizing all field placements for initial teacher certification. Experience in the field is an important part of teacher preparation and is vital to help teacher candidates become effective teachers by connecting theory to practice. The College of Education partners with public school teachers and administrators to provide guided and gradual induction into classroom teaching by working collaboratively with partner schools to provide field-based programs for both undergraduate and post-baccalaureate students seeking initial certification in elementary and secondary levels. Our main goal in the CPO is the success of our teacher candidates in becoming effective educators.

Educator Preparation Office Staff Contact Information		
Dr. Amanda E. Vickery	Associate Dean for Educator Preparation	Amanda.Vickery@unt.edu
Ahveance Jones	Director of Clinical Experiences	Ahveance.Jones@unt.edu
Cornelius Q. Anderson	Director of Pathways for Future Teachers	Cornelius.Anderson@unt.edu
Destinie Noles	Field Experience Coordinator	Destinie.Noles@unt.edu
Jessica Powell	Director of TExES Success Office	Jessica.Powell@unt.edu
Elizabeth Dracobly	Certification Officer	Elizabeth.Dracobly@unt.edu
Ariel Christiansen	Accreditation Specialist	Ariel.Christiansen@unt.edu
Rosario Cantu	Senior Data Analyst	Rosario.Cantu@unt.edu
Carmen Yanes	Advisor Post Bacc Program	Carmen.Yanes@unt.edu
Ma'Kayla Grandberry	Student Worker	COE-ClinicalPractice@unt.edu

General Definitions

Term	Definition (TAC Rule §228)
Clinical Practice Office	UNT office is responsible for coordinating all clinical field experiences related to initial teacher certification.
Co-teaching	“A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs” (TAC §228.2.20).
Field Supervisor	“A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators” (TAC §228.2.27). The Field Supervisor’s responsibilities include facilitating open communication among the teacher candidates, site coordinators, supporting teachers, and UNT faculty
Formal Observations	A field supervisor must conduct at least four 45-minute observations/evaluations. “Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting for all formal observations, although Watermark gives the option for virtual. It must be followed by a post-observation conference within 72 hours of the educational activity” (TAC §228.105. (b)(c4)).
Informal Observations	A field supervisor or site coordinator must conduct three or four (depending on the teacher candidate’s pathway) 15-minute observations/evaluations. The first informal observation must be done in-person, all others <u>EXCEPT for residency</u> , can be virtual.
Professional Intervention Plan	A written form initiated by university or district personnel when a teacher candidate displays a lack of progress that documents expectations that must be demonstrated by a teacher candidate to succeed in clinical teaching and be recommended to TEA for certification.
Post-baccalaureate program	“An EPP, delivered by an accredited IHE and approved by the SBEC to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree” (TAC §228.2.40).
Site Coordinator	The UNT employee responsible for facilitating the EC-6 field experience and clinical teaching experiences. The site coordinator’s responsibilities include facilitating open communication among the teacher candidates, field supervisors, supporting teachers, and UNT faculty in addition to conducting seminars for the teacher candidates based on need. The Site Coordinator also plans, schedules, and helps facilitate host teacher training and governance meetings.
Supporting Teacher	District Teacher of Record assigned to support a UNT Teacher Candidate in any pathway (Host Teacher, Cooperating Teacher, or Mentor Teacher).
Teacher Candidate	UNT student completing their field work in any pathway (Block B/C Combo, Traditional Clinical Teaching/Block C, Residency, or Internship).
Texas Education Agency (TEA)	State Agency external to UNT that issues teaching certificates to eligible completers of UNT’s Educator Preparation Program.
TExES Success Office (TSO)	UNT office responsible for the following tasks: Disseminating information about TExES state certification exams, Administering TExES practice tests to candidates, and Documenting and reporting TExES results.
Watermark	An online learning management system used to collect and store the assessments used to evaluate candidates’ knowledge, skills, and dispositions relevant to program standards and objectives, and to collect and store TEA-required documentation.

Block B/C Combo	Traditional Block C and Clinical Teaching	Residency	Internship
<p>Block B/C Combo: A supervised teacher candidate assignment that combines observation with clinical teaching within the same semester. The Block B/C Combo is a unique clinical teaching experience designed for University of North Texas (UNT) students. This innovative pathway combines observation hours with hands-on clinical teaching to closely resemble a year-long residency. It allows students to enter the classroom environment earlier, gaining valuable, real-time feedback from a team of mentors—including their field supervisor, site coordinator, and host teacher. Through this collaborative support system, students are able to develop and refine their teaching skills more effectively, setting the foundation for a successful career in education.</p> <p>Host Teacher: An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience (TAC §228.2.19). The host teacher takes part in training each semester and monthly check-ins with the Site Coordinator.</p>	<p>Clinical Teaching: A supervised teacher candidate assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.</p> <p>Cooperating Teacher: An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience. The cooperating teacher will take part in training.</p>	<p>Residency: A supervised teacher candidate assignment for the entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certification. Residents are UNT students and district employees.</p> <p>Host Teacher: An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience (TAC §228.2.19). The host teacher takes part in multiple trainings each semester and monthly check-ins with the Site Coordinator.</p> <p>Residents are employees of the district and must, first and foremost, follow all district policies and procedures.</p>	<p>Internship: A paid supervised classroom intern for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.</p> <p>Mentor: An educator who is employed as a classroom teacher on the candidate's campus and who is assigned to support the candidate during the internship experience.</p> <p>Interns are employees of the district and must, first and foremost, follow all district policies and procedures.</p>
<p>Placement Requirements: Teacher Candidates are required to complete 50 Observation hours by October 3 in an academic setting with a host teacher that has 3 or more years of experience and holds the same certification that the teacher candidate is seeking. (August 25 – October 3)</p> <p>Teacher candidates will then begin their Clinical Teaching hours in the same semester, completing 90 Clinical Teaching hours by the end of your first semester (Block B), and 400 additional Clinical Teaching hours by the end of your second semester (Block C) in an academic setting. (October 6 – December 5)</p>	<p>Placement Requirements: Teacher Candidates are required to complete 490 hours by the end of the semester (see dates below) in an academic setting with a cooperating teacher that has 3 or more years of experience and holds the same certification that the teacher candidate is seeking. (First Day of School for Students – December 11)</p>	<p>Placement Requirements: Teacher Candidates are required to meet a minimum of 750 hours in total, with a minimum of 21 hours per week during the school year. These hours must be completed in an academic setting with a host teacher that has 3 or more years of experience and holds the same certification the resident is seeking. (First Day of School for Teachers – Last Day of School for Teachers)</p>	<p>Placement Requirements: Teacher Candidates are required to hold an intern or probationary certificate that is effective on or before the assignment start date of the internship and is valid for the entire duration of the internship. An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category for which the candidate is prepared by the EPP. (First Day of School for Teachers – Last Day of School for Teachers)</p>

Professional Standards

UNT's Clinical Teaching program is aligned to state and national teaching preparation standards ensuring that teacher candidates are prepared to be effective teachers in the classroom.

- [Texas Teacher Standards - Texas Administrative Code §149.1001](#)
- [InTASC Model Core Teaching Standards](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [Code of Ethics and Standard Practices for Texas Educators](#)

Teacher Candidate Assignments & Evaluations

Field-Based Experiences Reflection (2 total) - **BLOCK B/C Combo ONLY**

For this assignment, you will identify two (2) experiences during your field-based experiences; related to **two of the four** critical areas that impact teaching, learning, and professional practice: [*The Learner and Learning, Content, Instructional Practice, Professional Responsibility and Collaboration*](#). The experience can be something you observed, or something you were involved in. It should be something that you noted for some reason; an event that was important to you. The experience may have been positive, negative, or somewhere in the middle of those extremes.

For **each** experience, write a separate reflection using the questions in the “**What? So what? Now what?**” Framework to guide your thinking.

- Describe the experience (*What was the experience?*).
- Explain why it mattered to you as a teacher (*So what? Analyze and reflect on the meaning of the experience*).
- Describe how the experience will affect what you will do in your future classroom (*Now what? How will the experience influence your teaching?*).

You will submit your 2 reflections in Watermark.

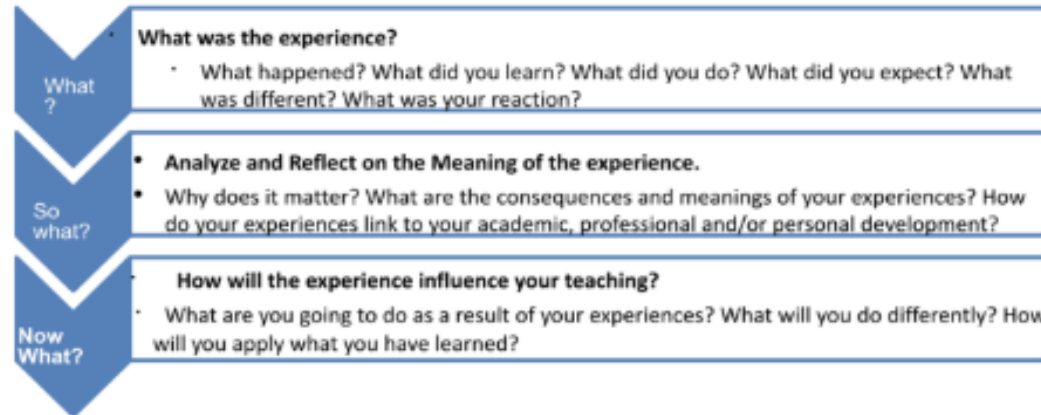
Criteria for Success: **This assignment is Pass/No Pass – See Rubric at the end of this document.*

1. You selected 4 significant experiences; one for each of the four InTASC areas: [*The Learner and Learning, Content, Instructional Practice, Professional Responsibility and Collaboration*](#).
2. For each experience, you address each step of the “What? So What? And Now What?” Framework in a substantive paragraph (see Framework above).
3. Each individual reflection is between 250-500 words.
4. The quality of your written work reflects the standard expected of a future teacher.

How do I Reflect?

To truly reflect, we must slow our thinking down, act upon and process information, synthesize, and evaluate the “data” gathered during the experience. Reflecting also means applying what we’ve learned to our future instruction. One of the most straight-forward frameworks for reflection is called “What? So What? Now What?”

What? So What? Now What? Framework



First 15 days of school activity - **BLOCK B/C Combo ONLY**

This activity will allow students completing clinical teaching in the spring semester to meet the TAC §228.61. requirement to observe the first 15 days of school through field-based experiences. For this activity you will watch a series of instructional videos and answer reflective questions that will allow students to see what teachers experience during the first two weeks of school. This activity will be completed in Watermark and must be completed by the end of the semester.

TExES Success State Testing Expectations and Due Dates

FALL – Testing Requirements					
Block B/C Combo		Traditional Block C and Clinical Teaching		Residency	
Aug. 24	Initial Core or SPED Practice Exam	Sept.15	Initial STR Practice Exam (EC-6 Only)	Aug. 24	Initial Core or SPED Practice Exam
Oct. 25	Final Core or SPED Practice Exam	Sept.15	Initial PPR Practice Exam	Oct. 25	Final Core or SPED Practice Exam
Oct. 31	Attempt Core or SPED REAL Exam	Oct. 20	Final STR Practice Exam (EC-6 only)	Oct. 31	Pass Core or SPED REAL Exam
Nov. 1	Initial STR Practice Exam	Oct. 20	Final PPR Practice Exam	Nov. 1	Initial STR Practice Exam
Nov. 30	Final STR Practice Exam	Nov. 5	Attempt STR REAL Exam (EC-6 Only)	Nov. 30	Final STR Practice Exam
Dec. 15	Attempt STR REAL Exam	Nov. 26	Attempt PPR REAL Exam	Dec. 15	Pass STR REAL Exam
Real Core or SPED & STR exams must be ATTEMPTED by December 15 in order to continue Clinical Teaching next semester.		If you have not passed your other required exams, you should aim to do so before graduation.		Core or SPED and STR must be PASSED by December 15 in order to continue to the second semester of Residency. If you did not pass your Block A exam(s), you must successfully retest based on individualized plans and deadlines.	
Spring – Testing Requirements					
Block B/C Combo (Semester 1)		Block B/C Combo (Semester 2)		Clinical Teaching	
Jan. 18	Initial Core or SPED Practice Exam	Jan. 18	Initial PPR Practice Exam	Jan. 18	Initial PPR Practice Exam
Mar. 22	Final Core or SPED Practice Exam	Mar. 1	Final PPR Practice Exam	Mar. 1	Final PPR Practice Exam
Mar. 31	Attempt Core or SPED REAL Exam	Mar. 31	Attempt PPR Real Exam	Mar. 31	Attempt PPR Real Exam
Apr. 1	Initial STR Practice Exam	If you have not passed your other required exams, you should aim to do so before graduation.		If you have not passed your other required exams, you should aim to do so before graduation.	
May. 3	Final STR Practice Exam				
Jul. 15	Attempt STR REAL Exam				
Core or SPED & STR REAL exams must be ATTEMPTED by July 15 in order to continue clinical teaching next semester.					

TExES Certification Practice Exam

EDEE 3340: (Block A)

Assignment: TExES Exam Preparation –Practice & Real Exam

Due Date: October 20th


Objective:

Prepare for the appropriate TExES exam based on the chart below by completing the official TExES Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You must take your real exams by December 15th in order to move on to Block B in Spring 2026.

Certification Track	EC-6 w/ ESL	EC-6 w/ Bilingual	EC-6 w/SPED
Exams to Complete	ESL Supplemental (154)	Bilingual Supplemental (164) & BTLPT (190)	Core Subjects EC-6 (391)

Instructions:

1. Access the TExES Canvas Course

- Log in to Canvas and open the TExES course from your Dashboard.
- If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
- In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.

2. Complete the Initial Practice Exam by September 15

- Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined in the chart above.
 - You must score at least 70 on the practice exam to be approved to take the real TExES exam. For Bilingual students, a score of 2 or higher on each constructed-response section of the BTLPT is also required. If you do not meet these score requirements (70+ on the practice exam or 2+ on each BTLPT response):
 - Review your score report to identify areas for improvement.
 - After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - Continue studying and then retake the practice exam. **You must meet the score requirements on a retake of the practice exam by October 20th.**
 - Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. Bilingual students must also score a 2 or higher on constructed response portions of the BTLPT. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>
- Take the real TExES Exam by December 15th

- o Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
 - Score **70 or higher** on the **Canvas practice exam**
(Bilingual students must also score at least 2 on each BTLPT constructed response)
 - Score **80 or higher** on a **240 Tutoring full-length practice exam**
(Bilingual students must also score at least 2 on each BTLPT constructed response)
- o You must **register for and take your real exam on or before December 15**. Your test **date must be no later than December 15**—not just your registration.
- o If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy \(https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html\)](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

Important: You must attempt your real content exam by the **December 15 deadline** in order to remain eligible for **Block B in Spring 2026**.

EDCI 4010: (Block B/C Combo & Residency) – Clinical Experience Fall 2025

Assignment: TExES Exam Preparation – Study Sessions, Practice Exams, & Real Exam Completion

Due Date: Multiple

Objective:

Prepare for the appropriate TExES exam based on the chart below by attending weekly study sessions and completing the official TExES Practice Exams. This will help you identify your strengths and areas for improvement before taking the actual exam. You must take your real exams by December 15th in order to move on to Block C in Spring 2026.

Exam 1 – Core Subjects EC-6 (391) or Special Education EC-12 (186)

Certification Track	Exam 1 to Complete	Initial Practice Exam Due	Final Practice Exam Due	Real Exam Due
EC-6 w/ ESL	Core Subjects EC-6 (391)	August 24	October 25	October 31
EC-6 w/ Bilingual	Core Subjects EC-6 (391)	August 24	October 25	October 31
EC-6 w/ SPED	Special Education EC-12 (161)	August 24	October 25	October 31

Exam 2 – Science of Teaching Reading (293)


All candidates will complete the Science of Teaching Reading exam based on the dates below.

Initial Practice Exam Due	Final Practice Exam Due	Real Exam Due
November 1	November 30	December 15

NOTE: If you did not pass the TExES exams required in Block A, you should continue to remediate and retake them before the end of the Block B to remain on track.

Exam Instructions:

1. Access the TExES Canvas Course

- Log in to Canvas and open the TExES course from your Dashboard.
- If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
- In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.
- **Complete the Initial Practice Exam for Exam 1 by August 24**
- **ESL and Bilingual Students** will complete the official practice exam in the TExES Canvas course that corresponds to your certification area, as outlined in the chart above. **Special Education Students** will receive a \$10 voucher for the practice exam from Pearson.
- You must score at least 70 on the practice exam to be approved to take the real TExES exam. If you do not meet the score requirements:
 - Attend and participate in weekly TExES Study Sessions. Use your score report to identify areas of need.
 - After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - Continue studying as needed and then retake the practice exam. **You must meet the score requirements on a retake of the practice exam by October 25th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>

2. Take the real exam for Exam 1 by October 31st

- Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
 - Score **70 or higher** on the **Canvas practice exam**
 - Score **80 or higher** on a **240 Tutoring full-length practice exam**
 - **SpEd Requirement:** Score **80 or higher** on **240 Tutoring full-length practice exam**
- You must **register for your real exam by October 31**. While it is preferable that you take the exam by October 31st, **you must take the exam no later than December 15**.
- If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

3. Complete the Initial Practice Exam for Science of Teaching Reading by November 1

- a. **All candidates** will complete the official Science of Teaching Reading practice exam in the TExES Canvas course.
- b. You must score at least 70 on the multiple-choice section and a 2 or higher on each constructed-response to be approved to take the real TExES exam. If you do not meet the score requirements:
 - i. Attend and participate in weekly TExES Study Sessions. Use your score report to identify areas of need.
 - ii. After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - iii. Continue studying as needed and then retake the practice exam. **You must meet the score requirements on a retake of the practice exam by November 30th.**
- c. Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. All candidates must also score a 2 or higher on constructed response portions of the STR. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>

4. Take the real Science of Teaching Reading exam by December 15th

- o Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
 - Score **70 or higher** on the multiple-choice and **2 or higher** on the constructed response on the **Canvas practice exam**
 - Score **80 or higher** and **2 or higher** on the constructed response on a **240 Tutoring full-length practice exam**
- o You must attempt both of your Block B exams no later than **December 15th**. Students who do not attempt their exams by December 15th will not be eligible to start the second semester of their Clinical Practice experience.
- o If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

IMPORTANT NOTE: Residents are required to PASS the CORE and STR by December 15.

EDEE 4890: (Block C)

Assignment: TExES Exam Preparation –Practice & Real Exam

Due Date: Varied

Objective:


Prepare for the TExES Science of Teaching Reading and PPR EC-12 exams by completing the official TExES practice exams and real exams by the dates in the chart below. This will help you identify your strengths and areas for improvement before taking the actual exam. Students who have not passed all required TExES exams will be able to graduate, but will not be eligible for certification until they have passed their exams.

Exam Name	Science of Teaching Reading	PPR EC-12
-----------	-----------------------------	-----------

Initial Practice Exam	September 15	September 15
Final Practice Exam	October 20	October 20
Real Exam Deadline	November 5	November 26

Instructions:

1. 1. Access the TExES Canvas Course

- Log in to Canvas and open the TExES course from your Dashboard.
- If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
- In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.

2. Complete the Initial Practice Exams by September 15

- Take the official practice exam for the Science of Teaching Reading and PPR EC-12 within the TExES Canvas course.
- You must score at least 70 on the multiple-choice section and 2 or higher on each constructed-response section of the STR practice exam to be approved to take the real exam. If you do not meet the required scores:
 - Review your score report to identify areas for improvement.
 - After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - Continue studying and then retake the practice exam. **You must achieve the appropriate scores on a retake of the practice exams by October 20th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. All candidates must also score a 2 or higher on the constructed-response portion of the STR. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>

• Take the real Science of Teaching Exam by November 5th

- Once you meet one of the following requirements for the multiple-choice section and the requirements for the constructed-response section, you will receive approval to take your real Science of Teaching Reading exam, along with registration instructions:
 - Score **70 or higher** on the multiple-choice section of the **Canvas practice exam**
 - Score **80 or higher** on the multiple-choice section of a **240 Tutoring full-length practice exam**
 - 2 or higher on constructed-response section either through Canvas or 240 Tutoring
- You must **register for and take your real exam on or before November 5th** in order to receive your test results prior to graduation.
- If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

3. Take the real PPR EC-12 Exam by November 26th

- After you have scored 70 or higher on the PPR EC-12 practice exam, you will gain approval to take your real exam.
- It is important that you schedule your exams on or before November 26th in order for you to receive your scores prior to graduation.

Students who have passed all required certification exams by November 30th may apply for certification beginning on December 1st. **Do not apply early.** Instructions on how to apply for certification will be provided to you mid-semester by Elizabeth Dracobly.

Students who have not passed all required certification exams by November 30th must wait until they receive their last passing score before they can apply for certification. You will use the same application instructions provided by Elizabeth Dracobly once you are ready to apply for certification.

EDCI 4840: **EARLY FIELD EXPERIENCE (Secondary/All-Level/TNT)**

Assignment: TExES Exam Preparation –Practice & Real Exam


Due Date: October 20

Objective:

Prepare for the TExES exam in your content area by completing the official TExES Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You must be ready to take your real content exam by December 15th if you are planning to start Clinical Teaching in Spring 2026.

Instructions:

1. 1. Access the TExES Canvas Course

- a. Log in to Canvas and open the TExES course from your Dashboard.
- b. If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
- c. In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.

2. Complete the Initial Practice Exam by September 15

- a. Take the official practice exam for your content area (not the PPR EC–12 exam) within the TExES Canvas course.

NOTE: If your content area is Dance 6–12, French EC–12, German EC–12, or Speech 7–12, an official practice exam is not available. You will need to complete the TExES Exam Study Guide as an alternate assignment. Information can be found on the home page of the TExES Canvas course or in the Modules tab under the information for Secondary or All-Level candidates. You will need to submit your completed study guide to COE-TSO@unt.edu by October 20th.
- A score of 70 or higher on the practice exam must be achieved in order to be approved to take the real exam. If you do not achieve a score of 70 or better:
 - Review your score report to identify areas for improvement.
 - After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - Continue studying and then retake the practice exam. **You must achieve a 70 or better on a retake of the practice exam by October 20th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. You must send a copy of your

score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price:

<https://study.240tutoring.com/subscribe/UNT2>

- **Take the real TExES Exam by December 15th**

- o Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
 - Score **70 or higher** on the **Canvas practice exam**,
 - Score **80 or higher** on a **240 Tutoring full-length practice exam**, or
 - Submit the **alternative assignment** (for Dance, French, German, or Speech certification areas).
- o You must **register for and take your real exam on or before December 15**. Your test **date must be no later than December 15**—not just your registration.
- o If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

Important: You must attempt your real content exam by the **December 15 deadline** in order to remain eligible for **Clinical Teaching in Spring 2026**. If you do not take your exam by this date, **you risk losing your placement**.

CLINICAL TEACHING (Secondary/All-Level/TNT)

Assignment: TExES Exam Preparation –Practice & Real Exam


Due Date: October 20

Objective:

Prepare for the TExES PPR EC-12 exam by completing the official TExES Study Guide and Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You should aim to complete all required TExES exams no later than November 26th so that you will be eligible to apply for certification beginning December 1st. Students who have not passed all required TExES Exams will not be eligible for certification until they have passed their exams.

Instructions:

- 1. **Access the TExES Canvas Course**

- Log in to Canvas and open the TExES course from your Dashboard.
- If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
- In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.

- **Complete the Initial Practice Exam by September 15**

- Take the official practice exam for the PPR EC-12 within the TExES Canvas course.
- You must score at least 70 on the practice exam to be approved to take the real exam. If you do not meet the required score:
 - Review your score report to identify areas for improvement.
 - After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.

- Continue studying and then retake the practice exam. **You must achieve the appropriate scores on a retake of the practice exams by October 20th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>

2. Take the real PPR EC-12 Exam by November 26th

- After you have scored 70 or higher on the PPR EC-12 practice exam, you will gain approval to take your real exam.
- It is important that you schedule your exams on or before November 26th in order for you to receive your scores prior to graduation.

Students who have passed all required certification exams by November 30th may apply for certification beginning on December 1st. **Do not apply early.** Instructions on how to apply for certification will be provided to you mid-semester by Elizabeth Dracobly.

Students who have not passed all required certification exams by November 30th must wait until they receive their last passing score before they can apply for certification. You will use the same application instructions provided by Elizabeth Dracobly once you are ready to apply for certification.

Watermark

Watermark is UNT's institutional assessment management system used to facilitate collection of academic assessments. All clinical teaching related assessments and documents should be submitted to Watermark by their due date. [Please visit this link to access Watermark student resources.](#)

Teacher Candidate Time Log

Teacher Candidates will document their time in the field each day they are on campus using the UNT clinical teaching time log in Watermark. It will be reviewed and approved by their supporting teacher (who will sign off on each entry) and monitored by the field supervisor. [Please visit this link to view a resource on how to complete your time log in Watermark.](#)

Time logs must be completed daily with a brief description of your duties. Please review the examples and non-examples below. Failure to follow the time log description expectation may result in your time log being rejected.

EXAMPLES	NON-EXAMPLES
My supporting teacher and I used the One Teach - One Observe co-teaching strategy, where I observed my supporting teacher teaching about the Alamo in Texas history.	I observed Texas history in social studies today.
I co-taught a math lesson on decimals to the tenths and a science lesson on matter with my supporting teacher. I was responsible for the problem of the day in math and for introducing the science topic.	Co-taught math and science

Today in reading class, I started with a "spooky warm-up" and briefly discussed it with the class. After the warm-up, I modeled how to complete the day's assignment, which focused on different text structures. I utilized the "I do, we do, you do" strategy to guide the students. Then, they worked independently on a worksheet that explored various text structures. During this time, I walked around the classroom, monitored their progress, and provided assistance as needed.

Today in reading I read to the class and helped with a reading assignment.

Block B/C Combo: Record their time using Watermark.

Traditional Block C/Clinical Teaching: Record their time using Watermark.

Residents: Record their time using Watermark and follow the district policy for recording their time in their placement and absences.

Interns: Do not record their time using Watermark. They only follow district policy for recording their time in their placement and absences.

ALL PATHWAYS: Notify Field Supervisor, Site Coordinator, Supporting Teacher, and the Front Office of your placement when absent or running late.

What should be included on your timesheet?

- Please include a detailed description of your duties for the day. See the time log description of expectations above for examples and non-examples.
****You DO NOT gain hours for absences or days you are required to be on campus when students are not present (for example, full-day professional development). You will not record these entries in your time log.**
- On your time log, your start time is the start of the instructional school day (when school starts), and your end time is when the school day ends (when students leave for the day) **minus your 30-minute lunch break**. Your time blocks might read as follows:
 - Start Time 7:50 am
 - End Time 12:00 pm
 - Start Time 12:30 pm
 - End Time 3:30pm

***Note you do not log your lunch time from 12:00 – 12:30pm**

- The start and end times can be typed in and are available in a drop-down menu. You can change the times in the drop-down menu when you click on the box. Below is the image of what you will see for your time log entry.

Create Log Entry

Fields marked with * are required



Category*

Clinical Teaching - Clinical Teaching

▼

☐ This Log has no reportable hours.

Time Blocks

Record start and end time for log entry. Select "Add Time Block" to record multiple time periods for this time log category on the same day.

Start Time*

hh:mm

End Time*

hh:mm

Duration

0 hours 0 minutes

Add Time Block

Total Duration: 0 hours 0 minutes

Description*

Description will be visible to your assigned mentor, supervisor, and instructor.

0/1000

Files

- While you must participate in before school or after school duties with your supporting teacher, we cannot count that time on your time log.
- Conference periods, Professional Learning Communities (PLCs), advisory, and specials can count towards your total time each day.
- Lunch cannot count towards your total time for the day. So, each day you need to subtract 30 minutes from your daily total to account for lunch.
- If there is an Early Release Day, you may count it as a full day **only if students were present four hours earlier that day. You are required to attend professional development/instructional activities (i.e., IEP meetings, parent/teacher conferences, band practice, etc.)** once students are released in order to count the hours.
- Full day professional development days when students are not present DO NOT count, but you must attend them.

Triad/Quad Meeting

The Triad/Quad meeting is an opportunity for teacher candidates to sit down and reflect on their progress with their field supervisor, supporting teacher, and site coordinator (if applicable). The site coordinator will organize and facilitate the meeting (if no site coordinator, the field supervisor will do this) using data from the teacher candidate's informal and formal observations. The site coordinator will then fill out a recap of the meeting in Watermark (if no site coordinator, the field supervisor will do this). The recap should be completed immediately after the meeting, so students have this information available to set goals.

Informal Evaluations

Field supervisors will conduct three (3) informal observations (15 minutes or more) per semester during clinical teaching. The informal observations include written feedback on targeted skills from the field supervisor. The feedback will be shared with the candidate during the post-observation conference. This observation does not require a pre-conference or lesson plan. A post-conference will be scheduled with your Site Coordinator or Field Supervisor depending on who conducted the observation.

UNT Lesson Plan

You will begin each POP cycle in Watermark by uploading your lesson plan. You must submit your lesson plan using either the **UNT Common Lesson Plan** or the template for your specific program/certification area (please see chart below) **at least 3 days before your scheduled pre-conference** with your field supervisor. Your lesson plan will be reviewed by your field supervisor, and if it does not meet standard, you will need to make changes to your lesson plan before your scheduled T-TESS observation.

Art Education

You can visit this link to access the [CVAD Art Education lesson planning template](#) (you will be prompted to **make a copy** of the lesson plan template).

Teach North Texas

5E lesson plan

You can visit this link to access the [5E lesson plan template](#) (you will be prompted to **make a copy** of the lesson plan template).

The **5E approach** to lesson planning is a constructivist instructional model widely used in education. It is designed to promote active learning, engage students in problem solving, and foster deeper understanding of the subject matter. The 5E model consists of five stages that guide educators in structuring their lessons: Engage, Explore, Explain, Elaborate, and Evaluate. You can find brief descriptions of each of these stages embedded in the template.

The 5E approach encourages student-centered learning and recognizes that meaningful learning occurs when students actively construct their knowledge rather than passively receiving information. By incorporating hands-on experiences, critical thinking tasks, and opportunities for collaboration, the 5E model aims to create engaging and effective learning experiences for students across various subjects and grade levels.

EC-6, Secondary, & All level certification areas

UNT Common Lesson Plan

You can visit this link to access [the UNT Common Lesson Plan template](#) (you will be prompted to **make a copy** of the lesson plan template).

Understanding by Design is a book that was written by Grant Wiggins and Jay McTighe that outlined a framework for designing lessons called “Backward Design.” The backward design approach has teachers consider the learning goals of the lesson first because the learning goals represent the knowledge, and skills teachers want their students to learn at the end of the lesson. Once the learning goals have been established, the second stage in the Backward Design process involves consideration of the assessment. Wiggins and McTighe believe that teachers should consider the overarching learning goals and how students will be assessed before you think about how you will teach the content of the lesson.

Resources to learn more about Backward Design:

- Visit this [Edutopia resource](#) to read more about Backward Design.
- Watch this [video](#) of Grant Wiggins discussing Understanding by Design.
- Listen to an [episode from the Cult of Pedagogy podcast](#) called “Backwards Design: The Basics”.

Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/understanding-by-design/>.

POP CYCLE Formal Observations & Evaluations

Formal (45 minute minimum) Observation: Requires a Full POP Cycle (Pre-Conference, 45-minute Observation, and Post-Conference).

- Your lesson plan MUST be submitted 3 days before your scheduled pre-conference.
- 4 Total for all clinical pathways – All In-Person Observations)

Informal (15 minute minimum) Observations: Requires a post-conference. No lesson plan or pre-conference is required.

- 3 Total for all clinical pathways EXCEPT Residency – First must be in-person, all others may be recorded and sent to the field supervisor or site coordinator
- 4 Total for Residency – All must be in-person

Pre-Conference – In Person or Virtually

- Submit your lesson plan using one of the above templates for your program area (see above) to your field supervisor at least 3 days before your scheduled pre-conference.
- Be prepared to discuss with your field supervisor:
 - The scope and sequence– what was taught before, what will be taught after, expected outcomes
 - Explain the instruction, different instructional and grouping strategies you will use throughout the lesson
 - Explain the assessment and how it is aligned with the standard/objective
 - Explain how the assessment will be used to check for understanding
 - Differentiation based on student needs/abilities
- Identify what domain of the T-TESS rubric you would like to receive feedback on.
- After the pre-conference, make any necessary edits to your lesson plan (if needed).

Observation – All In Person

- Select a spot in the classroom for your field supervisor to sit during the observation.
- During the observation, your field supervisor will script what they see and hear during your lesson to use as data during the post-conference.
- After the observation, your field supervisor will score the candidate using the [Texas Teacher Evaluation and Support System \(T-TESS\) rubric](#).

Post-Conference – In Person or Virtually

- Be prepared to discuss with your field supervisor your reflection on the lesson.
- Field supervisor will use T-TESS results to:
 - Use questioning strategies to lead the teacher candidate to reflect on the lesson
 - Explicitly name the area of reinforcement and refinement.
 - Identify and share examples of evidence/data to justify their area of refinement and reinforcement.
 - Guide the teacher candidate in naming actionable next steps to sustain the area of reinforcement and refinement.
 - Offer the teacher candidate the chance to pose final questions or requests for additional support or coaching.
- Field supervisor will share their evaluation scores with the candidate and the supporting teacher within 72 hours of the observation.

After the Conference

- Complete next steps provided by your field supervisor in the post-conference

FALL – OBSERVATIONS & ASSIGNMENTS

Block B/C Combo			Traditional Block C and Clinical Teaching			Residency			Internship I & II		
Sept. 5	Reflection #1	SC	Sept.12	Informal #1	FS	Aug. 15	Informal #1	FS	Aug. 15	Informal #1/#4	FS
Sept. 19	First 15 Days	SC	Sept. 26	Formal #1	FS	Aug. 27	Formal #1	FS	Aug. 27	Formal #1/#4	FS
Oct. 3	Reflection #2	SC	Oct. 10	Informal #2	FS	Sept.19	Informal #2	SC	Sept. 19	Informal #2/#5	FS
Oct. 17	Informal #1	SC	Oct. 24	Formal #2	FS	Oct. 10	Informal #3	FS	Oct. 10	Formal #2/#5	FS
Oct. 31	Informal #2	FS	Nov. 7	Informal #3	FS	Nov.7	Formal #2	FS	Nov. 7	Informal #3/#6	FS
Nov. 14	Formal #1	FS	Nov. 21	Formal # 3	FS	Dec.12	Informal #4	SC	Dec. 5	Formal #3/#6	FS
Dec. 4	Informal #3	FS	Dec. 5	Formal #4	FS				<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be <u>in-person</u>. 		
<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be <u>in-person</u>. 			<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be <u>in-person</u>. 								

SC = Site Coordinator **FS = Field Supervisor**

FS = Field Supervisor

SPRING – OBSERVATIONS & ASSIGNMENTS

Block B/C Combo			Traditional Block C and Clinical Teaching			Residency			Internship II		
Jan. 16	Informal #4	SC	Jan. 16	Informal #1	FS	Jan. 16	Informal #5	FS	Jan. 16	Informal #4	FS
Jan. 30	Informal #5	FS	Jan. 30	Formal #1	FS	Feb. 6	Informal #6	SC	Feb. 6	Formal #4	FS
Feb. 13	Formal #2	FS	Feb. 13	Informal #2	FS	Feb. 27	Formal #3	FS	Mar. 6	Informal #5	FS
Mar. 6	Informal #6	SC	Feb. 27	Formal #2	FS	Mar. 20	Informal #7	SC	Mar. 27	Formal #5	FS
Mar. 27	Formal #3	FS	Mar. 27	Informal #3	FS	Apr. 10	Formal #4	FS	April 10	Informal #6	FS
Apr. 24	Formal #4	FS	Apr. 10	Formal #3	FS	Apr. 24	Informal #8	FS	April 24	Formal #6	FS
<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be <u>in-person</u>. 			Apr. 24	Formal #4	FS	<ul style="list-style-type: none"> ALL informal and formal observations must be <u>in-person</u>. 			<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be <u>in-person</u>. 		
			<ul style="list-style-type: none"> The first informal observation must be <u>in-person</u>. ALL formal observations must be in-person. 								

--	--	--	--

Program Benchmark Requirements

Student progress is monitored throughout the program to ensure that students possess the requisite knowledge, skills, and dispositions necessary to be successful as a teacher. Students not progressing in academic or other professional requirements will consult their field supervisor, site coordinator (if applicable), and the Director of Clinical Experiences to identify a plan for success in the program.

PERFORMANCE ASSESSMENTS				
Program Benchmark	Performance Expectation	Proactive Supports	Impact of not completing/ passing performance gate	Impact of not meeting additional supports/ guidance or coaching
T-TESS #2	Teacher candidates must average at least a 2 (“developing”) on all 4 domains	Additional coaching	Failure to achieve this standard will result in a Professional Intervention Plan.	Failure to respond to coaching support may result in moving to tier II on the Professional Intervention Plan.
T-TESS #3	Teacher candidates must average at least a 2.5 (“developing” and “proficient”) on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle.	Failure to respond to coaching support by averaging at least “developing” and “proficient” on all 4 domains on the third pop cycle may result in moving to tier III on the Professional Intervention Plan.
T-TESS #4	Teacher candidates must average at least a 2.5/3 (“developing” and “proficient”) on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle.	Failure to respond to coaching support by averaging at least “developing” and “proficient” on all 4 domains on the fourth pop cycle may result in a teacher candidate not being recommended for certification.
Final T-TESS	Teacher candidates must average a 3 (“proficient”) on all 4 domains	Student will complete an additional semester of clinical teaching.	Student will fail clinical teaching and will need to repeat clinical teaching again the next semester.	Failure to average “proficient” on all 4 domains will result in a teacher candidate not being recommended for certification.

Final T-TESS Evaluation – Completed by ALL Host Teachers and Field Supervisors

The final T-TESS is completed for all teacher candidates by both the **host teacher(s)** and **field supervisor**. Please note that this is **not a formal in-person evaluation**, but rather a **summative assessment** of the teacher candidate’s overall performance.

- Traditional Block C / Clinical Teaching Candidates: Must average Proficient in **all domains** by the end of the semester.

- Block B/C Combo Teacher Candidates: Must **average Proficient** in **all domains** by the **end of the school year**.
- Residency and Internship Teacher Candidates: Must **score Proficient in each individual dimension** by the **end of the school year**.

Expectations of Teacher Candidates

To have a successful clinical experience, remember that you are a representative of the university and that you must maintain positive and professional working relationships with students, your university supervisor, supporting teacher, campus administrators, colleagues, other school personnel, as well as families and communities. You are still a student and a learner, but you will be expected to always act as a beginning professional educator. Remember that every clinical teaching experience is unique, so stay curious and be open to all available learnings. You will have ongoing support and guidance from your supporting teacher, UNT field supervisor, and site coordinator. The following responsibilities and actions are essential:

Interns and Residents are employees of the district and must, first and foremost, follow all district policies and procedures.

Qualifications – May vary depending on clinical pathway

- Enrolled in a teacher preparation program
- Be on track with the [certification exam schedule](#)
- Must ATTEMPT their content and supplemental (if applicable) certification exams by July 15, 2025
- Be on track with your degree plan
- Strong work ethic, reliable, reflective, open to accept and incorporate feedback, and strong belief that all students can succeed

Responsibilities

- Co-planning and co-teaching with your supporting teacher (all pathways except Internship)
- Attend the district's professional development training throughout the semester
- Participate in all scheduled professional learning communities (PLCs), campus and district meetings, and university classes and seminars
- Attend all open houses, faculty meetings, and all assigned school duty
- Manage procedures and supervising students during both instructional and non-instructional times
- Become familiar with school policies and procedures; adhere to all district and campus policies
- Be punctual; follow the same daily schedule as your supporting teacher. Report to school at the appointed time and remain on campus until you are excused by your supporting teacher
- Maintain your time log (in Watermark)
- Notify the school office, your supporting teacher, field supervisor, and site coordinator (if applicable) immediately when you know that you will be late or absent for any reason
- Wear appropriate professional attire in compliance with the school policy dress code
- Establish professional relationships with school personnel (administrators, faculty, support staff), students, parents/caregivers, and the community.

- Review and follow the [Code of Ethics for Texas Educators](#)
- Be discreet with any confidential information you are privileged to - Know all FERPA and COPPA laws
- Observe computer and cell phone etiquette and use that is appropriate to the context (classroom, public areas, teacher workroom, etc.) and aligned with district policies
 - Your cell phone should be off and out of sight during class unless it is being used for instruction-related purposes and approved by your supporting teacher.
- Maintain a professional relationship with each student (in schools and online). Using social media in your placement or posting content relating to your placement is prohibited
 - It is highly encouraged that you not friend any students, parents, or teachers while you are a teacher candidate, remove anything from your social media accounts that is not favorable, and make them private
- Be prepared. Know your content, have a plan, and teach to the best of your ability every day

Building relationships with students is one of a teacher's most important responsibilities. While we encourage you to engage in relationship-building activities with students, please limit conversations to school hours. Do not add as friends, follow, or contact students or parents through any social media platforms. Refrain from participating in physical competitions with students that could result in injury, such as arm wrestling.

If you sustain an injury during your placement, ensure that your supporting teacher, field supervisor, site coordinator, and an administrator (either the principal or assistant principal) are informed. Additionally, please contact the UNT Educator Preparation Office (EPO) at 940-565-4226.

- Field trips can only be attended with permission from a school administrator (principal or assistant principal) and only for the grade level to which you are assigned. UNT students are not permitted to attend overnight or extended day field trips. All school field trips must take place within the school day, from 7:00 AM to 4:00 PM. Please check with your field supervisor before you attend a field trip to ensure it will count towards your hours.
- If you require any accommodations or accessibility support during your placement, please ensure that the Educator Preparation Office (EPO) has access to your documentation from the UNT Office of Disability Access (ODA). This documentation is necessary to provide the appropriate accommodations and supports you need.

Responsibility to your University Field Supervisor

- Your UNT field supervisor is your first point of contact if you have concerns related to your placement.
- When you are scheduled to teach, you must have written lesson plans in the expected format approved by your supporting teacher before teaching. You must use one of the above lesson plan templates for each of your formal T-TESS evaluated observations.
- Notify your university field supervisor (and site coordinator, if applicable) immediately when changes occur to your teaching schedule.
- Always be reflective and gracious of constructive suggestions and feedback and show evidence of incorporating it into subsequent lessons and daily actions. Domain 4 of TTESS could be affected by your actions.

Assessment, Evaluation, and Grades

- Teacher candidates must enroll in two course sections of Clinical Teaching (6 SCH). Each clinical teaching course is graded as Pass (P) or No Pass (NP). You must pass both sections to be recommended to the TEA for a teaching certificate.
- Submit all assignments, assessments, and required forms before or by the due date to be eligible for credit.
- Grades are assigned by the UNT field supervisor and based on successful achievement of all goals, objectives, expectations, and completion of all required assignments, assessments and tasks.
- In accordance with the ruling of the State Board of Educator Preparation for clinical teaching, at the conclusion of your Clinical Teaching, your UNT field supervisor and supporting teacher/s is/are asked to respond “yes” or “no” to the statement, “I would recommend this teacher candidate for certification” and they will provide evidence to support their recommendation.
- A grade of “NP” (No Pass) in one or both of your clinical teaching courses will result in having to repeat one or both clinical teaching courses during the subsequent long semester or in dismissal from the program.

Supporting Teacher Roles and Responsibilities – Cooperating Teacher, Host Teacher, and Mentor

The supporting teacher plays an important role in preparing the teacher candidate by providing the best experience possible. The supporting teacher's role is to provide opportunities for the teacher candidate to learn through practice and reflection. To qualify as a supporting teacher, the supporting teacher must be an “accomplished educator as shown by student learning” (19TAC Chapter §228.93), hold a valid Texas Teaching Certificate in the same area/level as the teacher candidate, and have at least three years of teaching experience.

Supporting teachers must also be trained by the UNT educator preparation program (EPP) and therefore, will be asked to complete coaching, mentoring, and co-teaching training provided by the EPP. Once the supporting teacher’s information has been sent to the UNT, the Clinical Practices Office will reach out to you informing you of the details for the training.

The following are suggestions that will help create a meaningful experience for teacher candidates:

- Prepare the students in the classroom to receive the teacher candidate as a professional co-teacher.
- Prepare a workspace for the teacher candidate with a desk, chair, curriculum guides, and teaching materials (if possible).
- Provide a school calendar and daily schedule.
- Review policies (reporting student tardiness absences, etc.), community building, classroom expectations, routines, and the curriculum with the teacher candidate.
- Adopt a [co-teaching model](#) with the teacher candidate.
- Introduce the teacher candidate to colleagues and school personnel.
- Provide gradual induction to teaching by modeling appropriate planning and teaching and explaining the purpose and explain the philosophy behind classroom management and building classroom communities.
- Informally assess teacher candidate progress and offer constructive feedback continuously.
- Document and inform the field supervisor or site coordinator of any lack of professionalism, or unsatisfactory progress in classroom instruction and management.

- Review and approve the candidate's time log in Watermark.

SUPPORTING TEACHERS' RESPONSIBILITIES and DUE DATES							
Block B/C Combo (Host Teacher)		Traditional Block C and Clinical Teaching (Cooperating Teacher)		Residency (Host Teacher)		Internship (Mentor)	
Assignment	Due Date	Assignment	Due Date	Assignment	Due Date	Assignment	Due Date
Training	Aug. 29	Triad Mtg. #1	Aug. 22	Quad Mtg. #1	Aug. 15	Triad Mtg. #1	Aug. 15
Quad Mtg. #1	Sept. 5	Training	Aug. 29	Training	Aug. 29	Training	Aug. 29
BOY Check-in	Oct. 3	Sem. Check-in	Sept. 12	BOY Check-in	Sept. 12	BOY Check-in	Sept. 12
Quad Mtg. #2	Dec. 5	Triad Mtg. #2	Dec. 5	Quad Mtg. #2	Dec. 5	Triad Mtg. #2	Dec. 5
Quad Mtg. #3	Feb. 6	Final TTESS	Dec. 11	Quad Mtg. #3	Feb. 6	Triad Mtg. #3	Feb. 6
MOY Check-in	Mar. 6	Semester Change		MOY Check-in	Mar. 6	MOY Check-in	Mar. 6
Final TTESS	May 7	Triad Mtg. #1	Feb 6	Final TTESS	May 7	Final TTESS	May 7
		Sem. Check-in	Feb. 20				
		Triad Mtg. #2	April 3				
		Final TTESS	May 7				

****EACH** Supporting Teacher must complete a **FINAL TTESS** if the student has more than one placement.

Field Supervisor Roles and Responsibilities

The university field supervisor acts as a liaison between the school district and the UNT clinical practice office. Their main role is to provide guidance and support for the teacher candidate and supporting teacher. Moreover, they are responsible for ensuring clarity of expectations during clinical teaching for both the teacher candidate and supporting teacher. They serve as the instructor of record for the clinical teaching courses and assign the final grade of P/NP and make a final recommendation for certification at the end of the semester. The field supervisor has the following responsibilities.

- Communicates regularly with teacher candidates.
- Explains clinical teaching requirements to supporting teachers.
- Observes, assesses, and evaluates teacher candidates at least four times (full POP cycle) with 3 additional informal evaluations (both announced and unannounced).

- Communicates regularly with supporting teachers to provide information, answer questions, and discuss the progress of the teacher candidate.
- Provides teacher candidate constructive written feedback on observations.
- Provides teacher candidates with a “Professional Intervention Plan” if they see areas where additional support is needed.
- Documents any program and/or school infractions; document lack of professionalism, cooperation and unsatisfactory progress in classroom instruction and management.
- Guides teacher candidate in the completion of all required assessments and surveys.
- Assigns final grade for teacher candidate.

Responsibilities to the UNT Clinical Practice Office

- Timely complete all required forms, assessments, and formal and informal evaluations.
- If there is no progress between the first and second Formal Evaluations, discuss with the Director of Clinical Experiences about placing the student on a Professional Intervention Plan.
- Continue professional development through attendance and participation in supervisor meetings each semester.

FIELD SUPERVISORS' RESPONSIBILITIES and DUE DATES							
Block B/C Combo (Host Teacher)		Traditional Block C and Clinical Teaching (Supporting teacher)		Residency (Host Teacher)		Internship (Mentor)	
Assignment	Due Date	Assignment	Due Date	Assignment	Due Date	Assignment	Due Date
Exam Check-in	Weekly	Exam Check-in	Weekly	Exam Check-in	Weekly		
Orientation	August 15	Orientation	August 8	Orientation	August 1	Orientation	Aug. 5 - Zoom
Quad Mtg. #1	September 5	Triad Mtg. #1	August 22	Quad Mtg. #1	August 15	Quad Mtg. #1	August 15
Informal #2	October 31	Informal #1	September 12	Informal #1	August 15	Informal #1/#4	August 15
Formal #1	November 14	Formal #1	September 26	Formal #1	August 27	Formal #1/#4	August 22
Informal #3	December 4	Informal #2	October 10	Informal #3	October 10	Informal #2/#5	September 19
Quad Mtg. #2	December 5	Formal #2	October 24	Formal #2	November 7	Formal #2/#5	October 10
Informal #5	January 30	Informal #3	November 7	Quad Mtg. #2	December 5	Informal #3/#6	November 7
Quad Mtg #3	February 6	Formal #3	November 21	Informal #5	January 16	Formal #3/#6	December 5
Formal #2	February 13	Formal #4	December 5	Quad Mtg. #3	February 6	Quad Mtg. #2	December 5
Formal #3	March 27	Triad Mtg. #2	December 5	Formal #3	February 27	FINAL TTESS (II)	Dec. 11
Formal #4	April 24	FINAL TTESS	December 11	Formal #4	April 10	Semester Change	
FINAL TTESS	May 7	Semester Change		Informal #8	May 7	Informal #4	January 16
		Informal #1	January 16	FINAL TTESS	May 7	Formal #4	February 6
		Formal #1	January 30			Quad Mtg. #3	February 6
		Triad Mtg. #1	February 6			Informal #5	March 6

	Informal #2	February 13		Formal #5	March 27
	Formal #2	February 27		Informal #6	April 10
	Informal #3	March 13		Formal #6	April 24
	Formal #3	March 27		FINAL TTESS (II)	May 7
	Triad Mtg. #2	April 3			
	Informal #4	April 10			
	Formal #4	April 24			
	FINAL TTESS	May 7			

Site Coordinator (Block B/C Combo & Residency)

Roles and Responsibilities

Like the university field supervisor, the site coordinator acts as a liaison between the supporting teacher, the teacher candidate, and the UNT clinical practice office. Their main role is to provide guidance and support for the teacher candidate and supporting teacher. This support is in the form of hosting seminars throughout the semester tailored to the needs of the cohort as well as hosting triad/quad meetings to discuss candidate progress. The site coordinator has the following responsibilities.

- Communicates regularly with teacher candidates and supporting teachers.
- Conducts **triad/quad meetings** between the site coordinator, teacher candidate, and supporting teacher to discuss student progress. They will review all teacher candidate evaluations to facilitate a meeting to review and reflect on the teacher candidate's progress and how the team can best support the candidate.
- Reviews data from the supporting teacher and field supervisor to discuss candidate proficiency on T-TESS domains to guide the triad meeting.
- Communicates regularly with supporting teachers to provide information, answer questions, and discuss the progress of the teacher candidate.
- Works with the field supervisor to provide teacher candidates with a "Professional Intervention Plan" if they see areas where additional support is needed.
- Documents any program and/or school infractions; document lack of professionalism and cooperation.
- Hosts **three seminars** for the teacher candidates throughout the semester
- Monitors teacher candidates progress on TExES practice/real exams

SITE COORDINATORS' RESPONSIBILITIES and DUE DATES			
Block B/C Combo (Site Coordinator)		Residency (Site Coordinator)	
Assignment	Due Date	Assignment	Due Date
Exam Check-in	Weekly	Exam Check-in	Weekly
Orientation	August 15	Orientation	August 1
Host Teacher Check-in	Monthly	Host Teacher Check-in	Monthly
Quad Mtg. #1	September 5	Quad Mtg. #1	August 15
Block C Switch Email	October 1	Informal #2	September 19
Informal #1	October 17	Quad Mtg. #2	December 5

Quad Mtg. #2	December 5	Informal #4	December 12
Host Teacher Check-in	January 9	Informal #6	February 6
Informal #4	January 16	Quad Mtg. #3	February 6
Informal #6	March 6	Informal #7	March 20

Co-Teaching and Progression (Excludes Internship)

Co-teaching is defined as two teachers (the supporting teacher and the teacher candidate) working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction ([Bacharach, Heck, & Dank, 2012](#)). Research shows that there is an increase in academic achievement associated with co-teaching. Moreover, teacher candidates who participate in a co-teaching environment during their clinical teaching report feeling more confident and better prepared when they have their own classrooms.

Co-teaching allows supporting teachers to model good teaching techniques for teacher candidates and to work with them to understand the complexities of the teaching profession. A critical element to the success of clinical teaching is how the classroom students view the teacher candidate. In co-teaching, the supporting teacher will introduce the teacher candidate as co-teachers rather than student teachers. Supporting teachers will also incorporate the teacher candidate into the classroom routines and instructions from the first day of school. Throughout the school year, the two teachers will work together to collaborate, lesson plan, teach, and assess students. During co-planning times, the supporting teacher and teacher candidate will determine which co-teaching strategies are most useful to assist in student learning throughout the school day (see table below).

Over the semester, the teacher candidate will assume more responsibility in the teaching, planning, and assessment of students. All co-teaching teacher candidates must have opportunities to solo teach to ensure they have the ability to meet the needs and challenges of their future students ([Bacharach, Heck, & Dank, 2012](#))^[1].

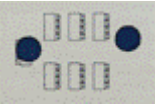




The [University of Delaware has additional resources on co-teaching and co-planning](#) that teacher candidates and supporting teachers may find useful.

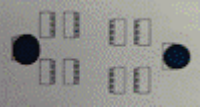
Co-Teaching Models

*Supporting Teacher= ST

*Teacher Candidate=TC

[Co-Teaching Overview Video](#)

Co-Teaching Model	Description	Looks Like... Sounds Like...
One Teach, One Assist 	<p>One of the teachers has the primary responsibility for teaching, while the other teacher circulates around the room and supports students during the lesson.</p> <p>Watch this Model (Video)</p>	<p>ST: Discussion of “Art All Around Us” and sharing visual examples of kids’ drawings from around the world.</p> <p>TC: Circulates to students who need support and helps to elicit student responses, as well as provides stems for responding to questions.</p>
One Teach, One Observe 	<p>One teacher is responsible for teaching, while the other observes the lesson for specific data. The teachers analyze the data after the lesson. The teachers regularly switch roles.</p> <p>Watch this Model (Video)</p>	<p>ST: Leads discussion of p. 101 students were assigned to read.</p> <p>TC: Observe and record teacher questions and student responses. Not the types of questions the teacher and students asked.</p>
Team Teaching 	<p>Both teachers deliver instruction to the whole class. The teachers have equal roles in the lesson delivery.</p> <p>Watch this Model (Video)</p>	<p>ST & TC: Introduce WWII</p> <p>ST: Lead discussion of the impact of the US joining the war and its effect on the world.</p> <p>TC: Lead discussion of the impact of US joining the war and the effect it had on the US.</p>
Station Teaching 	<p>The students and content are divided into groups/stations. Both teachers take responsibility for different stations. Stations can be facilitated, independently, or taught by a teacher.</p> <p>Watch this Model (Video)</p>	<p>ST: Leads group 1 in creating a pattern using traced items.</p> <p>TC: Leads group 2 in touring the school and using digital cameras to capture pictures of patterns</p> <p>Independent: Group 3 uses foam pieces to create patterns.</p>
Alternative Teaching 	<p>One of the teachers has the responsibility for teaching the whole class, while the other teacher instructs a small group to provide additional scaffolding, pre-teaching, or enrichment.</p> <p>Watch this Model (Video)</p>	<p>ST: Complete a spelling activity with the whole group.</p> <p>TC: Works with small group on a spelling activity with K, S, A, M, L, & T</p> <p>-----</p> <p>ST: Uses short clips from a movie to provide more instruction and support on how to write the conclusion of an essay.</p> <p>TC: Works with a small group to revise and edit their essay conclusions.</p>

Parallel Teaching 	<p>The students are divided into two groups. Each teacher is responsible for one of the groups and simultaneously teaches the same content.</p> <p>Watch this Model (Video)</p>	<p>ST & TC are teaching the same lesson on comparing similar stories using a Venn diagram, but they have split the class based on a pre-test on comparing and contrasting.</p>
---	---	--

*Information adapted from US PREP and Co-Teaching Connection-Resources. (2007). Retrieved May 09, 2016, from <https://coteach.com>

UNT SINGLE PLACEMENT SUGGESTED PACING GUIDE (Excludes Internship)

Note: This is a suggestion. It can be altered to meet individual needs.

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
1-3	<ul style="list-style-type: none"> One Teach, One Assist One Teach, One Observe Alternative Teaching 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal) Co-plan and lead small group activities 20% Teacher Candidate – 80% Host/Cooperating Teacher
4-5	<ul style="list-style-type: none"> Co-teaching strategies above as well as Station Teaching Parallel Teaching Team Teaching 	<ul style="list-style-type: none"> Co-plan and lead in <u>one</u> subject area or class period 30% Teacher Candidate – 70% Host/Cooperating Teacher
6-8	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>two</u> subject areas or class periods 50% Teacher Candidate – 50% Host/Cooperating Teacher
9-11	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>three</u> subject areas or class periods 70% Teacher Candidate – 30% Host/Cooperating Teacher
12-14	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>all</u> subject areas or class periods 80% Teacher Candidate – 20% Host/Cooperating Teacher
15-16	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> The teacher candidate will continue to take on responsibilities while gradually releasing the class back to the supporting teacher. As appropriate, allow the teacher candidate to observe in other settings and participate as the supporting teacher sees fit. 90% Teacher Candidate – 10% Host/Cooperating Teacher

UNT TWO PLACEMENT CLINICAL TEACHING PACING GUIDE (Excludes Internship)

Week(s)	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
ROTATION #1		
1-2	<ul style="list-style-type: none"> One Teach, One Assist One Teach, One Observe Alternative Teaching 	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
3	Co-teaching strategies above as well as <ul style="list-style-type: none"> Station Teaching Parallel Teaching Team Teaching 	Co-plan and lead in <u>one</u> subject area or class period
4	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
5	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
6	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
7	Any co-teaching strategy appropriate for the subject area or classroom setting	The teacher candidate will continue to take on responsibilities while gradually releasing the class back to the supporting teacher.
ROTATION #2		
8-9	<ul style="list-style-type: none"> One Teach, One Assist One Teach, One Observe Alternative Teaching 	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
10	Co-teaching strategies above as well as <ul style="list-style-type: none"> Station Teaching Parallel Teaching Team Teaching 	Co-plan and lead in <u>one</u> subject area or class period

11	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
12	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
13-14	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
5+	Any co-teaching strategy appropriate for the subject area or classroom setting	The teacher candidate will continue to take on responsibilities while gradually releasing the class back to the supporting teacher. As appropriate, allow the teacher candidate to observe in other settings and participate as the supporting teacher sees it.

^[1] See Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in teacher education*, 32(1), 3-14.

Clinical Pathways Attendance Policy

Texas Administrative Code §228.67 requires a minimum number of hours the teacher candidate must be in the classroom to be recommended to the Texas Education Agency for certification. A full day is defined as 100% of the district- designated school day. This typically consists of one classroom placement for the complete clinical teaching period or two 7–8-week placements, depending on the requirements of the candidate’s certification plan. For this reason, it is required for teacher candidates to maintain an accurate time log which will be reviewed by your supporting teacher and submitted to the UNT Educator Preparation Office via Watermark at the end of the semester.

Teacher candidates are expected to be in their placements from the formal start to the formal end date of clinical teaching as established by the Clinical Practice Office. Per Texas Administrative Code §228.67(a), teacher candidates **must have a minimum of 490 hours in their placements. Residents must have 750 hours in their placement.** Teacher candidates must arrive before or by the designated time every day of the clinical teaching experience and remain for 100% of the school day. Teacher candidates must be in attendance for the full semester of the Clinical Teaching Program. Teacher candidates are also expected to attend separate non-instructional days, **but they cannot count towards your clinical teaching requirements.** These days include full-day professional development days.

Teacher candidates must attend placement from the beginning of the semester to the end of the semester as deemed by UNT, even if the 490 hours is exceeded before the end of the semester.

However, early release days where the second half of the day is professional development **CAN** count for the full day **as long as students were present for at least 4 hours of the day. Students will observe the holiday schedule of the district, not the holiday schedule of the university.** Leaving the school campus during the school day is not permitted without prior approval from your UNT field supervisor and supporting teacher.

REQUIRED HOURS FOR PROGRAM COMPLETION			
Block B/C Combo	Traditional Block C and Clinical Teaching	Residency	Internship

You are required to complete 50 Observation hours by October 3, 90 Clinical Teaching hours by December 4, and 400 additional Clinical Teaching hours by May 7.	You are required to complete 490 hours by December 11.	You are required to be in your placement from the first day of the teacher of record's contract to the last day of the teacher of records, contract and complete 750 hours by May 7.	You are required to follow the district contract expectations of a Teacher of Record.
--	--	--	---

INCOMPLETE CLINICAL PATHWAY

The teacher candidate must complete all requirements of their clinical teaching pathway experience, demonstrate proficiency, and receive a recommendation of certification and successful clinical experience from the Supporting Teacher(s) and from the EPP Field Supervisor. There is nothing in TAC that prevents the teacher candidate from completing an extended clinical experience in order to give the candidate the opportunity to meet all programmatic requirements. The type and duration of extended clinical experience are determined by the EPP.

Residency: Only a successful residency experience will lead to an enhanced standard certificate.

Internship: If the intern resigns from their internship position, they must follow the district policy for resignation, inform their Field Supervisor, and must send their resignation letter to the Director of Clinical Experiences within 48 hours.

ABSENCES

It is important for teacher candidates to attend, be on time, and be fully present (meaning not on their personal devices or completing other schoolwork) at their clinical teaching placements each day. With that said, we understand that life happens, and if you become ill (or a child or someone you care for) or need a mental health day it is understandable if you need to miss one day of clinical teaching.

***Although you are not required to include absences in your time log, it is still mandatory that you communicate any absences with your Supporting teacher, Field Supervisor, Site coordinator (if applicable), and placement front office no later than the beginning of the school day which will be missed. This communication will be considered as part of T-TESS Domain 4: Professional Practices and Responsibilities.**

Block B/C Combo: Record their time using Watermark.

Traditional Block C/Clinical Teaching: Record their time using Watermark.

Residents: Record their time using Watermark and follow the district policy for recording their time in their placement and absences.

Interns: Do not record their time using Watermark. They only follow district policy for recording their time in their placement and absences.

ALL PATHWAYS: Notify Field Supervisor, Site Coordinator, Supporting Teacher, and the Front Office of your placement when absent or running late.

It is important that you monitor your attendance because by the final day in your placement (as indicated by the clinical practice office) you must log 490 hours in order for UNT to recommend you for certification. Therefore, we urge caution in missing days in the field.

Students with 3 or more consecutive health-related absences are required to email documentation from a medical professional to the Ed Prep Office (COE-ClinicalPractice@unt.edu). If students do not have a medical provider, they can visit the [UNT Student Health and Wellness Center](#) to schedule an appointment

with a medical professional when they are ill and submit that documentation. **In these instances, students are still responsible for logging 490 hours with the exception of two excused bereavement days (appropriate documentation must be uploaded in Watermark for these absences).**

According to the Texas Administrative Code, the EPP can reduce the total number of clinical teaching hours to 455 hours or 700 for residents “if the candidate is absent from the clinical teaching assignment due to a **documented** instance of parental leave, military leave, illness, or bereavement” TAC §228.67. (b). **This reduction in hours can only be granted by the Director of Clinical Experiences should a student have to miss three consecutive days due to instances listed above or other extenuating circumstances.**

Excessive absences or tardiness during clinical teaching will lead to a Professional Intervention Plan, and may result in having to repeat clinical teaching, earning a failing grade for clinical teaching, and/or being dismissed from clinical teaching/the UNT Educator Preparation Program.

*If your supporting teacher is absent from school for more than two consecutive days, you must inform your field supervisor of their absence. Your field supervisor will work with the EPO to ensure you are placed with a certified teacher of record for the duration of your supporting teacher's absence or for the remainder of your clinical teaching experience.

MENTAL HEALTH

We recognize that it is not easy to be a teacher candidate. With that said, because you are working with young people, personal issues or mental health difficulties cannot interfere with professional judgement or the ability to teach and serve as a teacher candidate in a school community ([Code of Ethics and Standard Practices for Texas Educators](#)). School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support.

If a student's personal affairs interfere with field placement performance, your field supervisor and/or site coordinator (in consultation with the UNT Educator Preparation Office) may require the student to be placed on a Professional Intervention Plan to ensure you are ready for clinical experiences and/or to return to the field. Additionally, you may be referred to the [UNT CARE team](#) or counseling services (both [UNT's Counseling and Human Development Center](#) and the [UNT Counseling and Testing Services](#) offer affordable counseling and mental health resources for students and the community. [Togetherall](#) is another option for 24/7 mental health support and community).

To return to the field, in some cases, students may be required to provide the Associate Dean for Educator Preparation with a fitness for duty (FFD) clearance and documentation from a healthcare provider.

UNT EPP STAGES OF INTERVENTION

Any teacher candidate not consistently performing at the appropriate professional or academic level will be offered assistance and support through their university field supervisor and site coordinator in the form of a Professional Intervention Plan. The teacher candidate, site coordinator, and field supervisor should work collaboratively and be involved in the stages of intervention. Part of learning is being given an opportunity to work out the solution to correct one's own mistakes without overreacting.

Infractions of school, district, university, or Texas Education Agency policies/guidelines or applicable laws may warrant the skipping of certain stages of intervention.

Stage One Intervention: Note to File – Completed by Field Supervisor and/or Site Coordinator

- The first step should be to meet privately with the candidate to address the issue honestly.
- Be specific about naming the observed behavior/s and explaining your concerns about how the behavior may/does impact the teacher candidate's potential to be successful.
- Listen to understand the teacher candidate's perspective.
 - Suggest solutions and specific steps, strategies, and behaviors they can take to improve.
 - Follow up to discuss progress.
 - Document the concerns, suggestions made, observed progress, and submit to the Director of Clinical Experiences.
- Inform the teacher candidate that this conversation will be documented as a "Note to File." They will need to sign to confirm that the issue has been addressed and understood. The Note to File should be very specific, including direct quotes, as well as the dates and times when the issue was addressed. Additionally, it must detail the handbook or TTESS violation, along with the expectations and directives that the teacher candidate is expected to follow moving forward.

Stage Two Intervention: Professional Intervention Plan – Completed by Field Supervisor and/or Site Coordinator

- If problems persist, a Professional Intervention Plan will be completed. If a Professional Intervention Plan is warranted, contact the UNT Director of Clinical Experiences to initiate and implement the Professional Intervention Plan.
- Once the Professional Intervention Plan is complete, the Director of Clinical Experiences will schedule a meeting with the candidate to review the Professional Intervention Plan and obtain necessary signatures. The Director will meet again with the candidate on the designated date/s to review progress.

Stage Three Intervention: Probation Contract – Completed by Field Supervisor and/or Site Coordinator in conjunction with the Director of Clinical Experiences

- A Probation Contract cannot be initiated or implemented without the involvement of the Director of Clinical Experiences.
- In situations where no resolution to issues is reached, and/or the teacher candidate fails to respond to the Professional Intervention Plan, a Probation Contract may be required. The university supervisor/site coordinator or student may request that the Director of Clinical Experiences conduct an observation and evaluation of the candidate before the final decision to put them on probation. A conference of all parties will follow.
- When the teacher candidate is placed on a probation contract, the teacher candidate will meet with the Director of Clinical Experiences and the Associate Dean for Educator Preparation to discuss possible options. Options are considered on a case-by-case basis. Some options that may be considered include the following:
 - a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
 - b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree.
(Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
 - c. Termination of clinical teaching with a failing grade.

- If a student is dismissed from a school campus or district, they will automatically be placed on a probationary contract and removed from clinical teaching for the semester or terminated from the program (depending upon circumstances of their dismissal).

Stage Four Intervention: Suspension of or Termination from Clinical Practice – Completed by Field Supervisor and/or Site Coordinator in conjunction with the Director of Clinical Experiences and Associate Dean

The Clinical Teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, supporting teachers, and the teacher candidate. The expected outcome of clinical teaching is that the teacher candidate demonstrates the expected knowledge, skills, and dispositions required to be recommended for certification. Occasionally, there are circumstances that warrant the termination of the clinical teaching experience. Termination may be initiated by the teacher candidate, the school district, or the University of North Texas. When such action is deemed necessary, reasons may include, but are not limited to any of the following:

1. Mutual consent and agreement for termination by the teacher candidate, supporting teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen factors.
2. Failure by the teacher candidate to demonstrate/provide required evidence of potential for success as a teacher.
3. Failure by the teacher candidate to abide by the policies of: [*The Code of Ethics and Standard Practices for Texas Educators*](#), the Texas Education Agency, the State Board for Educator Certification, the University of North Texas, the cooperating school, and/or the cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration, and/or students/parents, or UNT faculty and staff.
5. Failure by the teacher candidate to abide by UNT's Student Academic Integrity policy [06.003 Student Academic Integrity.pdf](#)

The final decision to terminate a teacher candidate is the responsibility of the Associate Dean for Educator Preparation, in consultation with the Dean of the College of Education. This decision will be based upon documentation from the school principal, supporting teacher, district human resources, university supervisor, site coordinator, and/or the teacher candidate. If the teacher candidate is to be terminated from the Clinical Teaching assignment, they will be given a letter stating the decision, the reasons for the termination, and whether an opportunity to reapply for clinical teaching later will be permitted. If a student is removed for reasons other than self-initiated termination of participation in clinical practice, they will automatically receive a grade of "NP" (No Pass) for one or both clinical teaching courses. A candidate may or may not be permitted to repeat a failed course.

CHANGE OF STATUS/GRADUATE NON-CERTIFIED

If a candidate decides to continue in the program without seeking teacher certification, they need to meet with their academic advisor to discuss the possibility of graduating non-certified. After you speak with your advisor, you need to reach out to the Clinical Practices Office (COE-ClinicalPractice@unt.edu) and schedule a meeting with the Associate Dean for Educator Preparation to discuss your options and to fill out a change of status form.

Other Expectations and Policies

PERSONAL LIABILITY INSURANCE REQUIREMENT

Per Texas Education Code – Section 22.0511, teacher candidates must provide proof of teacher liability insurance for a minimum amount of \$500,000 per incident to be allowed to begin clinical teaching. You may not report to your campus until you have shown proof of insurance. Cost-free professional liability insurance is available with a free student teacher membership in the [Association of Texas Professional Educators](#). You may also use other vendors including, [Texas State Teachers Association](#) to acquire this liability insurance; however, you must show proof of teacher liability insurance prior to being allowed to begin clinical student teaching. You must submit your proof of teacher liability Insurance to the EPO Student and Program Coordinator at Destinie.Noles@unt.edu.

CERTIFICATION EXAM SCHEDULE

For the university to recommend a teacher candidate for certification, they must pass all their certification exams. Please reach out to the UNT [TExES Success Office](#) (coe-tso@unt.edu) for certification exam questions/support.

CORPORAL PUNISHMENT

If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student discipline, a district-employed educator may use corporal punishment to discipline a student, unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. However, **UNT teacher candidates may not, under any circumstances, administer corporal punishment.**

CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS

Teacher candidates must recognize their position as a responsible adult and role model for all students. Teacher candidates are held to the same standards of behavior regarding social interactions as certified teachers (see [TAC chapter 247](#)) . The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. It is not appropriate to be present in non-school related contexts with students. It is also not appropriate to be present in school-related, non-classroom or school-based activities (field trips, etc.) without the presence of the supporting teacher or other appropriate certified district personnel. The educator shall refrain from inappropriate communication with a student or minor, including electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

FIELD TRIPS DURING CLINICAL TEACHING

Field trips can only be attended with permission from a school administrator (principal or assistant principal) and only for the grade level to which you are assigned during the semester. Overnight or distance field trips (outside a 50-mile radius from their assigned campus) may not be attended during clinical teaching. UNT students may only attend school field trips that take place within the school day, from 7:00 AM to 4:00 PM.

TEACHER CANDIDATES ACTING AS SUBSTITUTES

UNT Teacher candidates are NOT permitted to act as paid or unpaid substitute teachers.

EMPLOYMENT DURING CLINICAL TEACHING

A teacher candidate may not have outside employment during the official school hours adopted by their placement district.

CAREER FAIRS

The UNT/TWU Education Career Fair or a career fair is a wonderful networking opportunity. In Fall semesters, the career fair is at TWU. In Spring semesters, the career fair is at UNT. Check the Career Center website (<https://careercenter.unt.edu>) for exact dates/times. If you plan to attend a career fair, you must notify your university supervisor and your supporting teacher in advance. **While attendance at the career fair is encouraged, please note that time away from your placement may not be counted toward your required hours.**

TAKING OF ADDITIONAL COURSES

Additional coursework beyond what is required during clinical teaching is not allowed without prior approval from the Associate Dean for Educator Preparation.

UNT General Policies

RELIGIOUS HOLY DAYS

In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The teacher candidate should make every effort to notify their university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or assignment missed during the absence within a reasonable period after the absence.

ACCOMMODATION AND ACCESS

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the [Office of Disability Access \(ODA\)](#) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 117. Dr. Angie Cartwright, Interim Department Chair, Teacher Education and Administration (TE&A), is the contact person in TE&A.

PROHIBITION OF SEXUAL MISCONDUCT, INCLUDING SEXUAL HARASSMENT, SEXUAL ASSAULT, SEXUAL COERCION, SEXUAL EXPLOITATION, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING, FAILURE TO REPORT, AND RETALIATION

It is the policy of the University of North Texas to maintain a safe and respectful work and educational environment that is free from sex discrimination, sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking and allows all individuals to fully participate in the benefits and privileges the University has to offer. Therefore, in accordance with federal and state law, the University prohibits discrimination on the basis of

sex and prohibits sexual misconduct (including sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking) at any of its locations, programs, or other associated Activities. See full policy here: <https://policy.unt.edu/policy/16-005>

SEXUAL ASSAULT PREVENTION RESOURCES

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

UNT CODE OF STUDENT CONDUCT

Policy Statement. The University of North Texas is deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of a diverse, global community. The University has established the Code of Student Conduct to promote the well-being, honor, and dignity of all who live, learn, and work in our educational community.

Application of Policy. The Code of Student Conduct (“the Code”) applies to all students and to conduct that occurs on– campus, at university activities and off-campus when the conduct could adversely affect the University community, the pursuit of the University’s educational mission, or could create a hostile environment for a student on campus. The Dean of Students (DOS) will decide whether the Code will apply to student’s off-campus conduct on a case-by-case basis.

Students are responsible for their conduct from the time of application for admission to the University through the award of a degree. The Code continues to apply even if a student withdraws from the University during the conduct process or is not otherwise enrolled. Applicants also are responsible for their conduct prior to admission or re- enrollment. Sanctions for violation of the UNT Code of Student Conduct include but are not limited to a warning, suspension, and expulsion from the university. See full policy here: <https://policy.unt.edu/policy/07-012>.

CHEATING, PLAGIARISM, AND FORGERY POLICY

The UNT Code of Student Conduct provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The term “forgery” means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension

for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the [UNT Policy on Academic Integrity](#) will be followed in response to any violations.

SPOT

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This brief survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.

UNT CARE TEAM

The mission of the CARE Team is to:

- Assist in protecting the health, safety, and welfare of the students and members of the UNT community.
- Support student success.
- Provide a comprehensive response to students whose behavior could be harmful to themselves or others.

The CARE Team is one of several resources available to the campus community to address these concerns. To refer a student to the CARE Team, please go to report.unt.edu. After submitting a report, a UNT staff member will reach out to the student within the next business day. A crisis or emergency involving a UNT student should be reported to the UNT Police Department by calling 911 or (940) 565-3000. If you ever have any questions or concerns, don't hesitate to contact us at CAREteam@unt.edu or (940) 565-4373.

STUDENT SUPPORT AND RESOURCES

- [Food Pantry](#)
- [UNT Survivor Advocate](#)
- [Military Activation of Enrolled Students](#)
- [Pregnant & Parenting Students](#)
- [Early Alert Response System](#)
- [Student Complaints](#)
- [Student Death](#)
- [Temporary Illness](#)
- [Homelessness and Housing insecurity](#)
- [Mean Green Gowns for Grads](#)

Overall Expectations for Teacher Candidate

- **Residents and Interns** are employees of the district and must, first and foremost, follow all district policies and procedures.
- Collaborate and plan with your supporting teacher. Set a weekly time to plan and debrief with them on a regular basis.

- Communicate regularly with your field supervisor and site coordinator and attend all meetings and scheduled class meetings.
- Follow all handbook expectations and guidelines and professionalism requirements for the university, the school district, and the Texas Education Agency.
- Complete all required assignments and evaluations.
- Prepare your lesson plans and submit them to your field supervisor 3 days before your scheduled pre-conference.
- Be prepared, on time, and ready to teach and learn each day.
- Notify your supporting teacher, field supervisor, and site coordinator of any planned or unplanned absence (and email appropriate documentation if you were out for bereavement or 3 or more days due to illness).
- Check your UNT email address regularly and respond to emails and requests promptly.
- Keep up with your certification test schedule and reach out to the [UNT TExES Success Office](#) if you have any questions.
- Thoroughly review the Professionalism document below.

Professional Conduct

- **Punctuality:** Arrive on time to school, meetings, and classroom activities. Being prompt shows respect for others' time and sets a positive example for students.
- **Appearance:** Maintain a professional dress code that aligns with school policies. Dress appropriately to reflect the role of a teaching professional.
- **Communication:** Use clear, respectful, and professional language when speaking with students, colleagues, and parents. Avoid slang or overly casual tone in emails or discussions.

Accountability & Reliability

- **Follow Through:** Complete assigned tasks, lesson plans, and responsibilities on time. Always be dependable and meet deadlines.
- **Preparedness:** Arrive ready for lessons, meetings, and unexpected situations. Bring necessary materials and anticipate potential challenges.
- **Ownership:** Accept responsibility for mistakes and seek ways to improve. Demonstrating accountability builds trust and respect.

Relationship & Collaboration

- **Teamwork:** Collaborate effectively with mentor teachers, colleagues, and school staff. Be open to feedback and constructive criticism.
- **Boundaries:** Maintain appropriate boundaries with students, families, and colleagues. Uphold a professional teacher-student relationship at all times.
- **Networking:** Engage with the teaching community and seek mentorship opportunities. Building positive relationships can help grow your professional network.



Ethical Behavior

- **Confidentiality:** Respect students' privacy and handle sensitive information appropriately. Follow all school and district policies regarding data protection.
- **Fairness:** Treat all students equitably and create an inclusive environment. Avoid favoritism and bias in interactions and assessments.
- **Integrity:** Uphold the ethical standards of the teaching profession. Be honest, respectful, and act in the best interest of your students.

Professional Growth

- **Feedback:** Welcome feedback from mentor teachers and administrators. Use it as a tool for growth and reflection.
- **Continuous Learning:** Stay curious and engaged in professional development opportunities. Show initiative in learning new teaching strategies or technology.
- **Resilience:** Maintain a positive attitude, even during challenges. Professionalism includes managing stress and staying adaptable.

Representing the Profession

- **Role Model:** Understand that as a teacher, you are a role model both inside and outside the classroom. Act in a way that reflects positively on the profession.
- **Social Media:** Use social media responsibly. Avoid posting anything that could be deemed unprofessional or that violates school policies.
- **Advocacy:** Advocate for your students and their needs. Professionalism includes standing up for equity and inclusivity in education.