

FIELD EXPERIENCE HANDBOOK

etools4Education

Web-Centric Alternative Certification Program



**Web-Centric Alternative
Certification Program (WCACP)**

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Field Experience Options

Participants enrolled in the Web-Centric Alternative Certification Program (WCACP) has the option to become certified by either completing a one-year teaching internship or a 14-week clinical teaching assignment. Either route to certification will allow a teaching candidate to become a certified teacher in the state of Texas.

Internship

This route to certification is a one year (two semester) internship a teaching candidate will complete at an Independent School District, TEA recognized private school, or charter school in the state of Texas. The one-year teaching internship must be in their certification area. During an intern's one-year teaching internship, they will receive salary and benefits commensurate of a first year teacher. Paraprofessional, substitute, or volunteer positions do not count toward an internship.

During the one-year teaching internship, WCACP will recommend a probationary certificate that will run for 12 months. The probationary certificate enables you to be considered the "teacher of record", with all rights, privileges, and responsibilities of any other first year teacher in Texas.

Clinical Teaching

This route to certification is a 14-week unpaid assignment in the classroom of a certified teacher with at least three years of experience. The clinical teaching assignment will consist of gradually taking on the responsibilities of the classroom teacher. The assignment can be completed at any Independent School District or TEA recognized private school in the state of Texas. Charter school requests will be handled on a case by case basis.

The assignment must be completed in the grade level and subject area of the TExES certification exam that has been passed. During the clinical teaching assignment a probationary certificate is not recommended. However, after a successful clinical teaching experience they can become a certified standard teacher in the state of Texas.

Glossary of Terms

Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.

Alternative certification program--An approved educator preparation program, specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a baccalaureate degree.

Beginning teacher--For purposes of this chapter, a classroom teacher with less than three years' experience.

Candidate--A participant in an educator preparation program seeking certification.

Certification field--Professional development (elementary and secondary) and delivery system fields, academic or career and technical content fields, special education fields, specializations, or professional fields in which an entity is approved to offer certification.

Clinical Teacher – Completes 14 week assignment with a cooperating teacher under the guidance of WCACP.

Clinical teaching--A 14-week full-day teaching practicum at a public school accredited by the Texas Education Agency (TEA) or a TEA-recognized private school that may lead to completion of a standard certificate.

Completer--According to the Higher Education Act, "A person who has met all the requirements of a state-approved educator preparation program." The term completer is no longer used to define the class of educator preparation program candidates subject to a determination of certification examination pass rate.

Cooperating teacher--The campus-based mentor teacher for the student teacher or clinical teacher.

Educator preparation program--An entity approved by the State Board for Educator Certification (SBEC) to recommend candidates in one or more educator certification fields.

Entity--The legal entity that is approved to deliver an educator preparation program.

Examination--An examination or other test required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.

Field supervisor--A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.

Highly qualified teacher--A teacher who has a baccalaureate degree and full state certification and has demonstrated competency in all subjects in which he or she teaches. A highly qualified teacher has not had any certification requirements waived on an emergency certificate or permit.

Intern -- Classroom teacher running on a probationary certificate under the guidance of WCACP.

Internship--A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

Late hire--An individual who has not been accepted into an educator preparation program before July 15 and who is hired for a teaching assignment by a school after July 15 or after the school's academic year has begun.

Mentor--For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's educator preparation program.

Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.

Practicum--Practical work in a particular field; refers to student teaching, clinical teaching, internship, or practicum for a professional certificate that is in the school setting.

Scaled score--A conversion of a candidate's raw score on an examination or a version of the examination to a common scale that allows for a numerical comparison between candidates.

Teacher of record--An educator employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.

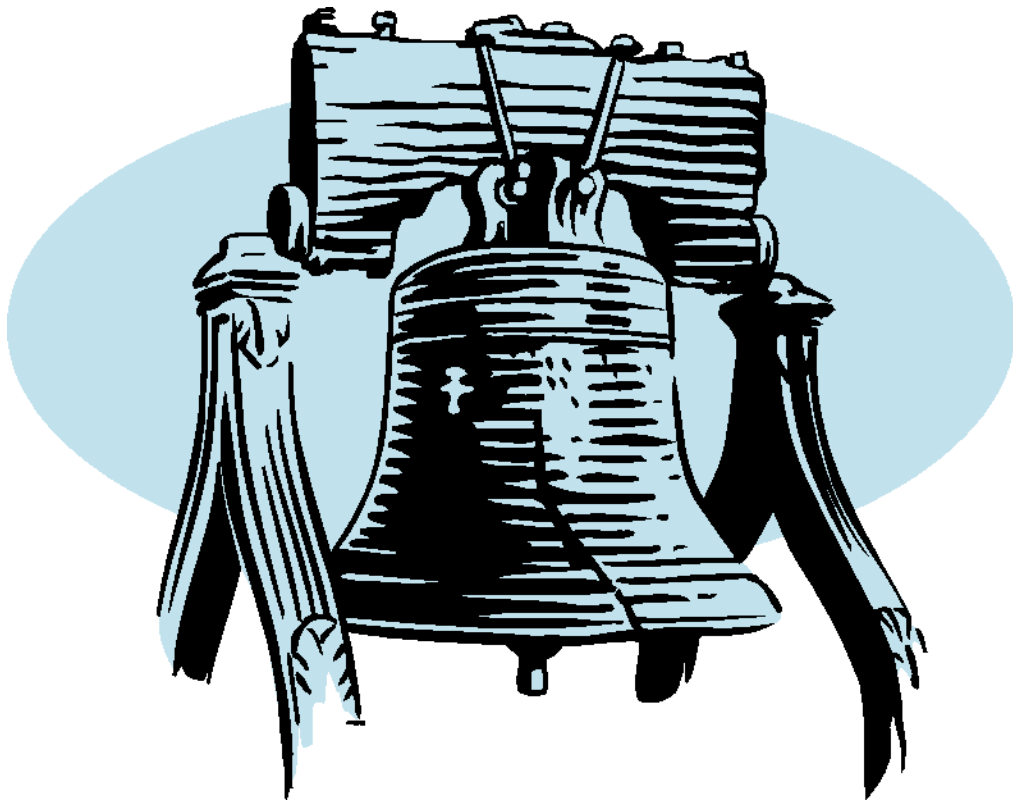
Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

Source Note: Chapter §228.2 Definitions – Texas Administrative Code and Chapter §229.2 Definitions – Texas Administrative Code

Section I



Code of Ethics



Code of Ethics and Standard Practices For Texas Educators
TAC Title 19, Part 7, Chapter 247, Rule 247.2

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Enforceable Standards

1. Professional Ethical Conduct, Practices and Performance.

- A. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- B. Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.
- C. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
- D. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.
- F. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- G. Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

- H. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- I. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.
- J. Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.
- K. Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
- L. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- M. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues.

- A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.
- E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students.

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

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

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

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

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

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

G. Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

- i. The nature, purpose, timing, and amount of the communication;
- ii. The subject matter of the communication;
- iii. Whether the communication was made openly or the educator attempted to conceal the communication;
- iv. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- v. Whether the communication was sexually explicit; and

vi. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

If, at any time during an individual's participation in the program, a violation of the morals clause is discovered, this is grounds for dismissal from the certification program and fees paid to that point are nonrefundable. The morals clause information is below:

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 249</u>	DISCIPLINARY PROCEEDINGS, SANCTIONS, AND CONTESTED CASES
<u>SUBCHAPTER B</u>	ENFORCEMENT ACTIONS AND GUIDELINES
<u>RULE §249.16</u>	Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21

(a) Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history.

(b) Disciplinary action under the TOC, §53.021, does not apply to a person convicted only of an offense punishable as a Class C misdemeanor unless the person is an applicant for or the holder of a license that authorizes the person to possess a firearm and the person was convicted of the misdemeanor offense of domestic violence as defined by 18 United States Code, §921.

c) When statute or SBEC rule codified in the Texas Administrative Code, Title 19, Part 7, requires an offense to directly relate to the duties and responsibilities of the education profession, an offense is considered to directly relate if the offense indicates a threat to the health, safety, or welfare of a student or minor, parent of a student, fellow employee, or professional colleague; interferes with the orderly, efficient, or safe operation of a school district, campus, or activity; or indicates impaired ability or misrepresentation of qualifications to perform the functions of an educator. Offenses considered to relate directly to the duties and responsibilities of the education profession include, but are not limited to:

- (1) offenses involving moral turpitude;
- 2) offenses involving any form of sexual or physical abuse or neglect of a student or minor or other illegal conduct with a student or minor;
- (3) offenses involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in the Texas Health and Safety Code, Chapter 481;
- (4) offenses involving school property or funds;
- (5) offenses involving any attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;

(6) offenses occurring wholly or in part on school property or at a school-sponsored activity; or

(7) felony offenses involving driving while intoxicated (DWI).

(d) Except as provided in subsection (f) of this section, the Texas Education Agency (TEA) staff, pursuant to the TOC, Chapter 53, and the requirements of this chapter, shall notify the applicant or certificate holder in writing of the TEA staff's intent to seek disciplinary action, including denial or revocation, and the reasons for the proposed action. The applicant or certificate holder shall have the opportunity to be heard according to the procedures set forth in this chapter.

(e) The grounds for revoking or suspending a certificate provided by this section and the TOC, Chapter 53, are cumulative of the other grounds and remedies provided by the TEC, §21.060, and this chapter.

(f) The TEC, §21.058, shall control actions pursued under that section.

Source Note: The provisions of this §249.16 adopted to be effective March 31, 1999, 24 TexReg 2304; amended to be effective June 21, 2009, 34 TexReg 3944; amended to be effective May 18, 2014, 39 TexReg 3710; amended to be effective December 28, 2014, 39 TexReg 10010

Section II



Internship Option



Internship Requirements

Teaching candidates must teach in a Texas Independent School District, TEA recognized private school or charter school for a full year to complete the requirements for the internship. WCACP does not guarantee employment nor places candidates in teaching positions.

Teaching candidates may teach only in the area for which certification is being sought. For an internship to be acceptable, an individual must work full-time in your designated content area. Coaching and other extra-curricular duties must not interfere with WCACP requirements.

Teaching candidates enrolled in WCACP must meet certain criteria before beginning a paid one-year teaching internship. A probationary certificate can be initiated by the program once the requirements outlined on the Field Experience tab are met.

Obtaining an Internship

While WCACP **does not guarantee employment**, there are several resources available to candidates and districts that may assist in the employment process:

1. Human Resource directors and school administrators will receive updates of candidates who are highly qualified to begin a one-year teaching internship – Candidate Search Database
2. Several job fairs are held throughout the 20 regions of the state
3. WCACP staff help with the candidate's overall teaching portfolio – resume, cover letter, and reference page

Teaching candidates seeking a teaching position will need to apply to districts to ensure consideration for posted teaching positions.

Keep in mind the economy may affect the number of teaching jobs available (funding, RIFs in school districts), availability of jobs in rural areas, especially west Texas and the I-35 corridor from Dallas/Ft Worth to San Antonio.

Internship Year

An internship is defined as a minimum of one academic year for the assignment that matches the certification field for which the individual holds a highly qualified status. The individual would hold a probationary certificate and be classified as a teacher as reported on the campus (PEIMS) data. WCACP may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, or illness.

Teaching candidates must teach full-time in a designated content area during the one-year teaching internship. Paraprofessional, substitute, or volunteer positions do not count toward an internship. During the internship year, a probationary certificate is only issued for the approved certification areas listed on the completed Statement of Eligibility.

If the campus principal places an intern on a deficiency plan, a second year probationary will be warranted in most instances. Non-compliance can jeopardize an intern's ability to become a certified teacher in the state of Texas. Completion of the deficiency plan for the principal/field supervisor is imperative to stay in good standings for the internship year.

No guarantee of certification is implied by acceptance into the WCACP or completion of the internship year.

Field Supervisor

A WCACP Field Supervisor will be assigned to each intern during their one-year teaching internship. The Field Supervisor will visit a minimum of three times during the school year to assist and evaluate each intern. Additional visits may be required if an intern is placed on a deficiency plan by the campus principal.

Mentor

A mentor will be assigned by the campus principal to each intern completing the one-year teaching internship. The mentor provides feedback and support to the intern. The supportive/formative role between the intern and mentor is crucial to the success during the first year of teaching.

Extending Probationary Certificates

An intern that does not complete all program requirements during the one-year teaching internship may be eligible to receive a probationary certificate extension. Additional administrative fees to TEA and WCACP will apply.

Based on the intern's track record during the one-year teaching internship, WCACP has the right to deny a request for a second year certificate if adequate progress has not been demonstrated.

Third Year Probationary Certificates

A third year probationary will be granted on a case by case basis. To qualify for consideration by the Board of Directors, interns must meet the following criteria:

Contract Renewal

Contract renewals are executed according to local school district board policy. WCACP gives no guarantee of contract extension at the end of an internship assignment. All contract decisions are made by the district and intern. Failure for a district to renew an intern's contract may jeopardize the certification process.

When a contract is signed, the intern is legally obligated to complete the condition of the contract. Interns may have their state teaching certificate revoked for failure to honor employment contracts.

Leaving a Teaching Position

Any intern that voluntarily leaves a teaching position while a probationary certificate is active is subject to disciplinary action by WCACP. WCACP reserves the right to terminate any intern from the program that voluntarily leaves a teaching position during the school year. By leaving this position during the year, the intern is in violation of the contract that was entered into by the teacher and education institution. WCACP considers a breach of contract a serious matter and proper disciplinary action is warranted.

If an intern feels they have a valid reason for voluntarily leaving their teaching position before the contract has been fulfilled, they can write a letter to Nancy Brackett, Executive Program Director, to explain the circumstances. The matter will be reviewed by the Board of Directors to determine if the intern will remain in the program. The decision by WCACP staff and the Board of Directors is final.

If an intern is terminated from a teaching position for any reason during the one-year teaching internship, the intern will be promptly dismissed from WCACP. Re-admission into the program will not be considered for any type of termination from a teaching position. If terminated due to a reduction in force by a school district, this clause does not apply.

Candidate Transfer Information Form

Once you have been hired full-time by an Independent School District, TEA recognized private school, or charter school for an approved internship, you will not be allowed to transfer to another program. If a candidate transfer information form is received, you will not be released in good standings and may owe outstanding program fees.

Teacher Affiliation

For an intern's protection, WCACP recommends talking with a campus representative to determine which teacher affiliation is best suited for their needs. The decision to join an affiliation should be made once an intern starts a teaching position. The main benefits of joining may include, but not limited to:

- Occupational Liability Insurance Policy
- Legal Action Trust
- Legal Defense Fund
- Accidental Death and Dismemberment
- Term Life Insurance and Accidental Death/Dismemberment

Read more about each organization by accessing the websites listed below:

- Texas State Teachers Association/National Education Association (TSTA/NEA) -- <http://www.tsta.org/>
- American Federation of Teachers (AFT) -- <http://tx.aft.org/>
- Association of Texas Professional Educators (ATPE) -- <http://www.atpe.org/>

Pedagogy and Professional Responsibilities (PPR)

The PPR exam needs to be passed for a Probationary Certificate to be recommended. If a candidate gets hired without a passing PPR score, an Intern Certificate would need to be activated.

Field Experience Checklist

Refer to the Field Experience tab in the My WCACP portal for a checklist of what must be completed before a teaching candidate can begin an internship or clinical teaching assignment.

Standard Certificate

A standard teaching certificate will only be recommended by WCACP once the intern successfully completes a field experience assignment and has completed all requirements on the Standard Certificate tab in the *My WCACP* portal.

Two Successful recommendations are required for standard certification to occur. This includes recommendations from the WCACP Field Supervisor and Principal during the field experience assignment. The two successful recommendations are to be completed on the Web-Centric ACP Final Evaluation Recommendation Form.

In order to be recommended by WCACP for a standard certificate, an intern must have all program fees paid in full. A zero program balance is required before a standard certificate request will be processed by the program.

Some districts will only allow new teachers to do one probationary year and expect standard certification for contract renewal. In these instances, an intern running on a 12 month payment cycle will need to pay off program fees sooner if required by school/district for contract renewal.

Unprofessional behavior exhibited towards program staff, school officials, administration, faculty, parents or children in the classroom will not be tolerated and may disqualify teaching candidates from becoming recommended for a standard certificate.

Reactivation of Inactive Account

A candidate will need to fill out the reactivation information form if they have an inactive program status and would like to restart the certification program. Review of the certification file usually takes 2-3 business days.

Candidates will be notified by email within 2-3 business days to let them know if they are eligible for reactivation. A \$65 reactivate fee is due in order to restart the program.

All program resources are restored once reactivation is complete. A short restart call will be conducted to get each candidate on a successful path towards certification.

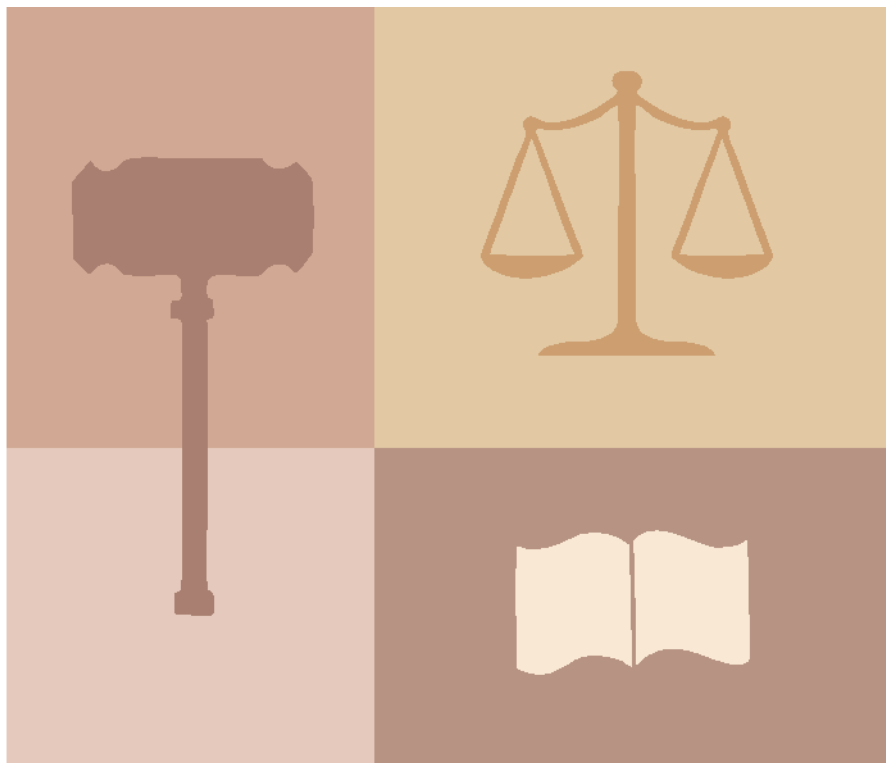
Disqualifiers for Reactivation:

The following reasons will prevent a candidate from reactivating: (1) if they are currently on probation or have criminal charges pending, (2) failed to submit an official conferred transcript, (3) if an applicant is currently under educator sanction by TEA, or (4) if they were terminated from a clinical teaching or internship assignment.

Section III



Clinical Teaching Option



Clinical Teaching Policies

Length of Assignment

The clinical teaching semester has been designed as a 14 week continuous assignment. In some instances, the clinical teaching assignment may be extended up to one or two additional weeks if the field supervisor and cooperating teacher feel the clinical teacher needs additional experience in the classroom.

Attendance

The clinical teacher is expected to make every effort to be in attendance at the cooperating school each day. Unless prior approval is given by the cooperating teacher, the clinical teacher is not to leave campus during the school day. It is the responsibility of the clinical teacher to inform the campus, cooperating teacher, and field supervisor in cases of illness or absences prior to the start of the school day. All absences must be made up by the clinical teacher. The clinical teacher should be in attendance during the expected teacher hours for their campus including before/after school duties assigned to the cooperating teacher.

Holidays

Clinical teachers will observe all campus holidays scheduled by the school system. Clinical teachers are encouraged to attend teacher workdays/staff development days; however, these days cannot be counted on the clinical teaching attendance.

Corporal Punishment

Clinical teachers will not be allowed to administer this type of behavior control. If warranted and approved by district policy, this type of punishment must be administered by the cooperating teacher or administration.

Curriculum/Class Sessions

The clinical teacher is expected to diligently work on curriculum benchmarks during their clinical teaching assignment but not during class time or the school day. Clinical teaching class sessions may also be required on an intermittent basis during the 14 week assignment.

Pedagogy and Professional Responsibilities (PPR) Exam

To fulfill state guidelines, the PPR exam must be taken and passed before the clinical teaching assignment begins. Study material for the PPR exam is located in the online curriculum.

TxBESS Mentor Assignments

The TxBESS mentor assignments must be completed according to the schedule outlined on the Field Experience tab. These assignments will be completed in conjunction with your cooperating teacher.

Cell Phone/Personal Computer Policy

The clinical teacher should not use a cell phone, personal computer, or any mobile device during class time. Any emergency calls should go through the main campus number provided on the Clinical Teaching Assignment form.

Social Media Policy

The clinical teacher should not post any negative or offensive comments about the clinical teaching assignment, cooperating teacher, principal, teachers, students, or parents. The clinical

teacher should always maintain a level of professionalism that does not diminish the image or respect for the campus/district.

Clinical Teaching Assignment

Clinical teaching assignments can be completed at an Independent School District, TEA recognized private school, or charter school in the state of Texas. To begin the process of setting-up a clinical teaching assignment, a teaching candidate would submit the Clinical Teaching Application that is located on the Field Experience tab in the *My WCACP* portal.

If a teaching candidate has questions regarding setting up a clinical teaching assignment, contact Charla Howerin at chowerin@etools4education.com or by phone at 832.220.3451.

Prior to Clinical Teaching

Items necessary for clinical teaching placement:

- Pass your TExES content exam,
- Complete your state fingerprinting,
- Complete a minimum of 15 observation hours, and

Items necessary to start assignment:

- Pass your PPR exam,
- Complete remaining observations for a total of 30 observations,
- Complete Module 1 and Module 2 in the online curriculum,
- Complete all Reading Safari online classes, and
- Complete all Pre-Service online classes.

During Clinical Teaching

- Clinical teaching is a fourteen-week unpaid assignment.
- Clinical teachers will always complete assignments under the guidance of a certified teacher (3 years in content area or more).
- Clinical teachers are not issued a probationary certificate during their assignment.
- Clinical teachers will be issued a standard certificate at the end of a successful 14-week assignment only after all state and program requirements have been completed and two successful final evaluation recommendations have been received.
- All absences incurred during the 14-week assignment must be made up using the 3 built-in makeup days. If a clinical teacher incurs more than three absences, they will be dismissed from their clinical teaching assignment. Emergency cases will be referred to the Web-Centric office for guidance.
- Clinical teachers are not allowed to serve as a substitute teacher during their assignment.
- A field supervisor will be responsible for monitoring the 14 week clinical teaching assignment.

Clinical Teacher

The clinical teaching assignment is a period of exploration and continuous self-evaluation to help a clinical teacher become a successful classroom teacher for the 21st century. A solid foundation of theory, turned into meaningful hands on experience will ensure readiness to command a successful classroom.

The responsibilities of the clinical teacher to the cooperating school:

- The clinical teacher will be responsible for maintaining an ethical and professional attitude with the cooperating teacher, principal, teachers, students, and parents at all times.
- Ensure the Code of Ethics and Morals Clause is followed at all times during the clinical teaching assignment.
- Report absences ahead of time to the cooperating teacher, principal's office and field supervisor. Reporting of the absence to school officials should occur prior to the start of the school day. Receiving more than three absences during the assignment will result in removal from the clinical teaching assignment.
- Dress professionally in accordance with school policies at all times. Failure to adhere to proper dress or hygiene guidelines can result in dismissal from the clinical teaching assignment.
- Attend lesson planning sessions, team or grade level and building meetings.

The responsibilities of the clinical teacher to the cooperating teacher:

- Maintain a positive and professional relationship with the cooperating teacher at all times.
- Contact the cooperating teacher at least 1 hour prior to the start of school regarding an absence/illness.
- Acknowledge that the legal and professional responsibilities of the classroom remain in the hands of the cooperating teacher.
- Assist the cooperating teacher in class attendance, grading, lesson planning, lesson presentation, and when appropriate with parent teacher conferences that are conducted by the cooperating teacher.
- Maintain confidentiality of student records per school guidelines.
- Report to school on time and attend scheduled meetings as requested (follow policy mandated by district or school on arrival and departure).
- Work with the cooperating teacher at least until building release time.
- Take constructive criticism from the cooperating teacher and put these suggestions into practice to help improve classroom performance.
- Confer regularly with the cooperating teacher regarding progress of lesson plan creation and classroom performance.
- Cooperate with the cooperating teacher to ensure discipline procedures laid out are being followed by students.
- Follow the rules and procedures of discipline set-up by the cooperating teacher and school district.

The responsibilities of the clinical teacher to the field supervisor:

- Respond immediately to the field supervisor when contacted.
- Maintain a positive and professional relationship with the field supervisor.

- Welcome constructive suggestions and incorporate them into subsequent interactions, lesson planning, or classroom lessons.
- For scheduled classroom observations, the clinical teacher will provide a copy of the lesson plan to the field supervisor before the class period begins to assist in constructive feedback efforts.
- Contact the field supervisor when irregularities or problems arise during the clinical teaching assignment.
- Contact the field supervisor when absences or illnesses occur.

The responsibilities of the clinical teacher to Web-Centric ACP:

- Be professional at all times.
- Dress professionally.
- Remember that you are a guest in the building!
- Adhere to the ethical and moral responsibilities of a Texas teacher at all times.
- Be courteous to the administration, cooperating teacher, staff, teachers, students, and parents of the assigned school at all times.
- Be courteous to Web-Centric directors and staff at all times.
- Be responsible for returning phone calls or emails from Web-Centric, but not during class time.
- Be attentive to the cooperating teacher and students: do not use a personal phone, personal computer, or other electronic device during class time hours.
- Complete the clinical practicum assignment with an uplifting, motivated attitude. Realize that you are the learner with the desire to emulate and learn from great teachers during the practicum experience.
- Complete all assignments and forms in a timely manner.

Cooperating Teacher

Web-Centric is excited to be working with cooperating teachers through the clinical teaching assignment and looks forward to successful and enriching teaching guidance throughout the practicum assignment. The clinical teacher role advances using a systematic progression from observer to practicing full time teacher under the supervision of the cooperating teacher of record and the detailed visits of the field supervisor.

The cooperating teacher provides feedback and support to the clinical teacher. The supportive/formative role between the cooperating teacher and clinical teacher is crucial to the success of the clinical teacher.

For a WCACP clinical teacher to be assigned to a particular cooperating teacher, the school must ensure the teacher meets certain guidelines:

- Certified Texas teacher,
- Taught for at least three years in content area, and
- The class taught by the cooperating teacher must match the grade level and certification discipline passed by the clinical teacher.

Field Supervisor

The field supervisor will work closely with the cooperating teacher to help enhance the educational experience of the clinical teacher during their practicum assignment. The field supervisor will respect the policies and procedures of the cooperating school at all times.

The field supervisor will make three rigorous on-site scheduled visits during the clinical teaching assignment. Additional visits may be warranted if the clinical teacher is struggling or if visits are requested by the cooperating teacher or school administrator.

The role of the WCACP field supervisor:

- Serve as a liaison between WCACP, cooperating teacher, and the clinical teacher.
- Give the clinical teacher a preview of the expectations of the clinical teaching assignment. This includes, but is not limited to, academic, moral, ethical, and legal guidance.
- Provide an orientation and exit conference with the cooperating teacher and clinical teacher.
- Conduct three formal observations and provide support during the clinical teaching assignment. Give professional feedback to the clinical teacher when needed regarding weaknesses that need to be improved upon.
- Evaluate the lesson plans of the clinical teacher. Give revision ideas and helpful hints to improve upon the lesson plans submitted to the cooperating teacher.
- Extend the clinical teaching assignment 1-2 weeks if problematic areas need attention. During the extra weeks, benchmarks need to be identified to ensure the clinical teacher is resolving teaching deficiencies that have been identified by the cooperating teacher/field supervisor.
- Ensure the clinical teacher is exhibiting professionalism with the principal, cooperating teacher, other teachers, students, and parents at all times.

Termination of Clinical Teaching Assignment

The clinical teaching program is a cooperation between WCACP, cooperating school districts/private schools/charter schools, cooperating teachers, and the clinical teacher. Clinical teachers are made aware that their presence in the classroom is of a guest. On an occasional basis, circumstances may warrant the termination of the clinical teacher by the school district or WCACP.

Reasons for Termination

1. Failure to abide by the clinical teaching assignment attendance policy; more than 3 unexcused absences are documented.
2. Mutual consent and agreement for termination by the clinical teacher, cooperating school/district, field supervisor and Web-Centric in cases of illness, injury, or other unforeseen circumstances.
3. Failure of the clinical teacher to abide by the policies and procedures of the cooperating school.
4. Unacceptable behavior towards school personnel or students/parents.

The final decision to terminate a clinical teacher is the responsibility of the WCACP Executive Program Director, in conjunction with the school/district, cooperating teacher, and the field supervisor.

Standard Certificate

A standard teaching certificate will only be recommended by WCACP once the clinical teacher successfully completes a field experience assignment and has completed all requirements on the Standard Certificate tab in the *My WCACP* portal.

Two Successful recommendations are required for standard certification to occur. This includes recommendations from the WCACP Field Supervisor and Cooperating Teacher during the field experience assignment. The two successful recommendations are to be completed on the Web-Centric ACP Final Evaluation Recommendation Form.

Unprofessional behavior exhibited towards program staff, school officials, administration, faculty, parents or children in the classroom will not be tolerated and may disqualify teaching candidates from becoming recommended for a standard certificate.

Recommendation by WCACP - Standard Certificate (Clinical Teacher)

In order to be recommended by WCACP for a standard certificate, a clinical teacher must have all program fees paid in full. A zero program balance is required before a standard certificate request will be processed by the program.

Upon completing a successful clinical teaching experience, candidates will need to have all items completed for standard certification prior to being hired for a teaching position. If a clinical teacher is hired without having a standard certificate, a probationary certificate will be needed to cover the job assignment. This is considered a second field experience assignment (internship) and will result in additional program fees.

Greetings Web-Centric Cooperating Teacher,

Web-Centric Alternative Certification Program appreciates the time and effort you dedicate to our clinical teacher. Your expertise and knowledge of teaching, building procedures, classroom rules, classroom procedures, and classroom policies will help guide your assigned clinical teacher through a successful thirteen-week experience.

Above all, our clinical teacher needs your respect and compassion as they journey through their teaching experience at your building. Think back to a significant role model in your life and the qualities of what made that person a special support for you. That is the type of mentor we want for our clinical teacher... an advocate and supportive mentor relationship.

Mentoring new teachers involves a nonjudgmental process of encouraging individuals as they move beyond their present capabilities into new behaviors and skills. A cooperating teacher's goals include establishing and maintaining trust, facilitating mutual learning, and enhancing professional development. (TxBESS)

As a mentor of our clinical teacher, there are four state-driven mentoring activities that we require. The activities are from the state mentoring program called TxBESS. All materials and TxBESS activities can be accessed online anytime you and your clinical teacher are ready to complete the activities. Your clinical teacher has the enrollment key and online learning management information needed to access the TxBESS activities listed below with their due dates. The first three activities will contain information that needs to be covered as soon as possible with the new clinical teacher.

TxBESS Mentoring Activities

1. Activity One: Phases and Stages (Due: first week of clinical teaching)
2. Activity Two: Mentors and Beginning Teachers (Due: the second week of clinical teaching)
3. Activity Three: Coaching (Due: the third week of clinical teaching)
4. Activity Four: TAP – a case study (Due: by the end of week twelve of clinical teaching)

Thank you for your time and effort in helping your Web-Centric ACP clinical teacher during their thirteen-week teaching experience. We look forward to working with you this semester.

Sincerely,

Nancy Brackett
Executive Director
Web-Centric ACP

“Few things in this world are more powerful than a positive push. A smile. A word of optimism and hope. A ‘you can do it, when things are tough’.” -Richard M. De Vos

Section One

Weeks 1-5



Clinical Teaching Classroom Guidelines

During the first week of the clinical teaching assignment the priority is observing the classroom environment, instructional techniques, interpersonal communication and relationships between the cooperating teacher and students. The clinical teacher takes notes during this week enabling the cooperating teacher to answer questions regarding his/her interactions with curriculum/students. The clinical teacher must use a handwritten note-taking process - not a personal computer. Interacting with and getting to know the names of the students will help build a relationship as observing progresses into a classroom instructor role towards the end of the clinical teaching assignment.

During the second week of the clinical teaching assignment, the clinical teacher focuses on interacting with students. Some of the interactions during this timeframe may include grading papers, distributing handouts, checking attendance, and giving students one-on-one assistance. The main goal at this point is to work with the cooperating teacher so the gradual change of roles in the classroom will go smoothly. One way the clinical teacher may engage the students during the transition is to co-teach a lesson to the class with the cooperating teacher.

During the phase of weeks three through five the cooperating teacher begins sharing responsibility for planning and teaching a selected lesson during class sessions. The cooperating teacher allows this process to happen in a number of ways such as presenting a warm up assignment to the class. Another way the sharing of responsibilities may evolve is for the cooperating teacher to present a lesson to a class period, then during the next class period the clinical teacher presents the same lesson as it was structured and presented by the cooperating teacher.

Field Supervisor Interaction

The field supervisor will communicate with the assigned clinical teacher before or during week 1 of their assignment. An on-site observation visit and conference between the cooperating teacher, field supervisor, and clinical teacher occurs during the 2nd week of the clinical teaching assignment. This conference will lay the foundation for instructional discussions and for any intervention or deficiency plan that may be necessary.

During the first visit, week two, the field supervisor discusses the evaluation form with the clinical teacher. The structure of the field supervisor's evaluation form is based off benchmarks and standards, as related to T-TESS. The field supervisor discusses the importance of completing TxBESS mentoring activities with the clinical and cooperating teacher during the week two visit. The activities 1-3 will be due at the end of week three.

Clinical Teaching Schedule for weeks 1-5

The clinical teaching schedule outlined below shows a gradual increase in teaching responsibility as the assignment progresses.

Week 1:	Clinical teacher will observe cooperating teacher
Week 2:	Clinical teacher will teach 10% of the lessons
Week 3:	Clinical teacher will teach 25% of the lessons
Week 4:	Clinical teacher will teach 25% of the lessons
Week 5:	Clinical teacher will teach 25% of the lessons



Assignments and Forms to be Submitted

Due: End of 5th Week of Practicum

Email forms to chowerin@etools4education.com

Clinical Teaching Attendance Form

The clinical teacher is required to complete 70 instructional days (teacher hours) in the classroom with students to fulfill the state requirements for clinical teaching.

Please Note: Student holidays/teacher workdays and campus holidays cannot be included in the attendance record, according to state law.

The Web-Centric ACP (WCACP) **Clinical Teaching Attendance Form** must be kept in your classroom to document the clinical teacher's hours each day.

The attendance sheet is to be submitted on a monthly basis and can be faxed or emailed back to chowerin@etools4education.com. Any comments or feedback provided are confidential and will only be used to help WCACP guide the clinical teacher.

This form is not for the clinical teacher to keep and should only be completed/submitted by the cooperating teacher.

Our clinical teacher will be required to complete 70 days in the classroom with students to fulfill the state requirements for the clinical teaching assignment. The clinical teacher is allowed to miss up to 3 days for illness or personal matters during the clinical teaching assignment. Any additional absences must be approved by Web-Centric ACP.

The starting and ending dates for the assignment total 73 instructional days. There are 3 days built into the assignment that can be used for any absences that may occur. Any additional days missed (with program approval) must be made up to total 70 days of instruction in the classroom with students.

Important Points to Remember:

- ✓ The Web-Centric ACP Clinical Teaching Attendance Form must be used to document days in the classroom. Any other sign-in forms will not be accepted as attendance verification.
- ✓ Our clinical teacher must attend each day in full (teacher hours) to receive credit.
- ✓ School holidays and teacher workdays cannot be included in the attendance record, according to state law. However, attendance is encouraged if approved by cooperating teacher/campus administration.
- ✓ The clinical teacher is required to complete a total of 70 days of instruction in the classroom with students.
- ✓ Our clinical teacher must attend each class and any other duties assigned to the cooperating teacher every day.
- ✓ If there is a staff meeting before or after school the clinical teacher must attend.

We do appreciate your diligent supervision of the Web-Centric **Clinical Teaching Attendance Form**. This is an important document that must be used to verify 70 days in the classroom with students during the clinical teaching experience. Please fax or attach the form to your email when sending it back to Web-Centric so we can document that the attendance form was indeed under your supervision.

Clinical Teacher: _____
Print-Clinical Teacher's Name

Month: _____						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week 1	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 2	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 3	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 4	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 5	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	

I verify that this record of attendance is true and accurate.

Cooperating Teacher Signature

Date

Comments:

Please submit at the end of week 5 to chowerin@etools4education.com or fax# 832-220-3485.

Cooperating Teacher Reflection Form

The reflection forms will be used to track the clinical teacher's progress throughout the clinical teaching assignment.

The following reflection form is for weeks 1-5 and should be submitted at the end of the 5th week.

The reflection forms are to be completed and submitted by the cooperating teacher. Please be sure to review the form with your clinical teacher prior to submitting to Web-Centric ACP.

The reflection forms can be emailed to chowerin@etools4education.com or faxed to 832-220-3485.

Cooperating Teacher Reflection Form Weeks 1-5

Clinical Teacher Name: _____

Mark all that apply to weeks 1-5

- ☐ Observes your teaching
- ☐ Grades papers
- ☐ Distributes handouts
- ☐ Co-Teaching
- ☐ Works one on one with students
- ☐ Interacts with students appropriately
- ☐ Sharing responsibility for planning and teaching selected lessons
- ☐ Helps/observes lesson planning
- ☐ Signs in and out each day in your classroom on Web-Centric ACP attendance form
- ☐ Stays on campus full day according to teacher hours (attends meetings as scheduled)
- ☐ Achieved progression goal of teaching 25% of classes
- ☐ Completed TxBESS Activities 1-3
- ☐ Other: _____

Strengths (Positives)

Weaknesses (areas to improve)

Additional comments:

Section Two

Weeks 6-9



Clinical Teaching Classroom Guidelines

During weeks six and seven the clinical teacher begins to assume responsibility for preparing some lesson plans for the classroom. The clinical teacher must create the plans with the help of the cooperating teacher. The clinical teacher needs to understand how your school will want the plans written using the guidance of the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level. Each school district across Texas has different formats and styles for their lesson plans. The clinical teacher only knows the basic parts and elements of a good lesson plan. They will need your guidance to correctly construct what is expected in your district. The clinical teacher needs the cooperating teacher to refine their class presentation style. The cooperating teacher hopefully can remember what they felt like when they were first teaching, conveying confidence and understanding of what the clinical teacher is feeling in this phase of the practicum.

During the phase of weeks eight through nine the clinical teacher assumes more responsibilities in preparing lesson plans on their own and presenting lessons for the classroom. The clinical teacher still needs the cooperating teacher's guidance to ensure they are on target for your particular classroom TEKS. A gradual building of teaching responsibility leads to the clinical teacher instructing 75% of the lessons by the end of week 9. The goal is to have the lesson plan prepared during school hours so it can be a team effort in preparing for the presentation of the lesson. During 'school hours' lesson plan development, is defined as; before school, planning period, or after school. The lessons always need to be what the cooperating teacher would be teaching on a daily basis. The process accelerates during this phase of the clinical teaching assignment allowing the clinical teacher to teach multiple lessons in all subject areas and class periods throughout the school day under the cooperating teacher's guidance.

Field Supervisor Interaction

The field supervisor visits during week 8 or 9 of the practicum to observe the clinical teacher and talk with the cooperating teacher on the progression of the clinical teacher. At this time, the field supervisor will conduct a formal observation using the Web-Centric Observation Form of the clinical teacher teaching a class. The clinical teacher will need to give the Field Supervisor a copy of the lesson they will observe. Field Supervisors are experienced teachers and administrators that have made a career in education their priority. They are there to help clinical teachers transition through the teaching assignment.

Clinical Teaching Schedule for weeks 6-9

The clinical teaching schedule outlined below shows a gradual increase in teaching responsibility as the assignment progresses.

Week 6:	Clinical teacher will teach 50% of the lessons
Week 7:	Clinical teacher will teach 50% of the lessons
Week 8:	Clinical teacher will teach 75% of the lessons
Week 9:	Clinical teacher will teach 75% of the lessons



Assignments and Forms to be Submitted

Due: End of 9th Week of Practicum

Email forms to chowerin@etools4education.com

Clinical Teaching Attendance Form

The clinical teacher is required to complete 70 instructional days (teacher hours) in the classroom with students to fulfill the state requirements for clinical teaching.

Please Note: Student holidays/teacher workdays and campus holidays cannot be included in the attendance record, according to state law.

The Web-Centric ACP (WCACP) **Clinical Teaching Attendance Form** must be kept in your classroom to document the clinical teacher's hours each day.

The attendance sheet is to be submitted on a monthly basis and can be faxed or emailed back to chowerin@etools4education.com. Any comments or feedback provided are confidential and will only be used to help WCACP guide the clinical teacher.

This form is not for the clinical teacher to keep and should only be completed/submitted by the cooperating teacher.

Our clinical teacher will be required to complete 70 days in the classroom with students to fulfill the state requirements for the clinical teaching assignment. The clinical teacher is allowed to miss up to 3 days for illness or personal matters during the clinical teaching assignment. Any additional absences must be approved by Web-Centric ACP.

The starting and ending dates for the assignment total 73 instructional days. There are 3 days built into the assignment that can be used for any absences that may occur. Any additional days missed (with program approval) must be made up to total 70 days of instruction in the classroom with students.

Important Points to Remember:

- ✓ The Web-Centric ACP Clinical Teaching Attendance Form must be used to document days in the classroom. Any other sign-in forms will not be accepted as attendance verification.
- ✓ Our clinical teacher must attend each day in full (teacher hours) to receive credit.
- ✓ School holidays and teacher workdays cannot be included in the attendance record, according to state law. However, attendance is encouraged if approved by cooperating teacher/campus administration.
- ✓ The clinical teacher is required to complete a total of 70 days of instruction in the classroom with students.

- ✓ Our clinical teacher must attend each class and any other duties assigned to the cooperating teacher every day.
- ✓ If there is a staff meeting before or after school the clinical teacher must attend.

We do appreciate your diligent supervision of the Web-Centric **Clinical Teaching Attendance Form**. This is an important document that must be used to verify 70 days in the classroom with students during the clinical teaching experience. Please fax or attach the form to your email when sending it back to Web-Centric so we can document that the attendance form was indeed under your supervision.

Clinical Teacher: _____

Print-Clinical Teacher's Name

Month: _____

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week 6	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 7	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 8	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 9	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
I verify that this record of attendance is true and accurate. <div> <div>_____</div> <div>Cooperating Teacher Signature</div> </div> <div> <div>_____</div> <div>Date</div> </div>						

Comments:

Please submit at the end of week 9 to chowerin@etools4education.com or fax# 832-220-3485.

Cooperating Teacher Reflection Form

The reflection forms will be used to track the clinical teacher's progress throughout the clinical teaching assignment.

The following reflection form is for weeks 6-9 and should be submitted at the end of the 9th week.

The reflection forms are to be completed and submitted by the cooperating teacher. Please be sure to review the form with your clinical teacher prior to submitting to Web-Centric ACP.

The reflection forms can be emailed to chowerin@etools4education.com or faxed to 832-220-3485

Cooperating Teacher Reflection Form Weeks 6-9

Clinical Teacher Name: _____

Mark all that apply to weeks 6-9

- ☐ Assuming responsibility for planning and teaching some lessons
- ☐ Good rapport with cooperating teacher
- ☐ Good rapport with building admin, teachers, parents and students
- ☐ Eager to learn
- ☐ Signs in and out each day in your classroom on Web-Centric ACP attendance form
- ☐ Stays on campus full day according to teacher hours (attends meetings as scheduled)
- ☐ Achieved progression goal of teaching 50% of classes
- ☐ Other: _____

Strengths (Positives)

Weaknesses (areas to improve)

Additional comments:

Cooperating Teacher Signature

Date

Section Three

Weeks 10-14



Clinical Teaching Classroom Guidelines

During the phase of week ten the clinical teacher assumes more responsibilities in preparing lesson plans and presenting lessons for the classroom moving gradually from 75% to 100% of preparation and presentation in the classroom. A gradual building of teaching responsibility leads to the clinical teacher and students being comfortable with the change.

During weeks eleven through fourteen the clinical teacher assumes full responsibility of planning and teaching the students in the classroom. The lessons always follow what the cooperating teacher would normally be teaching at that period of time in the curriculum. Guidance and encouragement of the clinical teacher is still needed during this time, but should not occur during instructional time with students. During weeks eleven, twelve, and thirteen the clinical teacher should be preparing and teaching lessons for 100% of the instructional day. The cooperating teacher should still supervise, but could be grading papers, working on grades, etc. during weeks eleven, twelve, and thirteen. All Web-Centric assignments and forms should be completed and emailed to chowerin@etools4education.com. During week fourteen a gradual shift should begin to occur with planning and teaching beginning to shift from the clinical teacher back to the cooperating teacher.

Field Supervisor Interaction

The Field Supervisor will visit and complete a formal observation of the clinical teacher during weeks eleven or twelve of the assignment. An additional Field Supervisor visit will be initiated if the cooperating teacher or clinical teacher feels the support is needed. It could occur if the cooperating teacher needs an additional week to help the clinical teacher reach benchmarks that would signal that a successful clinical teaching experience has been achieved.

Clinical Teaching Schedule for weeks 10-14

The clinical teaching schedule outlined below shows a gradual increase in teaching responsibility as the assignment progresses.

Week 10:	Clinical teacher will teach 75%-100% of the lessons
Week 11:	Clinical teacher will teach 100% of the lessons
Week 12:	Clinical teacher will teach 100% of the lessons
Week 13:	Clinical teacher will teach 100% of the lessons
Week 14:	Clinical teacher and cooperating teacher share teaching, signaling a gradual shift of moving the planning and teaching responsibilities back to the cooperating teacher.



Assignments and Forms to be Submitted

Due: End of 13th Week of Practicum

Email forms to chowerin@etools4education.com

Clinical Teaching Attendance Form

The clinical teacher is required to complete 70 instructional days (teacher hours) in the classroom with students to fulfill the state requirements for clinical teaching.

Please Note: Student holidays/teacher workdays and campus holidays cannot be included in the attendance record, according to state law.

The Web-Centric ACP (WCACP) **Clinical Teaching Attendance Form** must be kept in your classroom to document the clinical teacher's hours each day.

The attendance sheet is to be submitted on a monthly basis and can be faxed or emailed back to chowerin@etools4education.com. Any comments or feedback provided are confidential and will only be used to help WCACP guide the clinical teacher.

This form is not for the clinical teacher to keep and should only be completed/submitted by the cooperating teacher.

Our clinical teacher will be required to complete 70 days in the classroom with students to fulfill the state requirements for the clinical teaching assignment. The clinical teacher is allowed to miss up to 3 days for illness or personal matters during the clinical teaching assignment. Any additional absences must be approved by Web-Centric ACP.

The starting and ending dates for the assignment total 73 instructional days. There are 3 days built into the assignment that can be used for any absences that may occur. Any additional days missed (with program approval) must be made up to total 70 days of instruction in the classroom with students.

Important Points to Remember:

- ✓ The Web-Centric ACP Clinical Teaching Attendance Form must be used to document days in the classroom. Any other sign-in forms will not be accepted as attendance verification.
- ✓ Our clinical teacher must attend each day in full (teacher hours) to receive credit.
- ✓ School holidays and teacher workdays cannot be included in the attendance record, according to state law. However, attendance is encouraged if approved by cooperating teacher/campus administration.
- ✓ The clinical teacher is required to complete a total of 70 days of instruction in the classroom with students.
- ✓ Our clinical teacher must attend each class and any other duties assigned to the cooperating teacher every day.
- ✓ If there is a staff meeting before or after school the clinical teacher must attend.

We do appreciate your diligent supervision of the Web-Centric **Clinical Teaching Attendance Form**. This is an important document that must be used to verify 70 days in the classroom with students during the clinical teaching experience. Please fax or attach the form to your email when sending it back to Web-Centric so we can document that the attendance form was indeed under your supervision.

Clinical Teacher: _____
Print-Clinical Teacher's Name

Month: _____						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week 10	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 11	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 12	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 13	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
Week 14	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
	Time In: _____	Time In: _____	Time In: _____	Time In: _____	Time In: _____	
	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	Time Out: _____	
I verify that this record of attendance is true and accurate. <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Cooperating Teacher Signature</div> <div>Date</div> </div>						

Comments:

Please submit at the end of the last day to chowerin@etools4education.com or fax# 832-220-3485.

Cooperating Teacher Reflection Form Weeks 10-13

Clinical Teacher Name: _____

Mark all that apply to weeks 10-13

- ☐ Clinical Teacher has assumed full responsibility of planning and teaching lessons
- ☐ Good rapport with students
- ☐ Good classroom management
- ☐ Lessons appropriately presented
- ☐ Completed TxBESS Activity 4 TAP
- ☐ Signs in and out each day in your classroom on Web-Centric ACP attendance form
- ☐ Stays on campus full day according to teacher hours (attends meetings as scheduled)
- ☐ Achieved progression goal of teaching 100% of classes
- ☐ Other: _____

Strengths (Positives)

Weaknesses (areas to improve)

Additional comments:

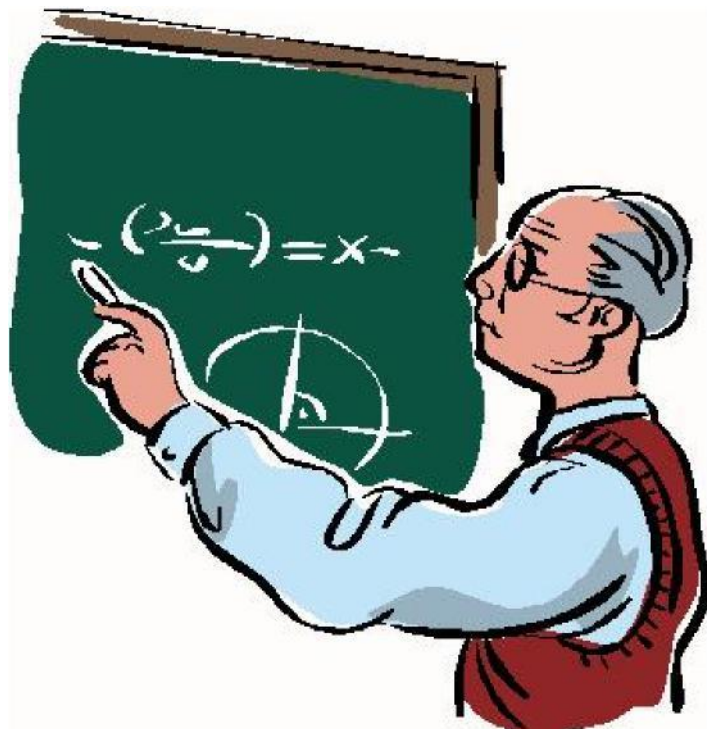
Cooperating Teacher Signature

Date

Section IV



Program Components



Online Coursework Requirements

In accordance with state mandates, teaching candidates are required to complete ongoing training throughout the program (minimum of 300 hours). Teaching candidates must complete four modules during the program. A minimum grade of 80% is required for each module. Additional class sessions are required at specific intervals during the program.

A syllabus for each online module section is available in Moodle 2.0.

Online Curriculum:

- Module I - Instructional Strategies
- Module II - Classroom Management
- Module III - Instructional Technology
- Module IV - Intern Best Practices (completed during field experience) o TxBESS mentor assignments

Online Classes:

- Reading Safari Classes(5)
- Pre-Service Classes (4)
- Intern or clinical teacher will add entries to a Blog

A portfolio must be kept by the clinical teacher during the 14 week clinical teaching assignment that includes all reflective journals, program supervisor evaluations, lesson plans, and classroom handouts/assignments that occurred during the semester.

Observation Hours

A teaching candidate must complete 30 state mandated observation hours while enrolled in the program. Candidates are able to complete 15 observations by accessing our video library that is available in the *My WCACP* portal.

Contact an Independent School District, TEA recognized private school, or charter school directly to inquire about observation policies and procedures. It is a teaching candidates responsibility to set-up the observation assignments.

Certification Exams

Teaching candidates are required to take a minimum of two certification exams to become certified in Texas. Certain certification fields may require additional tests in order for the teaching candidate to be considered highly qualified.

Teaching candidates are required to pass the TExES content exam and Pedagogy and Professional Responsibilities (PPR) exam in order to be recommended for a standard teaching certificate.

Section V



Disciplinary Actions



Disciplinary Actions

Failure to comply with program expectations or the required training requirements may result in the individual being suspended or dismissed from the program.

Possible causes for disciplinary action include, but are not limited to the following:

- Noncompliance with the Texas Education Code, Texas Administrative Code, Morals Clause or SBEC/TEA rules and regulations
- Educator sanction placed on your ECOS account
- Failure to exhibit professionalism with Program Directors, WCACP staff members, Virtual Instructors or Field Supervisors in person, on the telephone or over electronic communications. This may include, but not limited to:
 - Hanging up on program staff (rude phone call)
 - Derogatory in nature over the phone or email
 - Screaming emails (i.e., I DEMAND ACTION)
 - Unprofessional behavior during class series
 - Inability to demonstrate proficient classroom management or instructional skills
- Failure to submit program documents in a timely manner. Interns that do not submit paperwork by the fourth week of starting their teaching assignment will face disciplinary actions.
- Failure to submit “Intern Information” form once employed by a district full-time. A probationary certificate will not be recommended until all required paperwork is turned into WCACP staff.
- Failure to contact WCACP staff within 30 days of receiving full-time employment from an Independent School District, TEA recognized private school, or charter school (teaching job is full time in their content area) – “I Got a Job” form should be filled out to alert WCACP of a job obtained.
- Field supervision, required by Texas law code, must begin at the start of school for an internship to count, so immediate and continued communication with WCACP is essential during the internship.
- Termination from a teaching position under district board policy
- Failure to comply with training requirements
- Failure to set-up monthly payments in a timely manner

- Failure to consistently make payments during field experience assignment
- Discovery of counterfeit or forged transcripts or official paperwork
- Omission of termination from a previous teaching assignment
- Omission of service record – any full time teaching assignment in the state of Texas
- Inappropriate posting of or contact with students or children on social networking sites or any electronic communication outside or during the school day
- Placed on administrative leave by school (disciplined in some way, but keeping on as teacher until end of contract) – probationary will be made inactive per TEA rules

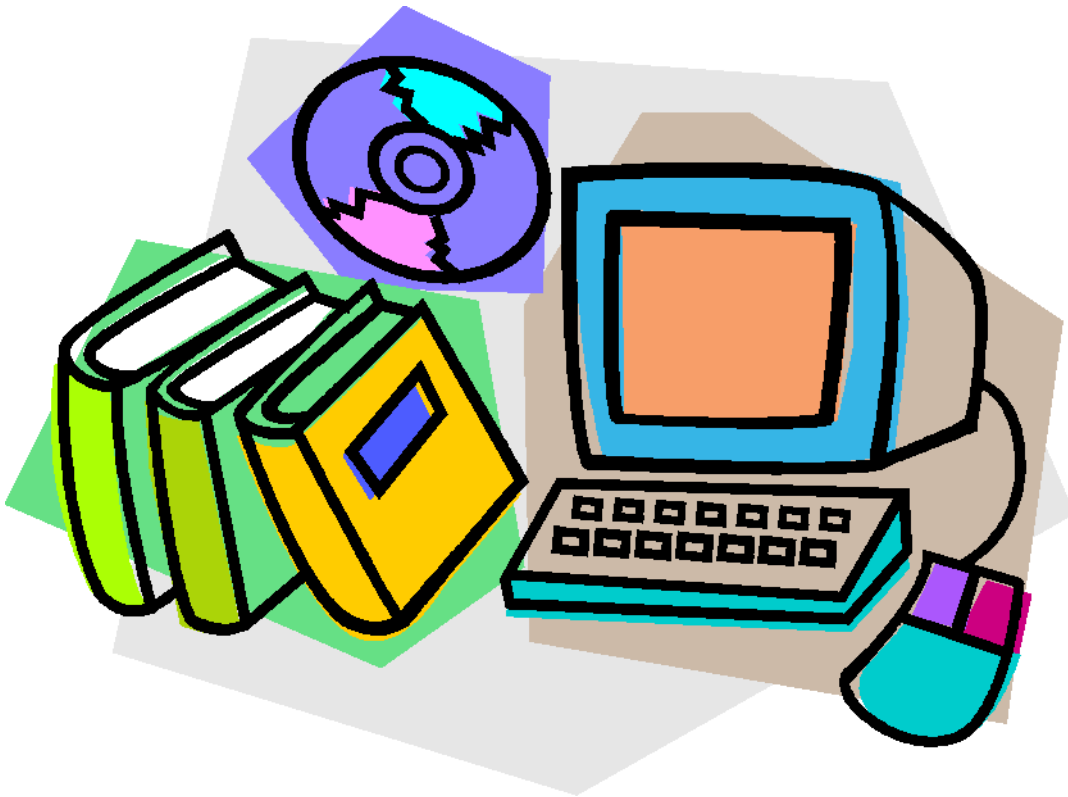
Probation

If a teaching candidate is charged with a felony, misdemeanor or is placed on probation during the program, they must contact a WCACP staff member immediately. Proper disciplinary actions may be warranted depending on the particular situation. Failure to alert a WCACP staff member will result in immediate termination from the program.

Section VI



Program Fees



Field Experience Fee

This fee is paid once a teaching candidate begins an internship or clinical teaching assignment. The \$1,865 field experience fee is the same for either route to certification.

The field experience fee may be higher depending on if they have a tuition fee balance. If so, the remaining tuition fee will be added to the field experience fee.

One-Year Teaching Internship (Option 1)

A teaching candidate will go through the normal application process (applying and interviewing) to obtain a teaching position for a one-year teaching internship.

During a one-year teaching internship, the teaching candidate will receive a base salary and benefits of a first year teacher.

Monthly deductions will occur over a 12 month period during the internship.

Clinical Teaching Assignment (Option 2)

If this field experience option is selected, WCACP will place a teaching candidate in a 14-week clinical teaching assignment of their choice.

A teaching candidate will have flexible payment options during their clinical teaching assignment.

Option #1: Pay in Full

Get a 5% discount off remaining program fees if paid in full

Third party payments by friends and family members is accepted

Option #2: Equal Installment Option – 4 months

Divided into four equal payments: 1st payment due as down payment prior to beginning assignment and remaining three monthly payments paid during clinical teaching assignment.

Option #3: Combo Option – 12 Months

Down payment of \$500 before assignment begins - spread remaining program fees over 12 months (begins during the 1st month of assignment).

Reoccurring monthly deductions can be set-up with a debit/credit card or by bank draft.

Field Experience Fee (Internship)

The field experience fee will be paid in bi-monthly or monthly payments, and whenever possible, will be paid within the interns first year of employment as a teacher. The amount of their deductions during the first year of teaching will be spread out over 12 months.

A payment schedule will be developed for each intern that is employed at a school. Depending on an interns pay schedule at the school, monthly deductions will either be bi-monthly or monthly during the internship.

Direct Pay Agreement – Is an online form to set-up payment arrangements for the internship or clinical teaching assignment. A teaching candidate will have the option to set-up payment arrangements using a debit card, credit card, or through bank drafts. A \$1.00 verification payment will be made to ensure the account information is correct.

A probationary or intern certificate will not be recommended until the intern completes the payment setup process. In the event that an intern fails to set up payments within two weeks of employment, the program has the discretion to suspend or terminate the intern from the program and to notify the employer of the intern's status with the program.

If funds are not available when debit is attempted, a \$35 service fee will be processed for each occurrence. The service fee will be deducted from the intern's/clinical teacher's account no later than 2 days from the time etools4Education, LLC is notified of the declined transaction.

Once payment arrangements have been established between both parties (teaching candidate and program), a consistent track record of payments is expected during the teaching candidates field experience assignment.

Track Record of Payments

The Intern Payment Policy Addendum and Clinical Teacher Payment Policy Addendum are located on the Downloads tab in the *My WCACP* portal. This information covers the disciplinary actions that will result from declined payments during a field experience assignment. Every effort will be made to allow the intern/clinical teacher to rectify delinquent payments, before school administration is contacted.

Field Experience Extension Fees

Internship:

Internship Extension Fee - \$2,400 if needed -- less than 3% of interns need a 2nd year in the classroom due to noncompliance with certification standards

Arrangements to pay the extension fee must be set-up with the program before the second or third year probationary certificate is recommended. In addition, the intern will be required to apply for an additional probationary certificate (\$52) on the SBEC website.

Failure to make extension monthly payments on time may jeopardize an intern's teaching position. All program fees must be paid in full before a second or third year probationary is activated.

Intern Certificate Fee:

An additional \$500 will be added to a candidate's remaining program fees if an intern certificate is needed - additional field supervisor support and in-class observations are required – needed if a candidate is hired for a teaching job and has not passed the PPR EC-12 exam

Clinical Teaching:

If an individual extends their clinical teaching assignment by 1-3 weeks, there is no additional program fees assessed. In the rare event the clinical teacher must redo a clinical teaching assignment or switches from a non-successful internship, there will be a charge of \$2,400 to begin a CT assignment.

If a teaching candidate completes a clinical teaching assignment and then gets hired for a one-year internship (fails to turn standard), a \$2,400 extension fee will be required before a probationary certificate is recommended.

Refund Policy

All program fees (curriculum access fee, tuition fee, field experience fee, or extension payments) paid to etools4Education, LLC for services rendered through the Web-Centric Alternative Certification Program (WCACP) are non-refundable. This includes all third-party payments received, including DARs and MyCAA payments.

Disclaimer

These policies, regulations, and procedures are subject to change without notice by the program. Updates and revisions are posted in the Field Experience Handbook on an occasional basis. The Field Experience Handbook is always available for download in the *My WCACP* portal.

Section VII



Certification Tracking



Certification Tracking – *My WCACP*

The following tabs in *My WCACP* will be used throughout the program to track a teaching candidate's progress toward certification. The information in the portal is updated on a daily basis to reflect benchmarks that are completed for the program.

Field Experience Tab

The Field Experience tab will track a teaching candidate's progress towards meeting requirements to be eligible to start an internship or clinical teaching assignment. For an internship, a probationary certificate or intern certificate can be recommended once these requirements have been met. In turn, an approval letter needed to start a clinical teaching assignment will be issued once these requirements have been completed.

Standard Certificate Tab

The Standard Certificate tab displays the remaining program requirements that must be completed before a standard certificate can be recommended.

Download Tab

The download tab will display important resources and downloads a teaching candidate will need throughout the program.

Section VIII



New State Mandates



Educator Certification Examination Retake Policy Change

Beginning September 1, 2015 candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The five attempts include any of the test approval methods (PACT, EPP, out of state, charter, and CBE). The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015.

For more information: http://cms.texas-ets.org/files/6014/4103/2751/RetakeFAQ_08.31.15.pdf

Test Fee Increase

On August 7, 2015, the State Board for Educator Certification (SBEC) approved a test and ancillary fee increase. Test fees increased \$11, going from \$120 to \$131. Ancillary fees, e.g., late registration and score review fees, increased by \$5 and the test cancellation fee increased to \$65. The \$5 ancillary fee increase also applies to the Core Subjects individual Subject Tests (test codes 801–809), changing the test fee from \$60 to \$65. This fee increase went into effect on September 1, 2015.

Certification Changes - 9/1/17 (new state law code)

New certification rules concerning teaching internships effective September 1, 2017:

- Probationary Certificate: Valid for one year, must have passed content and PPR exam, may be renewed two times, minimum of 3 field supervisor visits during internship
- Intern Certificate: Valid for one year, must have passed content exam, but have not passed PPR exam (given the school year to pass), may not be renewed, minimum of 5 field supervisor visits during internship.
- An additional \$500 will be added to a candidates remaining program fees if an Intern Certificate is needed - additional field supervisor support and in-class observations are required
- 24/12 Exemption: has been removed – candidates must pass a content exam to be hired
- Bilingual Candidates: Must pass a content exam (core EC-6 or core 4-8), bilingual supplemental, and the BTLPT exam in order to be hired
- 30 observation hours must be documented - 15 can be completed with approved virtual videos
- Curriculum: A minimum of 150 hours of coursework and training must be completed before an internship begins
- 150 curriculum hours – Must complete Module 1, Module 2, Reading Safari Classes, Pre-Service Classes, and test preparation exercises