



Cooperating Teacher, Host Teacher, & Mentor Reference Guide

Texas State University

Office of Educator Preparation

512-245-7880

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WELCOME

Dear Colleague,

On behalf of the Office of Educator Preparation at Texas State University, we want to thank you for your commitment to our profession through mentoring one of our teacher candidates this semester or year. It is an honor to have our students welcomed into your schools, classrooms, and your professional practice. We are grateful for your willingness to share your time and expertise to help our teacher candidates gain invaluable experience.

The Office of Educator Preparation, in collaboration with the university faculty field supervisor and cooperating teachers, host teachers, and mentors like you, works to ensure that our graduates:

- are knowledgeable about both content and pedagogy
- understand the powerful outcomes of collaborative work among teachers
- strive daily to improve their practice through purposeful reflection

As you prepare for the semester or year, please don't hesitate to contact our office if you have any questions or concerns. Thank you again for your generous professionalism.

Go, Bobcats!

Office of Educator Preparation (OEP)
Texas State University
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INTRODUCTION

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the university, making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience.

Approximately 150 schools in 55 school districts across Texas host our teaching candidates for the clinical experience. This clinical experience is of paramount importance for the future careers of the teacher candidates, and, along with other criteria, must be completed successfully to receive certification recommendation by the Office of Educator Preparation (OEP).

The clinical experience is a time of significant learning, improvement, and growth, supported by the faculty field supervisor, along with either a cooperating teacher, host teacher, or mentor. Residents and interns also receive additional support from a campus supervisor. Commitment to learning, growth, professionalism, and open communication is critical. Questions and concerns should be addressed immediately by all parties, initially through the faculty field supervisor and, as necessary, through the Director of the Office of Educator Preparation.

This handbook outlines the program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities. This reference guide, along with the Essential Clinical Experience Handbook provide you with the necessary information you will need as a cooperating teacher, host teacher, or mentor. To assist you with your roles and responsibilities, the Office of Educator Preparation (OEP) has also developed online training modules that provide information about your roles as a cooperating teacher, host teacher, or mentor and how your role interfaces with that of the teacher candidate and faculty field supervisor. The training is a companion to this guide and contains resources you will need during the semester. You can access an electronic copy of this handbook and The Essential Clinical Experience Handbook through links available on the OEP webpage under [Clinical Experience Resources](#). Module training links will be included in the Welcome Email from the Office of Educator Preparation. The links are also included on the information pages for cooperating/host teachers and mentors provided by the faculty field supervisor.

TRAINING FOR COOPERATING TEACHERS, HOST TEACHERS, & MENTORS

Online Training Modules: TXST has developed a series of training modules for cooperating teachers, host teachers, and district mentors.

- **Module on Mentoring and Coaching a Teacher Candidate:** This module equips cooperating teachers, host teachers, and district mentors with the necessary skills to effectively mentor and coach a teacher candidate. It focuses on supporting professional growth and development. *(required)* A link to access the module will be emailed by OEP, and it is also included on the information pages for cooperating/host teachers and mentors provided by supervisors.
- **Module on Co-Teaching:** This module covers the principles and practices of co-teaching, enhancing collaboration between cooperating teachers/host teachers and

teacher candidates. (*required for cooperating teachers/host teachers*) A link to access the module will be emailed by OEP, and it is also included on the information pages for cooperating/host teachers and mentors provided by supervisors.

- **T-TESS Rubric Overview Module:** This module provides a concise overview of the evaluation instrument utilized by supervisors during formal observations. It covers the T-TESS domains and dimension. While optional, this module is recommended for those unfamiliar with T-TESS to ensure consistent communication and establish clear expectations regarding teaching and learning for teacher candidates. This module will be available on the [OEP website](#) under the [Clinical Experience tab](#).

Clinical Experience Handbook: Review this document as it outlines program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities. All cooperating teachers, host teachers, and mentors should download and review this handbook prior to hosting a teacher candidate.

Cooperating Teacher, Host Teacher, and Mentor Reference Guide: This document (*which you are reading right now*) outlines the roles and responsibilities specific to the cooperating teacher, host teacher, and mentor. All cooperating teachers, host teachers, and mentors should download and review this guide prior to hosting a teacher candidate.

Orientation Meeting/Training with Faculty Field Supervisor: This meeting is **required** to fulfill state training requirements and should be completed prior to or within the first 2 weeks of the clinical teaching or residency placement or within the first three weeks of the start of the internship. Faculty field supervisors will arrange a meeting with you to review expectations, standard experiences, guidelines, and policies regarding the clinical experience. It ensures consistency and compliance in our educational practices.

Once all training requirements have been completed, fill out the **Training Attestation Form** provided by the faculty field supervisor and submit it directly to them for documentation. Upon verification of your training completion, the faculty field supervisor will issue a certificate for CPE credit.

General Clinical Experience Definitions:

Candidate: An individual who has been formally or contingently admitted into an EPP; also referred to as an enrollee or participant.

Clinical Experience: A supervised educator assignment through an EPP at a public school accredited by the TEA or other school approved by the TEA for this purpose where candidates demonstrate proficiency in the standards for the certificate sought and that may lead to completion of a standard certificate. Clinical experience includes clinical teaching, residency, and internship.

Types of Clinical Experiences:

Clinical Teaching- A supervised teacher 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 the completion of a standard certificate; also referred to as **student teaching**.

Internship- A paid supervised **classroom teacher** assignment 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 the completion of a standard certificate.

Residency- A supervised educator **assignment for an entire school year** through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to the completion of an enhanced standard certificate.

Campus Support:

Cooperating teacher--For a *clinical teacher candidate*, an educator who supports the candidate during the clinical teaching experience.

Host teacher--for a *teacher resident candidate*, an educator who supports the candidate through co-teaching and coaching during their teacher residency field placement.

Mentor--For an *internship candidate*, 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.

Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern. (*For residency candidates- A school administrator or designee responsible for a candidate pursuing a residency certificate*).

CLINICAL EXPERIENCE ASSIGNMENTS

Clinical teaching and residency assignments are made by our partner school districts in collaboration with the Office of Educator Preparation with care and attention to many factors. Adjustments in assignments are not made after the candidate begins except in unusual circumstances. If you have any concerns regarding your teacher candidate's placement, please contact the assigned faculty field supervisor. No teacher candidate will be reassigned without prior approval from the Director of Texas State University Office of Educator Preparation.

The Intern is responsible for securing employment with a partner school district and contacting the Texas State University Office of Educator Preparation (OEP) to start the internship paperwork. The campus supervisor will assign a district mentor to provide ongoing guidance for the intern and the OEP will assign University faculty to supervise the intern. The intern must notify their faculty field supervisor and the OEP Certification Officer if there is a change in the placement location or assignment that may impact the intern's statement of eligibility. Interns must also contact OEP if there is a change to the mentor assigned.

CLINICAL EXPERIENCE REQUIREMENTS OVERVIEW

The clinical experience is a time of significant learning, improvement, and growth, supported by the faculty field supervisor, along with either a cooperating teacher, host teacher, or mentor. Residents and interns also receive additional support from a campus supervisor. Commitment to learning, growth, professionalism, and open communication is critical.

The table below outlines key components of the clinical experience, including eligibility and placement requirements, observation and evaluation protocols, collaboration and support expectations, standard assignment criteria, seminar requirements, and criteria for completing the clinical experience successfully. For detailed information on each area, please refer to **The Essential Clinical Experience Handbook**.

Clinical Experience Comparison Table

	Clinical Teaching	Residency	Internship
Eligibility Requirements	<ul style="list-style-type: none"> Undergraduate, post-baccalaureate, or graduate student All coursework listed on the degree plan must be completed. Each certification area has its own designated testing plan, which outlines the specified exam required before clinical teaching Testing Plans Link 	<ul style="list-style-type: none"> Same as clinical teaching + selection requirements for the Residency Program. Each certification area has its own designated testing plan, which outlines the specified exam required before residency Testing Plans Link 	<ul style="list-style-type: none"> Post-baccalaureate or graduate student Passing scores on all TExES exams per certification area (including appropriate supplemental exams if seeking an EC-6 certificate) Job offer from one of Texas State's partner districts Probationary Certification (via TEA)
Placement Assignments	<ul style="list-style-type: none"> Placed in district/school by the Office of Educator Preparation in collaboration with school districts Guest of the district Texas State University student Completes the clinical experience within the classroom of the cooperating teacher The candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking certification. 	<ul style="list-style-type: none"> Placed in district/school by the Office of Educator Preparation in collaboration with school districts Guest of the district Texas State University student Completes the clinical experience within the classroom of the host teacher Assignment or assignments that matches the certification category or categories for which the candidate is prepared by the EPP. 	<ul style="list-style-type: none"> Intern secures a teaching position with a partner district Employee of the district Texas State University student Completes the experience as a teacher of record in their own classroom, with the district mentor assigned for support Assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP
Clinical Experience Duration Requirements	<p>Candidates must complete one full semester of clinical teaching in a classroom supervised by a cooperating teacher.</p> <ul style="list-style-type: none"> Single-Placement clinical teachers are placed with one cooperating teacher in one classroom for 	<p>The residency must include a minimum of one full school year of clinical experience, including the first and last instructional days with students, in a classroom supervised by a host teacher.</p> <p>The required duration of a residency assignment shall be a</p>	<p>An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the</p>

	Clinical Teaching	Residency	Internship
	<p>the entire semester.</p> <ul style="list-style-type: none"> • Split-Placement, usually All-Level, clinical teachers are placed with one cooperating teacher for the first half of the semester and with another cooperating teacher for the last half of the semester. <p>The required duration of a clinical teaching assignment shall be a minimum of 490 hours, including planning periods but not including lunch periods.</p> <p>The minimum may be reduced to no less than 455 hours if the candidate is absent from the clinical teaching assignment due to a documented instance of parental leave, military leave, medical leave, or bereavement. (See <i>The Essential Clinical Experience Handbook</i> for detailed information).</p>	<p>minimum of 750 hours, including planning periods but not including lunch periods.</p> <p>The minimum may be reduced to no less than 700 hours if the candidate is absent from the clinical teaching assignment due to a documented instance of parental leave, military leave, extended illness, or bereavement. (See <i>The Essential Clinical Experience Handbook</i> for detailed information).</p>	<p>candidate is prepared by the EPP.</p> <p>An EPP may permit an internship of up to 30 school days less than the required minimum for parental leave, military leave, illness, bereavement leave, or if the late hire date is after the first day of the school year.</p>
<p>Formal Observation Requirements (See additional information in this document regarding Formal Observation requirements and processes. <i>The Essential Clinical Experience Handbook</i> also provides details).</p>	<ul style="list-style-type: none"> • Minimum of 45 minutes in duration • Must be conducted in person and on-site. • Total of four formal observations required (Minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment) • Full Observation Cycle Conducted (Pre-Conference, 	<ul style="list-style-type: none"> • Minimum of 45 minutes in duration • Must be conducted in person and on-site. • Total of four formal observations required (Minimum of two formal observations during the first semester of the residency and a minimum of two formal observations during the second semester of the residency) • Full Observation Cycle Conducted (Pre-Conference, 	<ul style="list-style-type: none"> • Total of five formal observations required (Minimum of three formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment) • Full Observation Cycle Conducted (Pre-Conference, Observation, Post-Conference)

	Clinical Teaching	Residency	Internship
	Observation, Post-Conference) <small>Note: Additional requirements may apply for candidates seeking certification in two teaching fields.</small>	Observation, Post-Conference) • Video requirement.	
Informal Observation Requirements <small>(See additional information in this document regarding Informal Observation requirements and processes. The Essential Clinical Experience Handbook also provides details).</small>	<ul style="list-style-type: none"> • Three informal observations required per semester each with a minimum duration of 15 minutes • The first informal observation must be in person. Additional informal observations may be conducted virtually in a synchronous manner • The first informal observation must occur within the first six weeks of the clinical teaching assignment but after the first formal observation. 	<ul style="list-style-type: none"> • Four informal observations required per semester each with a minimum duration of 15 minutes • All informal observations must be conducted in-person. • The first informal must occur within the first four weeks of the residency placement but after the first formal observation. 	<ul style="list-style-type: none"> • Three informal observations required per semester each with a minimum duration of 15 minutes • The first informal observation must be in person. Additional informal observations may be conducted virtually in a synchronous manner. • The first informal observation must occur within the first six weeks of the internship assignment but after the first formal observation.
Evaluation Requirements <small>(See additional information in this document regarding Evaluation requirements and processes. The Essential Clinical Experience Handbook also provides details).</small>	<ul style="list-style-type: none"> • Midpoint Progress/Evaluation completed by the faculty field supervisor with input from the cooperating teacher at the midpoint of the semester. <i>(NA for Split Placement clinical teachers)</i> • Final Evaluation completed by the faculty field supervisor with input from the cooperating teacher at the end of the semester or placement. <i>(Split placement clinical teachers will have two final evaluations-one at the end of each placement.)</i> • Recommendation Form signed by both the faculty field supervisor and the cooperating teacher at the end of the placement. <i>(Split placement clinical teachers will need a</i> 	<ul style="list-style-type: none"> • Midpoint Progress/Evaluation completed by the faculty field supervisor with input from the host teacher and campus supervisor at the end of the first semester. • Final Evaluation completed by the faculty field supervisor with input from the host teacher and campus supervisor at the end of the second semester. • Recommendation Form signed by the faculty field supervisor, the host teacher, and campus supervisor at the end of the second semester 	<ul style="list-style-type: none"> • Midpoint Progress/Evaluation completed by the faculty field supervisor with input from the mentor and campus supervisor at the end of the first semester. • Final Evaluation completed by the faculty field supervisor with input from the mentor and the campus supervisor at the end of the second semester. • Recommendation Form signed by the faculty field supervisor and the campus supervisor at the end of the second semester

	Clinical Teaching	Residency	Internship
	<i>Recommendation Form completed for each placement)</i>		
Professionalism Feedback Form	Completed by the cooperating teacher by WK 4 (<i>Split Placement- by Wk. 2</i>)	Completed collaboratively by the host teacher and campus supervisor by WK 4	Completed collaboratively by the mentor and campus supervisor by WK 4
Standard Experiences (See The Essential Clinical Experience Handbook for additional information)	<ul style="list-style-type: none"> • Pre-Semester Start Up Assignments • Mandatory Requirements • Observing the Cooperating Teacher Reflection • Teacher Interview & Classroom Background Study • Progression of Instructional Responsibilities Timeline • Lesson Plans for each formal observation • Post Observation Reflection for each formal observation • Ongoing reflection and self-assessment as required by the faculty field supervisor • Resume • Professional Practices & Final Reflection • Time Log • Complete End of Semester SL&L Requirements 	<p>Semester 1:</p> <ul style="list-style-type: none"> • Pre-Semester Start Up Assignments • Mandatory Requirements • Observing the Host Teacher Reflection • Teacher Interview & Classroom Background Study • Progression of Instructional Responsibilities Timeline • Lesson Plans for each formal observation (#1 & #2) • Post Observation Reflection for each formal observation (#1 & #2) • Ongoing reflection and self-assessment as required by the faculty field supervisor • Time Log <p>Semester 2:</p> <ul style="list-style-type: none"> • Lesson Plans for each formal observation (#3 & #4) • Post Observation Reflection for each formal observation (#3 & #4) • Ongoing reflection and self-assessment as required by the faculty field supervisor • Resume • Professional Practices & Final Reflection • Time Log • Complete End of Semester SL&L Requirements 	<p>Semester 1:</p> <ul style="list-style-type: none"> • Pre-Semester Start Up Assignments • Mandatory Requirements • Lesson Plans for each formal observation (#1, #2, and #3) • Post Observation Reflection for each formal observation (#1, #2, and #3) <p>Semester 2:</p> <ul style="list-style-type: none"> • Lesson Plans for each formal observation (#4 & #5) • Post Observation Reflection for each formal observation (#4 & #5) • Ongoing reflection and self-assessment as required by the faculty field supervisor • Professional Practices & Final Reflection • Intern Verification Form completed by district HR • Complete End of Semester SL&L Requirements
Seminars	<ul style="list-style-type: none"> • Seminar 1: Orientation 	<p>Semester 1:</p> <ul style="list-style-type: none"> • Seminar 1: Orientation 	<i>Coaching sessions conducted.</i>

	Clinical Teaching	Residency	Internship
	<ul style="list-style-type: none"> Seminar 2: Planning & Learning Environment Seminar 3: Instruction & Planning Continued Seminar 4: Resume and Job Fair Preparation Seminar 5: Celebration and Reflection 	<ul style="list-style-type: none"> Seminar 2: Planning & Learning Environment Seminar 3: Instruction & Planning Continued <p>Semester 2:</p> <ul style="list-style-type: none"> Seminar 4: Resume and Job Fair Preparation Seminar 5: Celebration and Reflection <p><i>Note: Additional seminars may be required by the Residency Program.</i></p>	
<p>Successful Completion of the Clinical Experience</p> <p><small>NOTE: Receiving credit for the clinical experience is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the Teacher Certification Handbook).</small></p>	<ul style="list-style-type: none"> Meet the minimum number of hours in placement requirement. Successfully complete their minimum 14-week placement. Meet OEP program requirements and complete all the assignments for the EDST Canvas Course. Obtain a rating of “2” or higher on <u>each</u> domain and dimension of the Final Evaluation as part of the eligibility requirements for a standard certificate. If applicable, meet all the requirements of the Growth Plan. The faculty field supervisor and the cooperating teacher recommend to OEP that the candidate should be recommended for a standard certificate. Pass the PPR exam. 	<ul style="list-style-type: none"> Meet the minimum number of hours in placement requirement. Successfully complete the minimum of one full school year of clinical experience including the first and last day of instruction. Meet OEP program requirements and complete all the assignments for the EDST Canvas Course. Meet Residency Performance Gates Obtain a rating of “2” or higher on <u>each</u> domain and dimension of the Final Evaluation as part of the eligibility requirements for a standard certificate. <ul style="list-style-type: none"> Obtain a rating of “3” or higher on the following domain dimensions of the Final Evaluation as part of the requirements for an enhanced standard certificate: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3. 	<ul style="list-style-type: none"> Meet a minimum of one full school year for the classroom teacher assignment. Successfully complete the full school year internship assignment. Meet OEP program requirements and complete all the assignments for the EDST Canvas Course. Obtain a rating of “2” or higher on <u>each</u> domain and dimension of the Final Evaluation as part of the eligibility requirements for a standard certificate. If applicable, meet all the requirements of the Growth Plan. The faculty field supervisor and the campus supervisor recommend to the OEP that the candidate should be recommended for a standard certificate.

	Clinical Teaching	Residency	Internship
		<ul style="list-style-type: none"> • If applicable, meet all the requirements of the Growth Plan. • The faculty field supervisor, the host teacher, and the campus supervisor recommend to OEP that the candidate should be recommended for certification. • Pass the PPR exam if the criteria for an enhanced certificate was not met. 	

TEACHER CANDIDATE EXPECTATIONS

Clinical teachers and residents attend Texas State seminars and meet with their faculty field supervisor prior to campus placements to receive information about their role during the clinical teaching or residency experience. Additionally, clinical teachers are guests in the school and the cooperating teacher or host teacher makes the final decision about what should and should not be done in their classroom.

Interns are employees of the school district and, at the same time, an enrolled student in the university. Therefore, they must meet the responsibilities and expectations of both Texas State University and the requirements of the school district. Interns meet with the faculty field supervisor within the first three weeks of the assignment to receive program guidelines and expectations.

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

Attendance

Clinical Teachers & Residents: The state requires a minimum number of hours in placement for clinical teaching and residency. (See *The Essential Clinical Experience Handbook* for detailed attendance requirements.) A required attendance log will be maintained and updated daily by the teacher candidate in the electronic record system, Student Learning & Licensure (SL&L). The cooperating teacher/host will verify attendance entries electronically in SL&L. The attendance log will also be available for review by the faculty field supervisor. The attendance log will serve as evidence that the teacher candidate has met the minimum number of hours in placement requirement.

Interns: Interns are to follow the school staff work hours for the district in which they are employed. The Texas Education Agency requires a minimum number of days the Intern must be in the classroom. (See *Clinical Experience Requirement* section for details) Arrival and departure, as well

as attendance for all meetings/events, should be in accordance with the campus policy for all teachers. The intern will follow district/campus absence reporting policies and procedures.

GENERAL ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER, HOST TEACHER, AND MENTOR

Cooperating Teacher & Host Teacher
<p>Cooperating Teacher & Host Teacher</p> <ul style="list-style-type: none"> Welcome and orient the candidate to the campus and classroom. Guide, assist, and support the candidate during the clinical teaching experience in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. Implement a co-planning/co-teaching model throughout the clinical experience. Observe the candidate's teaching and provide specific, actionable feedback including areas of strength, areas for improvement, and next steps recommendations. Facilitate conversations that promote teacher candidate reflection and problem-solving. Encourage creativity and allow the candidate to try different teaching strategies. Serve as a role model and lead by example. Maintain respectful, open, and honest communication with the candidate and field supervisor. Partner with TXST faculty field supervisor to support and monitor the candidate's learning and growth. Provide feedback on the candidate's progress to the field supervisor as requested during the semester. Complete the Professionalism Feedback Form and submit it to the faculty field supervisor. <i>(For residents: The host teacher will complete the form with input from the campus supervisor.)</i> Collaborate with the faculty field supervisor to complete both the midpoint and final evaluations. <i>(For residents: This collaboration will also involve the campus supervisor.)</i> Recommend to TXST Office of Educator Preparation whether the candidate should be recommended for certification. Verify the attendance log on the Texas State University Student Learning & Licensure (SL&L) data collection site.
District Mentor
<p>District Mentor</p> <ul style="list-style-type: none"> Welcome and orient the candidate to the campus. Guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. Observe the candidate's teaching, if possible, and provide specific, actionable feedback including areas of strength, areas for improvement, and next steps recommendations. Facilitate conversations that promote intern reflection and problem-solving. Maintain respectful, open, and honest communication with the candidate and field supervisor. Partner with TXST faculty field supervisor to support and monitor the candidate's learning and growth. Provide feedback on the candidate's progress to the field supervisor as requested during the semester. Complete the Professionalism Feedback form with the campus supervisor and submit to the faculty field supervisor. Collaborate with the faculty field supervisor and campus supervisor to complete the midpoint progress evaluation and the final evaluation.

MENTORING TEACHER CANDIDATES

Welcoming the Teacher Candidate

The new and unknown aspects of the clinical experience often produce anxious feelings but can be alleviated, in part, by helping your teacher candidate become an accepted member of the professional staff. The important thing to focus on is helping the teacher candidate to feel comfortable in the classroom, the school, and their relationship with you. Encourage them to ask

questions and reach out for help. Reassure them it's normal to feel nervous and that you are there to support them. While each cooperating teacher, host teacher, or mentor may approach this differently, the following are a few ideas for how to start this experience off right.

Clinical Teachers and Residents:

- Establish a positive and trusting relationship through early conversations. Mutual respect between you and your teacher candidate is critical for a successful clinical experience.
- Introduce the teacher candidate to students at the beginning of the first day, setting the stage for how your students will view them. Allow the teacher candidate time to share additional information about themselves, providing an early opportunity for them to begin developing a trusting relationship with the students.
- Introduce the teacher candidate to the school staff: other teachers, office staff, etc. These introductions will help them feel part of the campus team beyond your classroom.
- Provide a workspace in your classroom that your teacher candidate can consider their own. Your students need to see the teacher candidate as another teacher in the classroom.

Interns:

- Get acquainted before school begins and engage in early conversations to establish trust and rapport with your mentee.
- Ensure your mentee knows you're available to answer questions, provide feedback, and offer support. Regular check-ins are crucial.
- Introduce the candidate to key staff members, including administrators, support staff, and fellow teachers. Knowing who to go to for what can be very reassuring.
- Facilitate opportunities for your mentee to collaborate with other teachers and become part of the larger school community.
- Help them arrange their classroom. Discuss optimal layouts for different activities.
- Ensure they know where to access materials and supplies on campus.
- Give them a tour of the school, pointing out important locations like the staff room, library, nurse's office, and any other key areas.

Orienting the Teacher Candidate

There will be a lot of information about the classroom, school, and district to share with your teacher candidate. Space the orientation out over several days, if possible, to allow your teacher candidate to absorb the information. Use the ideas below to guide this process.

Clinical Teachers and Residents:

- Engage in a discussion about your communication preferences and expectations for your teacher candidate. In addition, share information about your classroom process and student information. Teacher candidates are required to complete a "Cooperating Teacher/Host Teacher Interview and Class Background Study" at the beginning of the semester. You might consider using the questions in the interview study to structure this orientation information. Questions cover areas such as your communication preferences and expectations upon which to build your working relationship, pertinent information about the classes they are working with, staff, resources, classroom routines, and classroom management systems.
- Make available copies of textbooks and other print materials and provide access to online resources, if possible.

- Discuss your daily schedule and how your classroom time and space are arranged. Cover any classroom procedures, such as restroom passes, class helpers, etc.
- Discuss your campus discipline management plan and your specific behavior management system for your classroom.
- Discuss staff hours, morning arrival/check-in process, lunch options, workroom use, and other staff expectations.
- Review the campus safety plan and all emergency procedures, including protocols for fire drills, lockdowns, and other safety-related events.
- Provide access to the teacher handbook, student handbook, and other appropriate school policy resources.
- Include the teacher candidate in team meetings, faculty meetings, and professional development events. If appropriate, include the teacher candidate in parent conferences and ARDs.
- Develop a regular schedule for planning, addressing questions and issues that may arise, and discussing the day's events.
- Discuss expectations for phone calls and emails. (i.e., when it is too late to call, whether you will accept texts or not, etc.).
- Provide routine communication you receive regarding school events (book fairs, pep rallies, etc.).

Interns:

- Discuss and define the goals, roles, and responsibilities at the outset. Clear communication prevents misunderstanding and sets a solid foundation for mentorship.
- Provide a thorough overview of the school's policies, procedures, and culture. Familiarize them with the school's mission, values, and expectations.
- Review the campus safety plan and all emergency procedures, including protocols for fire drills, lockdowns, and other safety-related events.
- Provide access to teaching materials, lesson plans, and other resources.
- Review the campus lesson planning requirements. Share examples of effective plans and/ or assist in developing an initial set of lesson plans.
- Share strategies for creating a positive classroom environment and managing behavior. Discuss routines, procedures, and conflict resolution techniques.
- Ensure they are comfortable with the school's technology and software, including the gradebook, learning management systems, and any other tools they will need.
- Share strategies for staying organized and managing stress.
- Establish a time for regular meetings and check-ins with your mentee.

Encouraging the Teacher Candidate

Many teacher candidates strive to be perfect and may feel that asking for help is a sign of weakness. Reassure the teacher candidate of your support as they begin to assume instructional responsibilities.

Clinical Teachers and Residents:

- Encourage creativity and different teaching strategies. Welcome discussion (*but not necessarily implementation*) of changes in the classroom organization or instructional planning and delivery that would fit their style. Sometimes it is a good experience to let the teacher candidate try something, even if you think it may not work. Provide an environment conducive to trying something new, supported by your encouragement and guidance.

Interns:

- Gradually encourage your mentee to develop their own teaching style and solutions to challenges, fostering their confidence and independence. Be patient, maintain a positive attitude, and celebrate your mentee's progress and achievements.

Facilitating Professional Learning and Growth

You were selected to be a cooperating teacher, host teacher, or mentor because of your dedication to teaching and your willingness and ability to guide the growth of a future teacher or first-year teacher. You can enhance your mentorship role by structuring opportunities for dialogue, planning, feedback, and problem-solving. The following guidelines will help structure your mentoring efforts.

Clinical Teachers and Residents:

- During the first week of the clinical experience, the teacher candidate is required to observe you. Provide a focus for these times so that they will be able to observe your language, voice, and actions with purpose. For example, during the first couple of days, you might have the teacher candidate watch for established classroom routines and procedures and implementation of your behavior management system—how you reinforce positive behavior and redirect off-task behavior. Other areas to target could include questioning techniques, transitioning from one activity to another, or the implementation of specific learning strategies, such as cooperative groups. The Observing the Cooperating Teacher/Host Teacher assignment includes some areas of focus for the observations. Schedule time to discuss what they are observing and experiencing. Teacher candidates are usually most apprehensive about behavior management.
- Discuss discipline situations as they arise and discuss how your behavior management system applies. Utilize “think-aloud” to talk through your decision-making. Guide the teacher candidate to anticipate and prevent potential problems.
- Discuss how you make instructional delivery decisions. Use “think-aloud” as you work through your planning process. Often, teacher candidates see what you do, but they don't understand what thinking decisions led you to that action. Thinking aloud will help them to follow your thought processes as you plan for instruction.
- Let the teacher candidate see you make mistakes, and then discuss how you adjust plans or instructional delivery.
- Include the teacher candidate in planning meetings and processes with your team (if possible). Set aside time to plan alongside the teacher candidate, regularly co-planning and/or giving feedback on lesson plans developed by them.
- Once the teacher candidate assumes instructional responsibility, observe, and give feedback regularly.
- Provide both positive comments and constructive feedback. Sometimes just a little praise about something you have noticed will help them get through the rest of the day.
- As you identify areas for improvement, providing constructive feedback as specific as possible will help the teacher candidate understand your expectations.

Interns:

- Model effective teaching techniques and classroom management strategies.
- Invite your mentee to observe your classes and discuss the methods used.

- Offer feedback that is specific, actionable, and supportive. Focus on both strengths and areas for improvement.
- Promote self-reflection by asking open-ended questions about their teaching experiences and encouraging them to think critically about their practices.
- Support your mentee in developing professional goals and pursuing opportunities for growth, such as workshops and conferences.
- Share articles, books, and professional development opportunities.

Guiding/informing the Progression of Instructional Responsibilities (*Clinical Teachers/Residents Only*)

The clinical teacher or resident is expected to be actively engaged in as many elements of the classroom from the first day of the clinical experience. Utilizing the co-teaching approaches over the course of a teacher candidate's experience allows them to be a meaningful part of the classroom and be seen as a "real" teacher from day one. The cooperating teacher/host teacher provides modeling, coaching, and appropriate support as the candidate develops teaching competencies and practices all aspects of teaching. As a result of learning and implementing these strategies, teacher candidates develop enhanced classroom management and collaboration skills. They also are engaged in more authentic teaching time prompting them to develop a deeper understanding of the curriculum and content.

Co-Teaching

Clinical teachers/residents and cooperating teachers/host teachers will engage in purposeful ways of working together to plan, organize, deliver, and assess teaching and learning during the clinical experience based on the co-teaching model. The candidate is provided opportunities for co-teaching and increased instructional responsibility over the course of the clinical experience as they develop teaching competencies. The co-teaching model offers some helpful definitions of how the teacher candidate and cooperating teacher, or host teacher might work together to share the planning, organization, delivery, and assessment, as well as the physical space.

Co-Teaching Models

One Teach, One Observe	One teacher has primary instructional responsibility while the other teacher gathers specific observational information on students or the instructing teacher. Teachers decide in advance what types of information to gather and agree on a system for gathering the data. Afterward, the teachers analyze the data together. Either teacher (<i>teacher candidate or cooperating teacher/host teacher</i>) could take on both roles.
One Teach, One Assist	One teacher has primary responsibility for teaching the lesson while the other teacher circulates through the room providing unobtrusive support to students as needed. (<i>e.g. assist students with their work, monitor behaviors, etc.</i>)
Station Teaching	The co-teaching pair divides the instructional content into parts. Both teachers take responsibility for a different station. Each teacher is at a particular station and instructs one of the groups. Students rotate through the teacher-led stations and independent stations.
Parallel Teaching	Each teacher instructs half the students simultaneously. The teachers are addressing the same content/instructional material, using the same teaching strategies.
Alternative Teaching	One teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students.
Team Teaching	Both teachers are actively involved in teaching the lesson. The teachers have equal roles in the lesson delivery, and there is no clearly defined leader. Both

	teachers share the instruction, are free to interject information, and are available to assist students and answer questions.
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Sources:

Six approaches to co-teaching. (2017, January 28). State Education Resource Center. <https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching>
 US Prep Six Types of Co-Teaching document
 The University of Minnesota. (n.d.). Solo vs. Lead in Co-teaching UMN-TC. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cehd.umn.edu/assets/docs/teaching/co-teaching-modules/SoloVsLeadCoTeacher.pdf>
 A better model for student teaching. (2021, June 29). ASCD. <https://www.ascd.org/el/articles/a-better-model-for-student-teaching>
 St. Cloud University. (2023). TWH Consulting and The Academy for Co-Teaching and Collaboration.

- **Planning for Co-Teaching:** Designate a time to plan for co-teaching. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. Teachers will be responsible for additional content planning beyond this planning time to plan content. The clinical teacher/resident and cooperating teacher/host teacher are not expected to co-teach every lesson. They will determine when specific co-teaching strategies would be more useful for supporting student learning.
 - **Adjust the lead role:** Lead of the planning shifts from the cooperating teacher/host teacher (early in the clinical experience) to the teacher candidate as the experience progresses.

Co-Planning Strategies

One Reflects, One Plans	Cooperating teacher or host teacher thinks aloud about the main parts of the lesson and the teacher candidate writes the plan. The cooperating teacher or host teacher makes thinking visible. <i>"How do I know how to plan?"</i>
One Plans, One Assists	Each co-teacher develops a part of the lesson plan, but one clearly has the main responsibility. The co-teach team works jointly on final planning.
One Plans, One Reacts	One co-teacher plan, and the other makes suggestions for improvement.
Partner Planning	Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.
Parallel Planning	Each co-teacher develops a lesson plan and the two bring them together for discussion and integration.
Team Planning	Both co-teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.

Grady, M., Cayton, C., Preston, R. V., & Sinicrope, R. (2019). Co-planning strategies for mentor teachers and interns. *Theory & Practice in Rural Education (TPRE)*, 9(2), 79-91. <https://doi.org/10.3776/tpre.2019.v9n2p79-91>

Source: Co-Planning Strategies: East Carolina University, Greenville, NC

- **Progression of Instructional Responsibilities Timeline:** Creating the Progression of Instructional Responsibilities Timeline is a standard experience and is an assignment to be completed jointly by the teacher candidate and the cooperating teacher or host teacher. The teacher candidate will submit the timeline to the faculty field supervisor.
- As the clinical experience progresses, the clinical teacher or resident assumes greater responsibility taking the **lead role** for planning, instruction, and assessment, but the cooperating teacher or host teacher remains actively engaged as a co-teacher. The co-teachers will alternate between leading and assisting with planning, instructing, and assessing.
- The teacher candidate can be provided opportunities to solo-teach; however, the primary goal is to co-teach to address the student's needs and enhance the candidate's teaching skills. (The University of Minnesota, n.d) The cooperating teacher may leave the room if it is not for an extended period, and they ensure that the teacher candidate can handle the class as permitted by campus administration. Cooperating

teachers/host teachers should remain nearby for support. This allows the teacher candidate moments to manage the class independently.

Lesson Plan Support

Teacher candidates are required to develop and submit lesson plans as directed by the faculty field supervisor for all formal observations. The teacher candidates have been provided with formats for these lesson plans. Candidates using district-selected high-quality instructional materials or Open Educational Resources (OER) will adapt the lesson planning process by using the Texas State Lesson Internalization Protocol. This protocol guides candidates in preparing for instructional delivery and in customizing materials to meet their students' specific needs. Responses to protocol questions will be recorded on the TXST required lesson plan form.

Clinical Teachers and Residents: Cooperating teachers and host teachers will provide direction for the teacher candidate on the lesson plan format to use for all other lessons in the classroom. Detailed lesson plans for the first two to five times your teacher candidate teaches a content area are recommended and plans should be submitted to you ahead of time so adjustments can be made if needed. ***Support and direction from you are extremely important, particularly during the first lessons taught.*** Once you are comfortable with your teacher candidate's lesson planning abilities, they may move to a less detailed format as collaboratively agreed upon.

Interns: Interns will follow the campus requirements for daily lesson plans. Mentors can provide support and guidance in lesson plan preparation by engaging in regular planning sessions with the intern. Share examples of effective plans and discuss pacing, differentiation, and aligning with standards.

Support Standard Experiences: Collaborate with the teacher candidate to complete various Standard Experiences. *(see Standard Experiences below)*

Promote/Monitor Progress: Collaborate with the faculty field supervisor to promote and monitor the progress of the teacher candidate. *(see section below)*

TEACHER CANDIDATE STANDARD EXPERIENCES

To ensure consistency in assignments and workloads, Texas State University has established a set of common experiences for teacher candidates. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Candidates will receive specific information about these standard experiences from the faculty field supervisor during the orientation meeting at the beginning of the semester. The major requirements are listed in **The Essential Clinical Experience Handbook**.

Some of the Standard Experiences require a collaborative effort between you and the teacher candidate. Some of these specific experiences are:

- **Teacher Interview & Classroom Background Study:** Establish communication preferences and expectations, as well as provide pertinent information regarding the classes the candidate will be working with, school, procedures, schedule, etc. *(N/A for Interns)*
- **Progression of Instructional Responsibilities Timeline:** Co-create a plan for the candidate's gradual increase of teaching responsibilities. *(N/A for Interns)*

- **Regular Reflection:** Facilitate the teacher candidate's reflection on planning, teaching, and learning.
- **Midpoint Progress/Evaluation:** Collaborate with the faculty field supervisor and campus supervisor *(for residents and interns only)* to complete the Midpoint/Evaluation. *(See Evaluation section below)*
- **Final Evaluation:** Collaborate with the faculty field supervisor and the campus supervisor *(for residents and interns only)* to complete the Final Evaluation. *(See Evaluation section below)*

PROMOTING PROFESSIONAL GROWTH & MONITORING PROGRESS

The guidance you provide when mentoring is critical to the professional growth of the teacher candidate. The daily interactions focused on teaching and learning that you have with the teacher candidate can have a powerful positive impact on their future as educators.

Instructional Model/Evaluation Instrument

Texas State University utilizes the Texas Teacher Evaluation and Support System (T-TESS) endorsed by the Texas Education Agency designed to support teachers in their professional growth and development. T-TESS directly correlates with the Texas Teacher Standards which define what a teacher should know and be able to do. These standards along with research-based best practices provide a foundation for the T-TESS rubric. The comprehensive T-TESS rubric includes specific domains, dimensions, descriptors, and performance levels. [T-TESS Rubric](#)

The T-TESS Rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Individual rubrics were developed for each of the 16 dimensions of the T-TESS Rubric to include specific descriptors of practice for each of the five performance levels- improvement needed, developing, proficient, accomplished, and distinguished.

Planning Domain	Instruction Domain	Learning Environment Domain	Professional Practices and Responsibilities Domain
<ul style="list-style-type: none"> Standards and Alignment Data and Assessments Knowledge of Students Activities 	<ul style="list-style-type: none"> Achieving Expectations Content Knowledge and Expertise Communication Differentiation 	<ul style="list-style-type: none"> Classroom Environment, Routines, and Procedures Managing Student Behavior Classroom Culture 	<ul style="list-style-type: none"> Professional Demeanor and Ethics Goal Setting Professional Development School Community Involvement

Though T-TESS was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the instrument and evaluation rubric with teacher candidates to reinforce growth towards highly effective instructional practice. All teachers, regardless of their experience, should be able to see within the performance levels of T-TESS some practices that they can strive toward. Experience with T-TESS prepares teacher candidates for entrance into the public school system of Texas. Additional information will be provided on the expected T-TESS performance levels for teacher candidates. Faculty field supervisors will use the T-TESS Rubric when conducting observations and evaluations of teacher candidates.

Though T-TESS training is not required, it is suggested that cooperating teachers, host teachers, and mentors familiarize themselves with the T-TESS rubric. T-TESS video modules

will be available on the OEP website. By using the language within the T-TESS rubric in your discussion with your teacher candidate, you can help them see the connection between the rubric domains & dimensions and effective practices in planning, classroom management, instruction, and professional responsibilities.

Observations

Your perception of your teacher candidate's work is one of the most important parts of your role as a cooperating teacher, host teacher, or mentor. Formal and informal observations followed by reflective conversations are a powerful way to guide the professional learning of the teacher candidate. Guidelines for observing your assigned teacher candidate are outlined below.

- **Informal Observations-** As you informally observe the teacher candidate daily, take notes of strengths and areas for improvement. Regularly provide feedback and time for discussion exchanges. Help the teacher candidate identify the cause-and-effect relationship between teacher behavior and student performance and provide critical feedback in a manner that encourages the student to move forward in a positive way.
- **Formal Observations-** It is recommended that you *formally* observe the teacher candidate a minimum of two times prior to the midpoint of the placement two times prior to the final evaluation at the end of the placement.
 - These should be announced ahead of time with **written feedback** and time for discussions of strengths and suggestions for improvement.
 - You may **utilize any form you choose or simply take notes** and **provide a copy** of the written feedback to the **teacher candidate and faculty field supervisor**. Providing a copy of your written observations to the faculty field supervisor will give them your ongoing perspectives on your teacher candidate's progress. In addition, having your teacher candidate sign each of your observations will be helpful in documenting their receipt of the feedback and indicating that you have discussed the observation with your teacher candidate. Maintaining copies of written comments will be invaluable to you when preparing the Final Evaluation for the teacher candidate.

Evaluations

All teacher candidates require some degree of support. Some may need very little guidance, and some may be reliant on your modeling and assistance for a longer period. As a cooperating teacher or host teacher, your daily interactions with the teacher candidate put you in an excellent position to collaborate with the faculty field supervisor in providing evaluative feedback to the clinical teacher or resident. Together with the campus supervisor, host teachers and mentors play a key role in partnering with the faculty field supervisor to provide evaluative feedback to both residents and interns.

There are two **formalized opportunities** for the faculty field supervisor and the cooperating teacher/host teacher/mentor and campus principal (*for residents and interns*) to collaboratively use the T-TESS Rubric to provide evaluative feedback to the teacher candidate.

- **Midpoint Progress/Evaluation:** The faculty field supervisor and the cooperating teacher/host teacher/mentor and campus principal (*for residents and interns*) will collaborate to determine midpoint progress and determine areas of strength and areas of improvement based on the preponderance of evidence collected throughout the first half of the placement. The faculty field supervisor and the cooperating teacher/host teacher/mentor and campus supervisor (*for residents and interns*) will also determine if the teacher candidate is **Making Adequate Progress** at the midpoint. If the teacher candidate is not making adequate progress, a Growth Plan will be

enacted to allow an opportunity for early intervention. (See section below on Monitoring Progress/Growth Plan for more details). An additional goal of the Midpoint Progress/Evaluation is to determine if any additional observations are needed beyond those required. (Note: Midpoint Evaluation NA for Split Placement Candidates)

- The Midpoint Progress/Evaluation will be shared with the teacher candidate by either the faculty field supervisor or the cooperating teacher/host teacher/mentor and campus supervisor (*for residents and interns*) as part of a reflective discussion where goals are celebrated, and areas of need are addressed. Based on the feedback provided and the candidate's self-reflection, goals will be set for the second part of the placement. Goals must be communicated to the faculty field supervisor if they were not part of the discussion as they will be needed to complete the Midpoint Progress/Evaluation report. An action plan with specific ideas or next steps the candidate can take to meet goals will also be created and included in the Midpoint Progress/Evaluation report.
- **Final Evaluation:** The faculty field supervisor and the cooperating teacher/host teacher/mentor and campus supervisor (*for residents and interns*) will collaborate to determine the Final Evaluation ratings. The Final Evaluation should reflect the proficiency of each teacher candidate based on their performance of each component as evidenced in the evaluation instrument throughout the clinical experience.
 - **Final Evaluation Ratings:** The tool used to determine ratings for the Final Evaluation of teacher candidates is the T-TESS Rubric available on the Final Evaluation Form. A copy of the Final Evaluation Form will be shared by the faculty field supervisor and is also available on the OEP website.
 - **Recommendation Form-** As part of the Final Evaluation, the faculty field supervisor and the cooperating teacher or host teacher and campus supervisor (*for residents and interns only*) will sign the Recommendation Form to indicate if they will or will not recommend to OEP that the candidate should be recommended for certification.
 - If either the faculty field supervisor, cooperating teacher/host teacher, or campus supervisor (*interns and residents only*) do not recommend to the OEP that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide **documentation supporting the lack of recommendation** to the candidate and either the faculty field supervisor, cooperating teacher/host teacher, or campus supervisor (*interns and residents only*) *per TAC Code*.
 - For Split Placement clinical teachers, if adequate progress has not been made during the first placement, the supervisor and/or cooperating teacher may recommend continuation to the second placement with a Growth Plan in place. This allows the candidate an opportunity to demonstrate improvement during the second placement. **NOTE:** Both the faculty field supervisor and the cooperating teacher from the second placement must recommend to OEP that the candidate be recommended for certification as part of the requirements for completing the clinical experience successfully.

Professionalism Feedback

The cooperating teacher/host teacher/mentor and campus supervisor (*for residents and interns*) will provide feedback to the faculty field supervisor regarding the candidate's professional practice by the first four weeks of the placement. A professionalism feedback form will be provided by the faculty field supervisor, and it will be available on the [OEP website](#) under the [Clinical Experience Resources](#) tab.

Growth Plan

If a teacher candidate's performance needs significant intervention for them to complete the clinical experience successfully, the growth plan process will be initiated, and the Texas State Office of Educator Preparation will be informed. Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the teacher candidate, faculty field supervisor, the cooperating teacher/host teacher/mentor, and campus supervisor (*for residents and interns*) is critical. Concerns regarding the teacher candidate's professionalism or performance must be communicated to the faculty field supervisor in a timely manner. Once it has been determined that a growth plan is necessary, a conference will be held between the teacher candidate, faculty field supervisor, cooperating teacher/host teacher/mentor, and campus supervisor (*for residents and interns*). Areas needing significant improvement will be communicated to the teacher candidate, and a draft growth plan will be shared with the candidate. The candidate will be allowed an opportunity to provide input to the draft plan as applicable. The final growth plan will be signed by all parties.

ADDITIONAL CONSIDERATIONS

Communication: Regular communication between you and the faculty field supervisor is essential to the mentoring partnership needed to ensure the continued growth of the teacher candidate. The training seminars, coaching sessions, and observations conducted by faculty field supervisors are enhanced and supported by your daily involvement in the clinical experience.

- The faculty field supervisor has been given your work email prior to the teacher candidate's placement and will use this email address as the main method of communication. It is important for you to regularly check and respond to emails from the faculty field supervisor. Feel free to share additional contact information with the supervisor, such as your home or cell phone number, if desired. Faculty field supervisors will share their contact information with you and will respond to any communication from you within 2 business days.
- If problems or concerns arise regarding the teacher candidate, you should notify the faculty field supervisor **immediately**. Handling issues as soon as they arise will assist both you and the faculty field supervisor in addressing improvement issues as early as possible.

Substituting Guidelines

- As required by Texas Administrative Code, clinical teaching and residency is a supervised placement. Clinical teachers and residents are not the teachers of record and should not be solely responsible for the supervision of students. The cooperating teacher/host teacher or another certified teacher should always be in proximity and available.
- Clinical teachers are **not allowed to substitute** during their placement. A possible **single-day exception** has been made to support district partners during a cooperating teacher

emergency absence if allowed by the district. The clinical teacher, the TXST faculty field supervisor (via phone call or text), and the school administrator agree upon the day of the absence and all conditions outlined in the TXST Guidelines for Substituting in the classroom have been met. At the end of the placement, a clinical teacher or resident may provide the cooperating teacher or host teacher with a “Thank You” day if allowed by the district and campus administrator. Faculty field supervisors will provide detailed information on the requirements that must be met and the paperwork that must be submitted to the Office of Educator Preparation if the Emergency One-Day Coverage exception will be utilized and/or the “Thank You Day” will be allowed.

- Residency students are only allowed to substitute as part of a strategic staffing commitment with partner school districts and only on designated days, **outside of their required clinical experience placement hours**.

Evaluation of the Cooperating Teacher/Host Teacher: At the end of the placement, each teacher candidate has an opportunity to complete an evaluation on their cooperating teacher or host teacher. Survey Prompts include:

My Cooperating Teacher/Host Teacher:

- Was a positive role model
- Accepted me as a professional colleague through fair and respectful treatment.
- Was available and accessible.
- Encouraged my development of a personal style of teaching and gave me the freedom to try new things.
- Supported my authority in managing the classroom.
- Provided helpful suggestions for discipline when control problems arose.
- Met with me regularly to plan for lessons and discuss my progress.
- Encouraged the use of technology in the classroom.
- Provided constructive criticism.
- Provided helpful and positive feedback.
- Discussed formal observations with me.
- Had realistic expectations that were appropriate for my level of experience.
- Clarified my responsibilities.
- Encouraged me to ask for suggestions and seek advice.
- Helped me to become familiar with state and local curriculum materials.
- Provided up-to-date reference materials to strengthen my content knowledge.
- Shared expertise, files, and ideas.
- Briefed me on school policies.
- Introduced me to the school staff and helped me to become familiar with the school facility.
- Willingly shared working space.

Related Resources

Cooperating Teachers, Host Teachers, and Mentors will be sent a direct link to access the resources below as part of the OEP **Welcome Email**. The links are also included on the information pages for cooperating/host teachers and mentors provided by the faculty field supervisor.

- Module on Mentoring and Coaching a Teacher Candidate
- Module on Co-Teaching

The resources below are available on the [Office of Educator Preparation Website](#) under the [Clinical Experience Resource](#) Tab.

- **Handbooks**
 - Clinical Experience Handbook
 - Cooperating Teacher, Host Teacher, and Mentor Reference Guide
- **Lesson Planning Resources**
 - Required Reflective Lesson Plan
- **Evaluation Documents**
 - Formal Observation Form
 - Midpoint Progress/Evaluation Form
 - Final Evaluation form
 - Professionalism Feedback Form
- **T-TESS Resources**
 - T-TESS Rubric
 - T-TESS Video Links

The **teacher candidate** will be able to provide copies of the following items:

- Cooperating Teacher/Host Teacher Interview and Class Background Study
- Progression of Instructional Responsibilities Timeline
- Absentee Form

Student Learning & Licensure System (SL&L): This is the official data collection platform used by Texas State University. Faculty field supervisors use the system to record observations and evaluations of teacher candidates. Cooperating teachers and host teachers will have access to SL&L to view all observation reports submitted by the faculty field supervisor. In addition to viewing observation reports, cooperating and host teachers are responsible for verifying attendance and [approving time logs](#) electronically within the SL&L system.

At the beginning of the semester, cooperating teachers, host teachers, and mentors will receive an email from **Watermark** containing a link to access the Student Learning & Licensure (SL&L) system. Please bookmark this page or save the email for future reference. Additionally, the Office of Educator Preparation has developed SL&L submission guidance documents for cooperating teachers, host teachers, and mentors, which will be shared by the faculty field supervisor.