Class Meeting Time  
FALL 2020  
Monday-Friday VIRTUALLY  
*School District Calendar  
*Office Hours will be shared by the assigned TCU-COE Field Supervisor

TCU – COE CONTACT INFORMATION  

<table>
<thead>
<tr>
<th>E-MAIL</th>
<th>TELEPHONE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:p.leaverton@tcu.edu">p.leaverton@tcu.edu</a></td>
<td>972-948-6423</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:k.malin@tcu.edu">k.malin@tcu.edu</a></td>
<td>817-703-2022</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:singletary@tcu.edu">singletary@tcu.edu</a></td>
<td>321-537-4024</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cl.savage@tcu.edu">cl.savage@tcu.edu</a></td>
<td>817-257-6792</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:heather.doyle@tcu.edu">heather.doyle@tcu.edu</a></td>
<td>817-257-7202</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:s.m.cooper@tcu.edu">s.m.cooper@tcu.edu</a></td>
<td>817-257-5523</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:k.malin@tcu.edu">k.malin@tcu.edu</a></td>
<td>817-257-7662</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:anna.hudson@tcu.edu">anna.hudson@tcu.edu</a></td>
<td>817-257-7660</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

During this semester, you will fulfill the state’s requirements (Texas Education Agency) for clinical/student teaching. This course of study is designed for pre-service teachers in order to further an understanding of the nature of teaching and the overall management of classrooms. The primary focus is to prepare you to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, and with university faculty and supervisors in a public or accredited private school setting. You will be expected to demonstrate the standards delineated by the Texas Education Agency (see Appendix). Please refer to the TCU-COE Clinical Teacher Handbook for more information. *Due to Governor Abbots’ Emergency Declaration, TCU will follow the guidelines for virtual/remote clinical teaching and not be present on the school campus until further notice. *References: TCU Communicable Disease Policy & TEA §TAC 228.1 General Provisions

This course addresses the following Educator Standards for All Teachers:

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC GRADE 12)**

*Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

*Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate

For learning, equity, and excellence.

*Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

*Standard IV.* The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/Pedagogy_and_Professional_Responsibilities_(EC-Grade_12)

**TECHNOLOGY APPLICATIONS STANDARDS**

*Standard I.* All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

*Standard II.* All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

*Standard III.* All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

*Standard IV.* All teachers communicate information in different formats and for diverse audiences.

*Standard V.* All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

http://tea.texas.gov/index2.aspx?id=6230&ekfmen_noscript=1&ekfmen=9edebdf8_620_622
Technology Applications Standards, I-V (All Beginning Teachers)
Fall 2020 Clinical Teaching will be different from the traditional experience due to the COVID-19 pandemic. Please note that we will do our best to communicate the necessary requirements and expectations as noted by the Center for Disease Control (CDC) / World Health Organization (WHO), our Texas Governor Gregg Abbott, TCU, TCU College of Education, the Texas Education Agency and/or the State Board of Educator. The clinical teachers will need to review the syllabus, D2L (TCU Online Learning Platform), email and TCU Box documentation on a consistent basis to successfully complete the course requirements for graduation and ultimately for recommendation for educator certification. Your TCU COE field supervisor/instructor will guide you throughout the semester.

Course Requirements and Student Responsibilities

Course Learning Outcomes:
1. Demonstrate the Texas Education Agency Educator Code of Ethics throughout the clinical teaching semester.
2. Develop and deliver effective lesson plans according to the appropriate Texas Essential Knowledge and Skills per the district curriculum.
3. Maintain documentation of attendance, reflection and planning during the clinical teaching experience.
4. Engage with students, teachers, administrators, school personnel, TCU field supervisor and parents when appropriate to ensure student success and effective practices.
5. Use technology to enhance instruction, maintain documentation, enable communication and provide educational opportunities.
6. Complete required coursework, field experiences and necessary TExES exams for degree plan, graduation and certification.

Mapping of Course Outcomes and Course Activities and Assignments

<table>
<thead>
<tr>
<th>Course Outcome(s)</th>
<th>Course Activities: Assignments, Exams/Quizzes, Presentations, etc.</th>
<th>Number of Instances</th>
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<tbody>
<tr>
<td>1, 3, 4, 5, 6</td>
<td>Weekly Reflection Reports</td>
<td>14 minimum</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Formal Observations</td>
<td>4 minimum</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Mid-Benchmark Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>End-Benchmark Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>Professionalism / Participation</td>
<td>*70 days minimum</td>
</tr>
</tbody>
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Please refer to the Clinical/Student Teaching Handbook for a complete list of clinical (student) teaching responsibilities.

Participate fully in the "life" of the school:
- Arrive when your Cooperating Teacher (CT) arrives
- Stay until he/she leaves (or at minimum for the CT’s contractual time period: 7 hours minimum per day)
- Attend staff, grade level, in-service, and PTA/PTO meetings
- Participate in parent conferences, extra-curricular activities, etc.
- Try to eat lunch with the students or faculty/staff at least once a week.

Attendance: Daily classroom attendance is mandatory! (Tentative calendar, page 16)
- If you are sick (running a fever) do NOT come to school.
- For any absence, you must call, text and/or e-mail your Cooperating Teacher(s) and TCU field supervisor.
- If you are not at school for any reason, you must provide lesson plans for your CT.
- You may be required to make up any absences at the end of your clinical/student teaching experience. (TEA requirement: minimum of 70 days (TAC§228.35 E, 2A) One full day is considered 7 hours. You cannot add 3 hours from one day to another day of 4 hours to create a “full day” of 7 hours. (Tentative Calendar pp. 22-23)
- An excess of 3 absences and/or tardies may be referred to a review committee and appropriate action for remediation will be determined. Medical leave and documentation will be reviewed on a case by case basis. Continued patterns of absenteeism or tardiness may be reason for dismissal from clinical/student teaching.
Early Expectations: Early experiences will include, but are not limited to, the following:

During the first week:
- Familiarize yourself with classroom routines: record notes regarding the daily schedule, classroom management, teaching style, grouping strategies, emergency procedures, etc.
- Schedule a three-way conference for you, your cooperating teacher and TCU field supervisor during the first week of your placement. (TAC§228.35 (f))
- Send a letter of introduction to the parents of your students (must be approved by your cooperating teacher and/or the campus principal). *Example in your TCU Box folder: Resources.
- Schedule a time to visit weekly with your cooperating teacher and field supervisor.

Maintain a Clinical Teaching Portfolio [TCU Box and/or FrogFolio-Digication] that contains the following sections to reflect the International Society for Technology in Education ISTE educator standards [https://www.iste.org/standards/for-educators]:
- Syllabus
- School/cooperating teacher contact information
- Lesson plans and reflections: weekly and individual lesson plans
- Formal/Informal Evaluations and feedback: cooperating teacher feedback on daily activities and copies of evaluations from cooperating teacher and TCU field supervisor
- Activity log: record date and synopsis of participation in school related functions.
- Weekly Reflection Report / Attendance Log (p. 19– Completed by Clinical Teacher and reviewed & signed by Cooperating Teacher weekly)
- TEA Summary Sheet (p. 18 – Maintained by the Field Supervisor)

Participate in one or more of the following school related functions (make arrangements through your CT):
- PTA/Parent night meeting
- Parent-teacher conference
- Pre-referral (RtI), ARD, and/or data analysis meetings
- Faculty meetings
- Professional Development / Training
- Extracurricular event (Concert, game, program, etc.)

Teaching Experiences: Discuss your ideas and lesson plans with your cooperating teacher prior to teaching all lessons. At the beginning of your teaching experiences full length lesson plans are required. If your cooperating teacher deems you are ready, then as new teaching responsibilities are added, the preceding lesson plans may be abbreviated into the form used by most practicing teachers.

Lesson Plans and Assessment:
- Please keep all lesson plans in the portfolio with the most current first and ready for review during observations or visits.
- Lessons should provide differentiation for students’ needs (e.g., disabilities, language learning, etc.) and incorporate technology as appropriate.
- Technology should be used to collect, manage, and analyze student assessment data in order to determine when intervention is necessary and appropriate.
- Self-evaluation and reflection regarding the strengths of lessons and what you would change if you could do them over should occur regularly.

Photographs: Take pictures during your experience with written permission from the CT and students. (Refer to the school district’s policy and/or Code of Conduct) Share 3-5 pictures with your TCU field supervisor for the end of semester presentation via your TCU Box folder.

Audio or Video Recording: It is recommended that you audio or video-record your teaching at least once, write an analysis of the lesson and place this reflection in your portfolio.

Total Teach: We will request that you have the opportunity to “total teach” for at least 2 full weeks. During this time, you would be responsible for all of the planning, preparation and teaching. Example:
- 1 Placement = you will teach 2 weeks during the latter part of your placement.
- 2 Placements = you will teach 1 full week in each placement rotation.

Observations/Evaluations and Visits:
The cooperating teacher should provide ongoing feedback to the clinical student teacher, including completing weekly evaluation reports in a timely manner (Please e-mail your TCU supervisor weekly to let him/her know how things are going.), a mid-term, and/or a final student teaching evaluation.

- The TCU field supervisor will be in contact via email/phone/text or visiting the campus every week.
- The TCU field supervisor will formally evaluate a minimum of four 45-minute teaching experiences (one per month = 4 total). Full-length typed, pre-approved lesson plans from the clinical teacher will be submitted 24 hours prior to the evaluation to the TCU field supervisor. (p. 21)
- Please speak with, e-mail or text your TCU field supervisor to schedule observation times.
- Benchmarks (p. 16):
  - 1 Placement = Mid and End Benchmark Evaluation (4 total=Mid & End by the Cooperating Teacher & Mid & End by the TCU Field Supervisor if necessary)
  - 2 Placements = 2 End Benchmark Evaluations (4 total=2 Cooperating Teachers & 2 by the TCU Field Supervisor if necessary)

*Completed by your Cooperating Teacher*

**Wrapping it up:** It is optional to observe (at the campus or within the district with prior approval) in several other including special programs (e.g., reading, special education, ESL, etc.) during the last week of your placement.

**Grading:** This course is Pass / Fail. To successfully pass this course you must demonstrate “effectiveness” and proficient ratings in the areas of professionalism, academic knowledge and pedagogy by completing the following with proficiency:

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
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<tbody>
<tr>
<td>140pts</td>
<td>Weekly Reflection Report / Attendance Log (p. 19 - TCU Requirement: 14 weeks / minimum of 70 days)</td>
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<tr>
<td>400pts</td>
<td>Formal Observations (Pre-conference, Observation for a minimum of 45 minutes + post-observation conference) *Page 20</td>
</tr>
<tr>
<td>60pts</td>
<td>Mid and Final Benchmark Evaluation (Minimum score of 3=Proficient) *Page 21</td>
</tr>
<tr>
<td>400pts</td>
<td>Comply with the TEA Teacher Code of Ethics (TAC§247.2)</td>
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**NOTE:** If you have ANY concerns or problems, discuss them first with your CT and/or TCU field supervisor. Communicate and be proactive!

**Retention in the Teacher Education Program:**

Students must maintain acceptable academic performance (a minimum 2.75 GPA overall and a grade of “C” or better in content area and education courses), as well as high professional standards, in order to advance in the program and to student teaching. The College of Education is dedicated to identifying and intervening to assist students who demonstrate difficulties maintaining these standards.

Any faculty member who has a concern with a student's performance and/or professionalism may initiate the Academic Performance and Professionalism Warning (APPW) process. The process operates as follows:

1. The faculty member fills out the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
2. A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties discuss the student’s understanding of the concerns, generate potential solutions and agree upon a course of action. The APPW contract is signed by the student and faculty. If the student fails to respond or attend a conference, faculty will complete the form and notify the student via certified mail.
3. The completed form is submitted to the associate dean, the student and the Office of Campus Life.
4. Any student receiving three notices through this process may be considered for dismissal from the College of Education. Except in an unusually severe or critical situation, no one notice will result in dismissal from the college or program. These notices do not become part of a student’s permanent academic record.
Zoom

Zoom is the platform that TCU will use to host online classes, lectures, discussions and presentations. Please be sure to download the application to your electronic device. For more information, please refer to the TCU Instructional Technology website. Note: For attendance and academic purposes, you may be required to share your screen part or all of the time during the Zoom session. Please maintain professionalism in your attire, location and interactions.

Campus Life and the Student Experience will Be Different This Year

The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: https://www.cdc.gov/coronavirus.
If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

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**Face Coverings and Physical Distancing**

Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

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**Student Access and Accommodation**

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at [https://www.tcu.edu/access-accommodation/](https://www.tcu.edu/access-accommodation/) or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

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**Technology Policies**

**Email**

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

**Course Materials**

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: [https://security.tcu.edu/polproc/usage-policy/](https://security.tcu.edu/polproc/usage-policy/).

*Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct* (this policy may be found in the Student Handbook at [https://tcu.codes/code/index/](https://tcu.codes/code/index/), and may also constitute Academic Misconduct or Disruptive Classroom Behavior* (these policies may be found in the undergraduate catalog at [https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details](https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details)). TCU encourages student debate and discourse; accordingly, TCU
generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Further, if a student anticipates that they (gender-neutral pronoun) will not consent to instructor’s video and/or audio participation being recorded, they need to contact the instructor immediately so the instructor may work with the student to determine how to assess their class participation and assignments that may require collaboration during the class session.

Netiquette: Communication Courtesy Code - All teacher education candidates are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If a field supervisor, cooperating teacher, or other educator has concerns about any posting(s) or communication(s) that may be inappropriate or offensive, an academic warning meeting, referral to the Associate Dean of Undergraduate Studies, and/or reporting of concerns to the Texas Education Agency may occur. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please review the following information concerning "netiquette". http://www.albion.com/netiquette/

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity: http://macaulay.cuny.edu/community/honorable-technology/guidelines/

TCU ONLINE (Brightspace/D2L/TCU Box): This course will use TCU Online / D2L to facilitate document sharing, discussions/reflections, or other web-based connections. Navigate to http://tcuonline.tcu.edu/ to log in and access the system.

Students are responsible for checking their TCU email accounts, TCU Box and for logging into TCU Online regularly.

If you experience any technical problems during your usage of TCU Online, please do not hesitate to contact support. The Koehler Center supports TCU Online for TCU students, faculty, and staff. The D2L Help Desk.

24/7/365 support 1-877-325-7778 or helpdesk@d2l.com M-F 8am-5pm 817-257-7434 or elearning@tcu.edu CHAT is available via TCU Online (Chat Widget)

Anti-Discrimination and Title IX Information

Statement on TCU’s Discrimination Policy
TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.
Statement on Title IX at TCU
As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office at https://care.tcu.edu/ or by calling (817) 257-5225 or the Counseling & Mental Health Center at https://counseling.tcu.edu/ or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at https://titleix.tcu.edu/student-toolkit/ or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues
Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues. Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to non-consensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter’s obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available
resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research. Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

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**Emergency Response Information**

Please review TCU’s L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. ([https://publicsafety.tcu.edu/less-is-more/](https://publicsafety.tcu.edu/less-is-more/))

**TCU’s Public Safety website** provides maps that show our building’s rally point for evacuation and the seek shelter location. ([https://publicsafety.tcu.edu/](https://publicsafety.tcu.edu/))

In the event of an emergency, call the TCU Police Department at 817-257-7777. Download the **Frogshield Campus Safety App** on your phone. ([https://police.tcu.edu/frogshield/](https://police.tcu.edu/frogshield/))

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**Academic Misconduct**

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the Undergraduate Catalog and the Graduate Catalog. Specific examples include, but are not limited to:

- **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

- **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.

- **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
• **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

**Campus Resources**
There are various resources on the TCU campus that may be helpful to students:

- **Campus Life**: 817-257-7926
- **Campus Police**: 817-257-7777
- **Career Services**: 817-257-2222, Jarvis Hall
- **Counseling**: 817-257-7863
  *24/7 HELPLINE 817-257-7233 (SAFE)*
- **Mary Couts Burnet Library**: 817-257-7117
- **Center for Academic Services**: 817-257-7486, Sadler Hall
- **Registrar**: 817-257-7825, Sadler Hall
- **William L. Adams Writing Center**: 817-257-7221, Rickel Bldg. 244
- **Student Development Services**: 817-257-7855, BLUU 2003
- **Office of Religious & Spiritual Life**: 817-257-7830, Jarvis Hall

**TCU College of Education and Teacher Preparation Faculty & Staff**

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>TITLE</th>
<th>E-MAIL</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Frank Hernandez</td>
<td>Dean and Associate Professor, College of Education</td>
<td><a href="mailto:Frank.hernandez@tcu.edu">Frank.hernandez@tcu.edu</a></td>
<td>817-257-6786</td>
</tr>
<tr>
<td>Dr. Cynthia (Cindy) Savage</td>
<td>Associate Dean, College of Education, Undergraduate Studies</td>
<td><a href="mailto:c.l.savage@tcu.edu">c.l.savage@tcu.edu</a></td>
<td>817-257-6792</td>
</tr>
<tr>
<td>Dr. Curby Alexander</td>
<td>Assistant Professor of Profession Practice, College of Education, Director of Middle School / Secondary Programs</td>
<td><a href="mailto:curby.alexander@tcu.edu">curby.alexander@tcu.edu</a></td>
<td>817-257-4356</td>
</tr>
<tr>
<td>Dr. Kathleen Kyzar</td>
<td>Assistant Professor, College of Education, Early Childhood Director of EC-6 Program</td>
<td><a href="mailto:k.kyzar@tcu.edu">k.kyzar@tcu.edu</a></td>
<td>817-257-6079</td>
</tr>
<tr>
<td>Dr. Amanda Allison</td>
<td>Associate Professor of Art, Coordinator of Art Education, School of Art</td>
<td><a href="mailto:a.allison@tcu.edu">a.allison@tcu.edu</a></td>
<td>817-257-7041</td>
</tr>
<tr>
<td>Dr. Teresa Gonzalez</td>
<td>Assistant Professor of Professional Practice, Deaf Education</td>
<td><a href="mailto:t.gonzalez@tcu.edu">t.gonzalez@tcu.edu</a></td>
<td>817-257-6879</td>
</tr>
<tr>
<td>Dr. Debbie Rhea</td>
<td>Professor and Associate Dean for Health Sciences and Research, Harris College of Nursing &amp; Health Sciences</td>
<td><a href="mailto:d.rhea@tcu.edu">d.rhea@tcu.edu</a></td>
<td>817-257-5263</td>
</tr>
<tr>
<td>Dr. Sheri Neill</td>
<td>Associate Professor of Music Education, School of Music</td>
<td><a href="mailto:s.neill@tcu.edu">s.neill@tcu.edu</a></td>
<td>817-257-6626</td>
</tr>
</tbody>
</table>
| Dr. Karrabi Malin       | Director of Clinical Teaching & Community Partnerships                | k.malin@tcu.edu                     | 817-257-7662
  *817-703-2022*
| Anna Hudson              | Interim Program Specialist, Undergraduate Studies                      | anna.m.hudson@tcu.edu               | 817-257-7660|
| Shannon Cooper           | Academic Advisor, College of Education, Undergraduate Studies          | s.m.coopera@tcu.edu                 | 817-257-5523|
| Heather Doyle            | Director of Accreditation, Certification & Assessment                  | heather.doyle@tcu.edu               | 817-257-7202|
The following information is for certification-seeking graduates in regard to changes and deadlines due to the signing of House Bill 3. Please read the information below very carefully and feel free to contact Heather Doyle (Heather.Doyle@tcu.edu) with any questions.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Before 12/31/2020</th>
<th>On or after 1/1/2021</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood: Prekindergarten-Grade 3</td>
<td>N/A</td>
<td>Early Childhood-Grade 3 Content (292) Science of Teaching Reading (293) Pedagogical examination</td>
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<td>Core Subjects: Early Childhood-Grade 6</td>
<td>Core Subjects EC-6 (291) Pedagogical examination</td>
<td>Core Subjects EC-6 (391) Science of Teaching Reading (293) Pedagogical examination</td>
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<tr>
<td>Core Subjects: Grades 4-8</td>
<td>Core Subjects 4-8 (211) Pedagogical examination</td>
<td>Core Subjects 4-8 (211) Science of Teaching Reading (293) Pedagogical examination</td>
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<tr>
<td>English Language Arts and Reading: Grades 4-8</td>
<td>English Language Arts and Reading 4-8 (117) Pedagogical examination</td>
<td>English Language Arts and Reading 4-8 (117) Science of Teaching Reading (293) Pedagogical examination</td>
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<tr>
<td>English Language Arts and Reading/Social Studies: Grades 4-8</td>
<td>English Language Arts and Reading/Social Studies (113) Pedagogical examination</td>
<td>English Language Arts and Reading/Social Studies (113) Science of Teaching Reading (293) Pedagogical examination</td>
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The agency will follow the timeline below to meet the HB3 statute:

<table>
<thead>
<tr>
<th>Last Day to take current EC-6 content tests (291)</th>
<th>Last Day to use current content scores only for certification</th>
<th>Last Day to be recommended* with current content tests only</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/27/2020</td>
<td>12/31/2020</td>
<td>12/31/2020</td>
</tr>
</tbody>
</table>

*recommended includes candidate meeting all requirements, candidate applying for certification with payment, and educator preparation program recommending

**candidates may use scores on 291, in conjunction with a passing score on Science of Teaching Reading and a pedagogical examination for certification until the following dates

- 8/31/2021 - last day to meet requirements for certification
- 10/30/2021 - last day to be recommended for certification

Please contact Mrs. Heather Doyle, heather.doyle@tcu.edu / 817-257-7202 in regard to the latest TEA rulings in regard to probationary certificates, testing and certification.

Appendix: TEA Teacher / Educator Standards


*November 10, 2016

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning

(i) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3 — Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4 — Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5 — Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.
<table>
<thead>
<tr>
<th>FALL 2020</th>
<th>TOPICS</th>
<th>Notes</th>
<th>Assignment(s)</th>
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</table>
| Week 1   | August 17 | Welcome to Clinical Teaching  
*TCU First Day of Classes, August 17 | Professionalism, Self-Care, 
Documentation / TCU Box, Syllabus, Handbook & TCU COE Website 
TEA resources for virtual class schedules and instruction | • Week 1 Reflection  
• Three-Way Conference (Cooperating Teacher, Candidate & Field Supervisor) |
| Week 2   | August 24 | Technology & Applications in the Classroom -or- ADL workshop *ZOOM or In-Person TBA | Technology Resources -or- ADL Resources | • Week 2 Reflection |
| Week 3   | August 31 | First Days of School Hacks -or- ADL workshop *ZOOM or In-Person TBA | First Days of School Hacks -or- ADL Resources | • Week 3 Reflection |
| Week 4   | September 7 | Time Management, Organization & Cooperative Learning Strategies | Guest Speaker(s) TBD or Resources: Video & article(s) | • Week 4 Reflection  
• Observation 1 Evaluation by TCU COE Field Supervisor |
| Week 5   | September 14 | Equity & Diversity in the School Community | Guest Speakers: TBD - FWISD Equity and Excellence Specialists | • Week 5 Reflection |
| Week 6   | September 21 | The Power of Music & Art in the Classroom | D2L Resources: Video & article(s) | • Week 6 Reflection |
| Week 7   | September 28 | Special Education / ARD Process | D2L Resources: Video & article(s) | • Week 7 Reflection  
• Observation 2 Evaluation by TCU COE Field Supervisor  
• Mid/End Benchmark Evaluation by Cooperating Teacher |
| Week 8   | October 5 | RtI Process / Ask a Professional Panel | Guest Speaker(s) TBD | • Week 8 Reflection  
• Placement 2 Start Date if applicable  
• Three-Way Conference (Cooperating Teacher, Candidate & Field Supervisor) |
| Week 9   | October 12 | Career Planning with TCU Career Consultant | Melanie Coulson,  
m.coulson@tcu.edu / 817-257-2222  
*D2L Resources/TCU Box: Cover letter, resume, references, e-portfolio/Frogfolio | • Week 9 Reflection |
| Week 10  | October 19 | FALL – Graduation / TEA & Certification | Heather Doyle,  
heather.doyle@tcu.edu / 817-257-7202 | • Week 10 Reflection  
• Observation 3 Evaluation by TCU COE Field Supervisor |
| Week 11  | October 26 | Mock Interviews | Guest Speaker(s) TBD | • Week 11 Reflection |
| Week 12  | November 2 | Job Search Resources  
SPRING: TCU COE Interview Day 2021 | D2L Resources: Video & article(s) | • Week 12 Reflection  
• TCU COE Interview Day 2021, March 23 (?) |
| Week 13  | November 9 | Anxiety and Depression in Schools & Teacher Health  
*Physical Education | Guest Speaker(s) TBD or D2L Resources: Video & article(s) | • Week 13 Reflection |
| Week 14  | November 16 | TESOL / ESL Strategies  
*TCU Last Day of Classes, Tuesday, November 17  
*TCU Final Exams, November 18-24 | Guest Speaker(s) TBD or D2L Resources: Video & article(s) | • Week 14 Reflection  
• Observation 4 Evaluation by TCU COE Field Supervisor  
• Mid/End Benchmark Evaluation by Cooperating Teacher |
| Week 15 | November 23 | Gifted and Talented Education  
*TCU Final Exams, November 23-24 | Guest Speaker(s) TBD or D2L Resources: Video & article(s) | • Week 15 Reflection |
|---|---|---|---|---|
| Week 16 | November 30 | Reflections of Clinical Teaching  
TBD: Prepare for Pinning, Graduation & Certification  
*TCU Final Exams, November 18-24 | Complete the TCU COE Clinical Teaching Survey prior to class and participate in discussion.  
Pictures/Quotes for Pinning Due / Application for certification occurs after TExES exams(2) passed & degree conferred *Heather Doyle | • Week 16 Reflection (If applicable)  
• Complete TCU SPOTS course survey  
• Pictures and Information DUE for the TCU COE Pinning Ceremony |
| Week 17 | December 7 | *TCU Final Grades due Friday, December 4 | | • Week 17 Reflection (If applicable) |
| Week 18 | December 14 | *TCU Official Last Day  
*TCU Graduates will receive their diplomas after Christmas Break by mail | | • Week 18 Reflection (If applicable) |
### TCU Clinical Teacher Semester Summary

**TCU-COE CLINICAL/STUDENT TEACHER**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>TCU ID#</th>
<th>TEA ID#</th>
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Year [ ] FALL [ ] SPRING

#### SCHOOL 1 DISTRICT

**COOPERATING TEACHER (Placement 1)**

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<th>Last Name</th>
<th>First Name</th>
<th>Grade/Subject</th>
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E-Mail: [ ] TEA ID # [ ]

**TCU FIELD SUPERVISOR (Placement 1)**

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<th>Last Name</th>
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Start Date (mm/dd/yy) [ ] End Date (mm/dd/yy) [ ] # of Days:

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<th>End Time</th>
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<th>Cooperating Teacher Signature</th>
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*TEA ID #s needed for Cooperating Teacher(s), Clinical Teacher & Field Supervisor. ** Required for 2nd Placement/Assignment** 6/2018
TCU Clinical Teacher Weekly Reflection

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

<table>
<thead>
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<th>TCU Candidate</th>
<th>Week of</th>
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This report is designed to give the TCU College of Education student information at regular intervals concerning his/her progress toward completing the necessary requirements of the clinical teaching practicum. The TCU-COE candidate will be responsible for completing and submitting the document in collaboration with the cooperating teacher. The information during the week is pertinent and will help reflect and prepare for the upcoming week.

The TCU student was engaged in the following activities during the week:

(Check as many as apply).

- Tutoring
- Teaching Small Groups
- Teaching Entire Class
- Assisting with instruction
- Grading / Evaluations
- Attendance
- Developing Lesson Plans
- Assisting supervised activities
- Other: ________________________

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<tr>
<th>Monday</th>
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<th>Thursday</th>
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Percentage of Instruction % % % % % TOTAL TIME (H:M)

Start & End Time

Hours : Minutes

Participated in supplementary events such as: parent conferences; professional development workshops; ARD, faculty/department meetings; extra-curricular events; etc.

Subject area(s) taught this week

Suggestions/recommendations

Signature of Cooperating Teacher ___________________________ Date: ________________

*A copy will be provided to the Cooperating Teacher, TCU-COE Candidate & TCU-COE Field Supervisor. This form may be photocopied or electronically submitted as a PDF.

Rev. 9.25.2018
The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

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<th>3 – Proficient</th>
<th>4 – Accomplished</th>
<th>5 – Distinguished</th>
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<tr>
<td>Written Lesson Plan</td>
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*Submitted 24 hours prior

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<tr>
<th>Effective Use of Instruction Time</th>
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Domain 1: PLANNING

- ☐ Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- ☐ Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- ☐ Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- ☐ Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain 2: INSTRUCTION

- ☐ Supports all learners in their pursuit of high levels of academic and social-emotional success.
- ☐ Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- ☐ Clearly and accurately communicates to support persistence, deeper learning and effective effort.
- ☐ Differentiates instruction, aligning methods and techniques to diverse student needs.
- ☐ Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Domain 3: LEARNING ENVIRONMENT

- ☐ Organizes a safe, accessible and efficient classroom.
- ☐ Establishes, communicates and maintains clear expectations for student behavior.
- ☐ Leads a mutually respectful and collaborative class of actively engaged learners.

Domain 4: PROFESSIONAL PRACTICE & RESPONSIBILITIES

- ☐ Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- ☐ Reflects on his/her practice.
- ☐ Enhances the professional community.
- ☐ Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Reinforcement & Refinement Goals

Post Observation Conference ☐ In Person ☐ Telephone ☐ Video ☐ Electronic Time: __ __ AM __ __ PM __ __ Date: __ __

TCU Field Supervisor Signature ___________________________ TCU Clinical Teacher Signature ___________________________

TCU Box 297900
Fort Worth, TX 76129
817.257.7690
TCU-Clinical Teacher Benchmark Evaluation

UNDERGRADUATE

☐ Midterm ☐ Final

Semester: ☐ Fall ☐ Spring Year: ________

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

<table>
<thead>
<tr>
<th>Clinical Teacher (Last name, First name)</th>
<th>TCU ID #</th>
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<tr>
<td>Certification Area</td>
<td>Specialization</td>
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<tr>
<td>Cooperating Teacher</td>
<td>Grade Level(s) / Content Area</td>
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<tr>
<td>School / District</td>
<td>TCU Field Supervisor</td>
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Please rate the TCU clinical teacher’s demonstrated competence utilizing the following scale:

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

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

Signature of Evaluator:____________________________________

Title:___________________________ Date:_______________

Please initial one of the following in reference to TEA Certification:

☐ Recommend.  ☐ Recommend with reservations.  ☐ Do not recommend at this time.

Rev. 08-09-19

21
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**TCU COE Tentative Calendar 2020-2021 Clinical Teacher Candidates**

**TCU Academic Calendar Fall 2020**

- *Completed within the first 2 weeks*
- *Mid/End Evaluation*
- *Tentative 1st Day of Placement*
- *Tentative Last Day of Placement*
- *Tentative Last Day of Placement 2*
- *TCU Last day to withdraw 50%*
- *TCU Last day to withdraw 75%*
- *TCU Last day to withdraw 100%*
- *TCU First Day of Classes*
- *TCU Academic Calendar Fall 2020*
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Suggested Course Materials & Readings:


