Bachelor of Applied Science

in

Early Childhood Education

Program Handbook

Fall 2026

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Welcome to the BAS Early Childhood Education Program

Welcome from the School of Education Deans

Dear BAS ECE Students and Aspiring Educators:

In the fall of 2021, the Dallas College School of Education (SOE) entered a new era in teacher preparation by offering an affordable, high-quality bachelor's degree program grounded in work-based learning opportunities that allow you to connect theory to practice in authentic educational settings while gaining significant on-the-job learning. The Dallas College model is responsive to your needs as well as to the needs of partner school systems and the students they serve. You are embarking on an unprecedented journey.

Throughout this program, you will learn innovative strategies and methods that will support you in becoming an effective classroom teacher. Beginning in the senior year, traditional course learning is transformed into applicable, work- and performance-based assignments that prepare you to demonstrate the qualities that reflect the essence of teaching. Credit for senior-level courses will be earned primarily through (1) submission of artifacts that allow you to show proficiency in key teaching skills and (2) demonstration of skills and characteristics valued by the education profession.

Additionally, Dallas College faculty will support you throughout your field-based and residency experiences. Faculty may serve as classroom observers and instructional coaches, providing constructive feedback to guide your development throughout the year.

As you think about the indelible mark you want to leave on the educators and students you will work with during the year, remember that professionalism matters. The way you speak, dress, and interact with those you come in contact with is paramount to developing relationships that can create professional opportunities for many years to come. Most importantly, as you grow and develop in the educational space, the most important rule of thumb is, **"When you don't know, ASK!"** Do not assume anything. Become comfortable asking questions, big or small, without fear of feeling incompetent or unprepared. This is your learning stage, and asking questions will enhance your development process exponentially.

We believe in you and will be here every step of the way to guide you along this journey. The Dallas College School of Education is here to support you in earning your bachelor's degree and successfully completing the educator preparation requirements associated with your pathway. Whether you pursue certification during or after your degree program, we are committed to providing the guidance and support you need to achieve Texas teacher certification. We cannot wait to watch you walk across the stage as degreed professionals who will become tremendous assets in diversifying the teacher workforce throughout the Dallas-Fort Worth metroplex.

Best,

Dallas College School of Education Deans

Why We Do This Work

The Dallas College School of Education is committed meeting the varied needs of its students, school systems and childcare facility partners, by removing barriers to earning an affordable degree and licensure, while preparing a high-quality pool of teacher candidates. Currently, licensure is offered through a post-baccalaureate certification pathway. In the future, this will expand to include both the existing post-baccalaureate option and an integrated pathway that leads to certification during the degree program. The following theory of action drives this work.

If Dallas College

- holds **racial equity** at the center of our work; and
- creates the most **affordable and direct pathway** to an industry credential; and
- **Co-creates paid residency/work-based experiences** with partner school systems that include:
- **expert mentorship** from partner Mentor teachers;
- **personalized coaching and feedback** from Dallas College faculty**;** and
- a series of **performance-based assessments** that measure mastery of teaching competencies (i.e., coursework embedded in PK-12 school settings)

Then we will significantly **strengthen and diversify the educator workforce** for partner school systems.

How to Use This Handbook

This handbook is designed to guide Bachelor of Applied Science in Early Childhood Education (BAS ECE) students through the junior and senior years of the program. It also serves as a reference for Dallas College faculty and staff and school system partners who support students throughout their field-based and residency experiences. The handbook is organized by year so that you can easily identify the information that applies to your current stage in the program.

- **Junior Year: Preparing for Residency** outlines coursework, work-based learning opportunities, residency preparation, and requirements that must be completed before beginning the senior-year residency.
- **Senior Year: Residency** outlines residency experiences, coursework, placement requirements, observations and feedback, progression of responsibilities, and expectations during the residency year.
- **EC–6: Transition to Alternative Certification** provides information for students pursuing EC–6 certification through the Teach at Dallas College Alternative Certification Program (ACP) after completing the BAS ECE degree.
- Additional sections provide guidance on **roles and support, resident expectations, concerns and additional support, and required forms and resources.**

Some requirements vary based on certification pathway or residency experience. When requirements differ, the handbook identifies the pathway to which the guidance applies. Students are responsible for reviewing the requirements associated with their pathway and should contact Dallas College School of Education staff when clarification is needed.

Program Structure

Program at a Glance

The Bachelor of Applied Science in Early Childhood Education (BAS ECE) combines coursework with progressively intensive field-based experiences that prepare students for the teaching profession. During the bachelor's program, students follow one of three pathways toward Texas teacher certification. Requirements and the timing of certification vary by pathway.

Understanding the Certification Pathways

During the BAS ECE program, students follow one of three pathways toward Texas teacher certification. Each pathway has different educator preparation, residency, assessment, and certification requirements.

EC-3 Enhanced Residency

During Junior year, candidates are admitted to the Educator Preparation Program (EPP) before beginning a full-year paid residency. Throughout the enhanced residency, candidates co-teach with a qualified mentor teacher while assuming progressively increasing instructional responsibilities. Residency coursework integrates educator preparation, field supervision, mentoring, and certification requirements.

Upon successful completion of the bachelor's degree, enhanced residency, required certification assessments, and all state requirements, candidates are recommended for the **Texas Enhanced Standard Teaching Certificate**.

EC-3 Clinical

Candidates are admitted to the EPP before beginning a year-long clinical teaching experience. These candidates are currently working in schools full-time as a paraprofessional. Clinical coursework integrates educator preparation, field supervision, and mentoring while candidates assume increasing instructional responsibilities.

Candidates complete required certification assessments and all educator preparation requirements during clinical teaching. Upon successful completion of the bachelor's degree, certification assessments, and all state requirements, candidates are recommended for a **Texas EC–3 Standard Teaching Certificate**.

BAS to Alternative Certification Program (EC-6)

During senior year, students complete a Dallas College-required residency experience as part of their bachelor's degree requirements. Students may apply for admission to the Teach at Dallas College Alternative Certification Program (ACP) during the second semester of their senior year.

After admission, eligible candidates may begin completing required certification assessments while finishing the BAS ECE degree. Following graduation, candidates complete ACP coursework, obtain a teaching position, and complete a one-year paid internship on a Texas Intern Certificate.

Upon successful completion of all program and state requirements, candidates are recommended for a **Texas EC–6 Standard Teaching Certificate**.

Program Competencies

The School of Education believes that teaching is a multi-faceted and highly complex set of skills that can only be mastered through working interactively with students in academic settings over a significant time. It is not possible to master all skills involved in teaching effectively in the short amount of time encompassed by our program and thus, we will prioritize learning experiences that ground our teacher candidates in being

responsive to student needs, and that develop those skills we deem most important for you to be a confident and effective teacher starting from the moment you step into your own classroom. We will do this through our focus on the following competencies:

By the end of our program, our teacher candidates will:

- Know themselves and be equipped to respond (versus react) in varied settings
- Prioritize learning about their students, families, and communities and be equipped to use this knowledge in service of effectively meeting students' needs
- Identify, contextualize, and use high-quality instructional materials
- Elicit and interpret student thinking
- Effectively differentiate instruction

These program competencies are embedded throughout our program and serve as the foundation for coursework, feedback, coaching, and assessment of your developing instructional practice. Additionally, they connect closely to the Texas Teacher Evaluation and Support System (T-TESS), a tool used by school districts in Texas to "provide continuous, timely, and formative feedback to educators so they can improve their practice." (Texas Education Agency, 2022). The table below provides additional detail surrounding the competencies along with connections to specific elements of the T-TESS rubric.

Our teacher candidates will…	**T-TESS Connections**
Know themselves and be equipped to respond (not react) in diverse settings BY… • Reflecting on their own life experiences and membership in various identity groups (I.e., those assigned by race, ethnicity, socioeconomic status, sexual orientation, and gender), and asks how these factors influence beliefs and actions • Understanding their own emotions, thoughts, and values and how they influence behavior across contexts • Making caring and constructive choices about personal behavior and social interactions across diverse situations • Understanding the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts • Reflecting on their own instructional practice to determine strengths and areas for growth, and taking appropriate steps to improve	4.1, 4.2, 4.3
Prioritize learning about their students, families, and communities and be equipped to use this knowledge in service of effectively meeting students' needs BY… • Actively learning about students in order to design instruction that will meet their needs • Proactively seeking to understand the cultural norms for communicating and collaborating that prevail in particular	

communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students • Keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school • Analyzing student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction • Seeking to learn more about the local community and • families' cultures, values, and expectations for their children's education • Collaborating with local agencies and organizations to arrange resources that families need	1.3, 2.4, 2.5, 3.2, 4.1, 4.4
Identify, contextualize, and use high-quality instructional materials BY… • Knowing the standards, instructional shifts and learning progressions within their content area and understanding the characteristics of high-quality materials. • Being able to evaluate the quality, strengths and weaknesses of a specific curriculum based on those quality characteristics as well as the standards and instructional shifts • Understanding the features of a high-quality unit and lesson plan, and how it fits with other aspects of the curriculum • Providing students with rigorous grade-level appropriate instruction, assignments, and assessments that are connected from day-to-day and unit-to-unit	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3
Elicit and interpret student thinking BY… • Posing questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students • Drawing out a student's thinking through carefully chosen questions • Maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students • Considers and checks alternative interpretations of the student's ideas and methods	1.4, 2.2, 2.3, 3.1, 3.2, 3.3
Effectively differentiate instruction BY…	

• Coordinating and adjusting instruction during a lesson in order to maintain coherence, to ensure the lesson is responsive to students' needs, and to ensure time is efficiently used • Explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress • Evaluating and individualizing the textbooks/trade books and instructional materials used to ensure they are representative of the multiple identities and perspectives of the students in the classroom • Complementing the official curriculum with examples and other resources that reflect experiences, characters, settings, and themes their students can relate to	1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

Junior Year: Preparing for Residency

Junior Year Overview

During the junior year of the Bachelor of Applied Science in Early Childhood Education (BAS ECE) program, students build the knowledge and skills needed to prepare for their senior-year residency experience. Junior-year coursework combines classroom learning with work-based learning opportunities that allow students to observe, practice, and apply what they are learning in authentic educational settings.

Throughout the junior year, students will also begin preparing for residency placement and completing requirements associated with their certification pathway. Students pursuing EC-3 certification must complete required pre-residency field-based experiences and certification preparation requirements before beginning their senior-year clinical experience.

Junior Year Coursework

Dallas College is committed to ensuring students engage in rigorous coursework that will provide the pedagogical and theoretical foundation necessary for its residents to become confident and effective teachers. Courses during the junior year are structured to include approximately two hours of lecture and two hours of lab to provide students with significant opportunities to connect theory to practice through assignments deeply connected to work-based learning opportunities in PK-6 and/or early childcare educational settings. The table below includes the courses taken during the junior year.

Semester 5	
EDEC 3301	Supervised Experiences with Infants and Toddlers
EDLL 3301	Language Literacy Acquisition
EDEC 3305	Prenatal and Infant Development
EDEC 3307	Development During Early Childhood
EDEC 3302	Supervised Experiences with Young Children

Semester 6	
EDEL 3318	Methods of Teaching Geometry
EDTP 3301	Foundations of Inclusion and Differentiation for Special Populations
EDTP 3303	Behavior Management in Special Populations
EDLL 3305	Foundations in Reading Instruction: The Science of Teaching Reading
EDEC 3303	Child and Adolescent Guidance

Note: There may be some differences in the actual courses being taken due to updates in the course sequence. The catalog under which you started your program dictates the courses you are required to take. If you have any questions regarding courses you are required to take, please reach out to your Senior Success Coach. EC-3 Clinical students may need an additional licensure preparation course.

Lab Time and Work-Based Learning Opportunities (WBLO)

Dallas College believes it is important for students who are pursuing a career in education to have the time and space to (1) practice and hone their teaching skills from the very beginning of the program, (2) start to prepare for teacher licensure, and (3) engage in professional learning that is connected to the competencies valued in the education profession. Thus, all junior-level courses in the program are structured to include approximately 2 hours per week of lab time which equates to approximately 32 hours per semester per course. During lab time, students are expected to complete:

- **Course-based Professional & Work-based Learning:** These activities are closely connected to your course assignments and will require you to work and/or observe in an elementary school or early childcare setting at various times throughout the semester. Grades for these activities are included in your course assignments and related questions should be directed to your instructors. Additionally, the SOE will provide guidance to assist you in securing a WBLO if needed. This guidance will be updated and posted in SharePoint at the beginning of each semester.

In addition, in the semester prior to their residency, students must be enrolled in ***EDUCCE 1000: Residency Essentials*** to prepare for the upcoming residency year. These courses will be facilitated by the School of Education leadership through a combination of in-person meetings and on-line activities. Additionally, students will be required to go to a Dallas College testing center to take practice certification exams. Questions related to these courses should be directed to the Educator Pathways Team. **See Resources for WBLO FAQ.**

Residency Essentials & Placement Preparation: EDUCCE 1000

All students are required to enroll in a 16-week zero-credit EDUCCE 1000 - Residency Essentials course the semester prior to beginning their residency year.

During this course, students learn about the requirements and guidelines to secure residency placement for those who are ready to begin their one yearlong residency on the following semester.

During this course, students are expected to actively engage in communication with the course instructors (Residency Associate Deans) to participate in coursework, share updates, ask questions, and follow the guidelines to seek and secure residency placement.

When residency placement is not secured within the due date shared in the course syllabus, students must review the following guidelines:

1. Enrollment Restrictions

Students who are unresponsive during EDUCCE 1000 and who do not submit a Delay of Residency Form will not be re-enrolled in EDUCCE 1000 or any other Dallas College coursework until they meet with the Dean of Student and Faculty Empowerment.

2. Notification of Missed Residency Deadline

If a student misses the residency placement deadline, the Residency Associate Deans will notify the Dean of Student and Faculty Empowerment. Students who have not secured a residency by the published deadline and have not submitted a Delay of Residency Form by the published deadline will be placed on Level 2 Probation.

3. Dean Follow-Up and Re-Enrollment Eligibility

The Dean of Student and Faculty Empowerment will follow-up with the student to discuss their standing in the program. A student will be eligible for re-enrollment in EDUCCE 1000 if, before the end of the semester, they:

- Respond to the Dean,
- Attend the required meeting, and
- Sign the Delay of Residency Form.

4. Consequences for Non-Compliance

Students who do not complete the required steps will be required to sign the Program Probation Acknowledgement and will be ineligible to enroll in courses for one semester.

Residency with a School System Partner

Strong partnerships support the most effective experience for our residents, and thus, we are continually working toward building those partnerships with the school systems in the surrounding community. Through those partnerships, we are co-creating with school systems paid residency experiences for our residents. ***Students engaging in a paid residency are employees of the partner district. As such, paid residents are required to serve in the paid residency position according to their employer's (school system's) academic calendar for the full residency year. This may be different from the Dallas College academic year.***

The following steps will be used to determine resident placement with school system partners:

1. Prior to the start of the residency year, students interested in placement with a partner school system will be provided with information related to each partner.

2. Students will then be asked to rank the school systems based on their preferred placements. The opportunity to rank partners allows residents to identify the partner system they believe will provide the best learning experience during the residency year while meeting their geographic and financial

needs. The ranking, however, **does not** guarantee placement with the preferred partner. Placement is at the sole discretion of the partner.

3. Partners will interview residents to determine those who best align with their culture and workforce needs.

4. Partners will extend job offers to those selected.

5. Partners will communicate with residents about school placements once they have reviewed their needs and made decisions about campuses that will provide the best residency experiences. Partners will consider residents' geographic preferences within reason but makes no guarantee as to geographic location of the specific campus placement.

EC-3 Pre-Residency Field-Based Experiences (FBE)

Students accepted in the EC-3 pathway will need to complete 50 Field Base Experience (FBE) hours before beginning their senior year. The requirements for the FBE hours are as follows:

Setting:

- TEA approved public, private charter school
- Teacher must be certified
- Classroom Students get their hours in a Pre k3 - to third grade classroom.
- Authentic student settings

Hour Requirements

- 50 total hours required
- Must be completed AFTER EC-3 program acceptance
- Must be completed before clinical teaching/Full-time Residency
- At least 25 hours MUST be active instruction
- 25 hours MAY be observation

Active Instruction

- Direct interaction with students
- Small group instruction
- Whole group teaching
- Tutoring and intervention (in the classroom)
- One-on-one student support
- Co-teaching lessons

Observation Hours

- Observe effective teaching strategies
- Watch classroom management techniques
- Analyze lesson structure and delivery
- Cannot just do observations – consider this when finding a place to earn 50 hours.

Journal Reflections

- One reflection per day - One journal entry can include multiple activities
- Must be unique, detailed, thoughtful and specific
- Describe activities and learning and identify effective teaching practices
- Must complete for all hours
- Reflection time does NOT count toward hours

EC-3 Certification Exam Preparation

<table>
<tr><th colspan="2">TExES Exam Requirements</th></tr>
<tr><th>EC-3 Enhanced Residency Students</th><th>Clinical Teaching Students</th></tr>
<tr><td>Requirements must be met for approval to test. Exams must be taken and passed by the deadline</td><td>Requirements must be met for approval to test. Exams must be taken and passed by the deadline</td></tr>
<tr><td>(292) Early Childhood: PK–3</td><td>(292) Early Childhood: PK–3</td></tr>
<tr><td>• Enroll in a Licensure Prep Course
• Meet the 85% passing benchmark on 240 Tutoring.
• Complete a simulated testing experience (PACE Exam).</td><td>• Enroll in a Licensure Prep Course
• Meet the 85% passing benchmark on 240 Tutoring.
• Complete a simulated testing experience (PACE Exam).</td></tr>
<tr><td>(293) Science of Teaching Reading</td><td>(293) Science of Teaching Reading</td></tr>
<tr><td>• Enroll in a Licensure Prep Course
• Meet the 85% passing benchmark on 240 Tutoring.</td><td>• Enroll in a Licensure Prep Course
• Meet the 85% passing benchmark on 240 Tutoring.</td></tr>
<tr><td rowspan="3"></td><td>(160) Pedagogy and Professional Responsibilities EC–12</td></tr>
<tr><td>• Enroll in a Licensure Prep Course
• Meet the 85% passing benchmark on 240 Tutoring.</td></tr>
<tr><td></td></tr>
<tr><td colspan="2">All EC-3 requirements and Exam requirements need to be met to apply for certification.</td></tr>
</table>

Senior Year: The Residency Experience

Senior Year Overview

During the senior year of the Bachelor of Applied Science in Early Childhood Education (BAS ECE) program, students complete a year-long field-based residency experience that integrates coursework with authentic teaching experiences in early childhood or elementary settings. Throughout the residency year, students receive coaching and feedback from experienced educators while progressively assuming instructional responsibilities.

Senior-year residency experiences vary based on the student's certification pathway and approved placement. Students are expected to meet the coursework, field-based experience, attendance, and performance requirements associated with their residency experience while demonstrating continued growth toward the program competencies.

Senior Year Coursework

Dallas College is committed to ensuring students engage in rigorous coursework that will provide the pedagogical and theoretical foundation necessary for its residents to become confident and effective teachers. The table below includes the courses that will be taken during the residency year.

Semester 7	
EDEL 4303	Methods of Teaching Elementary Mathematics
EDEL 4302	Methods of Teaching Elementary Science
EDIT 3310	Instructional Technology
EDTP 3305	Designing Assessments for General and Special Populations
EDEL 4311	Resident Teaching I
Semester 8	
EDEL 4301	Methods of Teaching Social Studies
EDTP 4310	Literacy in the Content Areas with Special Populations
EDTP 4315	Advanced Methods for Teaching Special Populations
EDEC 3309	Development in Cross-Culture Perspective
EDEL 4312	Resident Teaching 2

Note: There may be some differences in the actual courses being taken due to updates in the course sequence. The catalog under which you started your program dictates the courses you are required to take. If you have any questions as to which courses you are required to take, please reach out to your Senior Success Coach.

The **Resident Teaching** courses will meet weekly on a Dallas College campus for approximately four hours (2 hours lecture/2 hours lab time) in a synchronous format as outlined in the course syllabus. Residents in a paid residency placement with some school system partners will be provided with four hours of release time during the school day to attend this class. All other residents will attend this class in the evening. Residents will be assigned to a Resident Teaching course section based on the location of their residency placement and course sequence, if applicable This ensures they receive the necessary support to successfully complete the program from a dedicated expert professor.

- *Lecture time* will be used for a variety of activities to support the cohort and individual residents with successful completion of performance-based assessments related to coursework.
- *Lab time* will be dedicated to licensure preparation activities.

Residents will apply their course learning in their residency placement to closely connect the learning to practice while receiving feedback from their mentor teacher and School of Education faculty. Through this application of learning, residents will produce artifacts that will then be submitted and evaluated for mastery. Residents will have multiple attempts to successfully complete the artifacts and will be given feedback throughout the process to support their mastery of key instructional practices. Successful completion of the performance-based assessments is required for course credit. Further details related to coursework are provided in the course syllabi.

Residency & Clinical Experience Options

During the senior year, students complete an approved residency or clinical teaching experience that integrates coursework with authentic teaching practice. The structure and requirements of the experience vary based on the student's certification pathway and approved placement.

EC-3 Enhanced Residency

The EC-3 Enhanced Residency is a structured, full-year clinical experience completed in an approved partner school setting. Enhanced Residents work alongside a qualified mentor teacher and progressively develop the knowledge and skills needed for successful classroom teaching while receiving ongoing coaching, feedback, and evaluation.

The residency spans the full school year, including the first and last instructional days established by the partner school system. Candidates must complete a minimum of **750 residency hours**, averaging at least **21 hours per week**, including at least **400 hours engaged in co-teaching and leading classroom instruction**. In documented cases of parental leave, military leave, extended illness, or bereavement, the minimum residency requirement may be reduced to 700 hours in accordance with TEA guidelines.

EC-3 Clinical Teaching

The EC-3 Clinical Teaching experience is a full-year clinical experience for candidates admitted to the Educator Preparation Program (EPP). Candidates may complete clinical teaching while working as a full-time paraprofessional in an instructional position in an approved PreK-3 through Grade 3 setting, with approval from campus leadership and the school system's Human Resources office. Candidates work with a qualified cooperating teacher while applying coursework and developing their instructional practice.

Candidates must complete a minimum of **490 clinical teaching hours**, equivalent to at least two full days per week. During clinical teaching, candidates engage in experiences such as planning instruction with their cooperating teacher, facilitating small- and whole-group instruction, using instructional resources, and participating in learning opportunities and school meetings.

EC-6 Adaptive Residency

The EC-6 Adaptive Residency allows students who are employed in a school system or early childhood setting to complete their senior-year residency at their place of employment. Candidates must request approval to complete an adaptive residency, and the position must provide opportunities aligned with Dallas College residency requirements.

The residency extends through the full academic school year. Candidates must spend a minimum of **40% of their work hours, equivalent to at least two full days per week, engaged in co-teaching and classroom instruction in certification-related areas** under the guidance of a dedicated mentor teacher.

EC-6 Volunteer Adaptive Residency

The EC-6 Volunteer Adaptive Residency is available, in limited circumstances, to candidates with **documented extenuating circumstances** that prevent participation in a full-time or adaptive residency. Participation requires approval from the Dallas College School of Education, and candidates must meet the requirements outlined in the Volunteer Adaptive Residency Protocol.

Residency Placement Requirements

All residency placements must:

1. Be located within **25 miles of the Brookhaven, Cedar Valley, Mountain View, or Eastfield Campus** where the residency course is assigned.
2. Meet Dallas College and Educator Preparation Program placement requirements.
3. Require successful completion of any required criminal background checks before candidates begin working with students.

Candidates with questions regarding criminal history should review the **Texas Education Agency Preliminary Criminal History Evaluation** process prior to accepting a placement.

Progression of Responsibility

Prior to week 1, resident actively engages in all campus and district professional development and other faculty activities as directed by campus and district leadership. Additionally, resident assists their mentor teacher with classroom set up and preparation for the first days of school.
Throughout the school year, resident attends weekly cohort professional development (1/2 day per week). Resident shadows their mentor teacher on all professional development days and required faculty activities (e.g., open house, meet-the-teacher, team planning, parent-teacher conference days, etc.) taking place outside of the weekly cohort professional development. *For EC-3 Enhanced Residency candidates, progression to increased responsibility for student instruction is determined through performance gates aligned to each four-week cycle. See EC-3 Enhanced Residency Performance Gates.*

Semester 1

Weeks (Cycle)	Resident Responsibilities	Suggested Co-Teaching Strategies*	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (1)	• At a minimum, during this period, resident assumes partial responsibility for: • establishing the classroom culture/environment • leading classroom routines (attendance, breakfast/lunch, bell work, restroom, dismissal, etc.) • co-planning with mentor teacher. • • By the end of this period, resident takes lead in: • General classroom routines and procedures	• One Teach, One Observe • One Teach, One Assist	**Building Positive Relationships with Students** • Intro Letter to Students/Family • Video of Whole-class Relationship Building Activity • Positive Interactions Tracker • Advanced Relationship Building Strategy & Reflection • • **Supporting Students to Meet Classroom Expectations** • Lesson Plan for Engaging Instruction • Video of Expectation Setting for a Lesson • Troubleshooting Strategy & Reflection **Evaluating Assessments for Quality** • Summative Assessment Evaluation • Formative Assessment Analysis • Post-Summative Reflection • • **Deepening Understanding Through Probing Questions** • Video: Questions for Formative Assessment • Video: Questions to Scaffold Learning • Questions to Clarify Student Thinking (Annotated Student Work) • • **Integrating Technology to Enhance Learning** • Technology-enhanced Lesson Plan	**Building Relationships and Supporting Students** • Video of Expectation Setting • Video of Relationship-Building Exercise • Positive Interactions Tracker • Troubleshooting Strategy & Reflection **Methods of Teaching Elementary Math** • Lesson Internalization & Video of Student Discussion • Unfinished Learning Plan & Assessment Results Reflection • Video of Lesson Debrief **Methods of Teaching Elementary Science** • Annotated Unit Plan • Video of Science Instruction • Student Work Analysis & Response **Evaluating Assessments for Quality** • Summative Assessment Evaluation • Formative Assessment Analysis • Post-Summative Reflection **Integrating Technology to Enhance Learning** • Technology-enhanced Lesson Plan • Student Work Sample
5-8 (2)	• During this period, resident takes on an increased role in planning and facilitating instruction with a focus on Math. • By the end of this period, resident takes lead in: • Small group planning and facilitation • Math	All the above and add: • Station Teaching • Alternative/Differentiated Teaching		
9-12 (3)	During this period, resident continues to take an increased role in planning and facilitating instruction with a focus on Math.	All the above and add: • Parallel Teaching		

	By the end of this period, resident takes lead in: • Whole group planning and facilitation • Math	• Team Teaching	• Student Work Sample • **Prenatal and Infant Development** • Prenatal & Newborn Case Study • Young Infant Development Analysis • Older Infant Development Analysis **Artifacts for Coursework (Legacy Sequence)**	
13-16 (4)	During this period, resident continues to take an active role in Math instruction and adds the following by the end of this period: • Whole group planning and facilitation • Science			
17+	During this period, resident takes on any related unreleased duties.			

Semester 2

Weeks (Cycle)*	Resident Responsibilities	Suggested Co-Teaching Strategies**	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (5)	During this semester, resident continues to take an active role in Math/Science while taking on an increasing role in ELAR instruction. By the end of this period, resident takes lead in: • Small group planning and facilitation • ELAR	Use all strategies, as appropriate	**Co-planning to Meet the Needs of Students** • Student Work Analysis • Video/Audio of Co-planning Meeting & Re-engagement Plan • Implementation Reflection **Supporting Students in ELA** • Text Complexity Analysis • Plan for Support • Delivery of Support **Creating an Equitable & Inclusive Classroom** • Equity Research • Self-Audit • Reflective Analysis **Building Disciplinary Literacy** • Written Reflection • Knowledge Building Analysis • Knowledge Building Lesson Plan **Exploring Child Development** • Early Childhood Milestone Observations • Middle Childhood Observations & Reflection • Adolescent Issue Analysis	**Co-planning to Meet the Needs of Students** • Student Work Analysis • Video/Audio of Co-planning Meeting & Re-engagement Plan • Implementation Reflection **Supporting Students in ELA** • Text Complexity Analysis • Plan for Support • Delivery of Support **Methods of Teaching Social Studies** • Inquiry Project Plan • Video of Source Analysis Lesson • Sample Student Argument & Feedback **Creating an Equitable & Inclusive Classroom** • Equity Research • Self-Audit • Reflective Analysis **Building Disciplinary Literacy** • Written Reflection • Knowledge Building Analysis • Knowledge Building Lesson Plan
5-8 (6)	During this period, resident continues to take an increased role in planning and facilitating instruction with a focus on ELAR. By the end of this period, resident takes lead in: • Whole group planning and facilitation • ELAR			
9-12 (7)	During this period, resident continues to take an active role in ELAR planning and instruction and adds the following by the end of this period: • Whole group planning and facilitation			

	• Social Studies			
13+ (8)	During this period, resident should gain exposure to any unreleased duties			

*_Cycle_ refers to each 4-week period and coincides with task plans as detailed in the Craft platform used to track apprenticeship activity for reporting purposes. See Appendix for detailed plan information.

**See Appendix for description of co-teaching strategies.

Co-Teaching During Residency

Co-teaching is an important component of the residency experience. Residents work alongside their **school-based educator** throughout the school day and participate in co-teaching to support instruction in whole-group and small-group settings.

As residents progress through the residency year, they gradually assume greater responsibility for planning, facilitating instruction, and interacting with students based on readiness and under the supervision of their school-based educator.

Residents and their school-based educators use a variety of co-teaching approaches as appropriate throughout the residency. The **Progression of Responsibility** provides suggested co-teaching strategies for each stage of the residency year. Detailed descriptions of the co-teaching approaches are provided in the **Co-Teaching Approaches** section of this handbook.

Observation, Coaching & Feedback

EC-3 Enhanced Residency

Enhanced Residency candidates receive ongoing coaching throughout the residency year from their Dallas College field supervisor.

Observation Requirements

- **Four formal observations — two each semester — each lasting at least 45 minutes and conducted face-to-face at the candidate's placement site.** Each formal observation includes:
- An individualized pre-observation conference between the field supervisor and candidate (at least 24 hours prior).
- Documentation of the educational practices observed.
- Written feedback provided to the candidate and supervising campus administrator.
- An individualized, synchronous, interactive post-observation conference within **72 hours** of the observation.
- **Eight informal in-person observations — four each semester — each lasting at least 15 minutes.**
- **Twice-monthly structured meetings** with the mentor teacher.
- **Three meetings per semester** with the campus principal or designee.
- Ongoing collaboration among the field supervisor, mentor teacher, and campus leadership to support candidate development.

Candidates are expected to schedule required observations and conferences, participate in observations while actively engaged in instruction, communicate schedule changes or absences, participate in required meetings, and reflect on feedback and demonstrate continuous professional growth.

EC-3 Clinical Teaching

During Clinical Teaching, candidates receive ongoing observation and coaching from their Dallas College field supervisor.

Observation Requirements

- Four formal observations — two each semester — each lasting at least 45 minutes.

- Six informal observations — three each semester — each lasting at least 15 minutes.
- Coaching conferences prior to formal observation and following formal observations.
- Ongoing collaboration between the field supervisor and cooperating teacher to support candidate growth.

Candidates are expected to collaborate with their field supervisor to schedule required observations, participate in observations while actively engaged in instruction, communicate schedule changes or absences that may affect observations, and reflect on feedback and implement strategies for continuous improvement.

EC-6 Adaptive Residency

Adaptive Residency candidates receive coaching and feedback throughout the residency year to strengthen instructional practice and support successful program completion.

Observation Requirements

- An initial campus visit to establish relationships with the resident, mentor teacher, and campus leadership.
- Four classroom observations each semester, followed by coaching conversations.
- Documentation of observation feedback using Dallas College observation tools.
- Ongoing collaboration between the Dallas College faculty member and mentor teacher.

Candidates are expected to provide their instructional schedule and communicate changes promptly, collaborate with faculty to schedule observations, participate in observations while actively engaged in instruction, communicate absences or campus events that may affect observations, and reflect on feedback and implement strategies to strengthen instructional practice.

Note: if approved for volunteer adaptive residency, please see Program Administration.

Progress Monitoring

Throughout the field experience, Dallas College faculty monitor each candidate's progress toward meeting program expectations. Progress monitoring includes instructional development, course performance, completion of required assessments and assignments, and, as applicable, progress toward educator certification requirements.

Faculty use classroom observations, coursework, coaching conversations, and candidate reflections to identify strengths, provide targeted support, and monitor continued growth. Progress is discussed regularly through coaching conferences and other scheduled meetings with the candidate.

Candidates who are not making satisfactory progress in their instructional practice, coursework, or other program requirements may be placed on a **Resident Growth Plan (RGP)** to provide additional support and clearly defined expectations for improvement.

EC-3 Enhanced Residency Performance Gates

EC-3 Enhanced Residency candidates progress through increasing levels of responsibility for student instruction according to the **Progression of Responsibility**. The progression is organized into four-week cycles, with each cycle focused on developing and demonstrating specific instructional skills aligned with coursework and educator standards.

Performance gates are structured checkpoints used to determine a resident's readiness to progress to increased responsibility for student instruction**.** Performance is monitored throughout each cycle through field-based experiences, coursework artifacts, observations, host teacher feedback, and other required evidence of practice.

Residents complete required field-based experiences (FBEs) aligned to the instructional skills identified for each cycle. Residents document their experiences and reflections, and the host teacher reviews completed FBEs, provides feedback, and evaluates the resident's demonstration of identified skills. FBEs may be completed multiple times as needed to support development of proficiency. The progression document specifically establishes that residents may complete FBEs multiple times as needed and should continue practicing identified skills to develop proficiency.

Resident performance is evaluated using a five-level scale: **Improvement Needed, Developing, Proficient, Accomplished, and Distinguished.** A rating of **Proficient** indicates that the resident demonstrates the identified skill effectively without support.

Residents must demonstrate proficiency in the identified skills before progressing to increased instructional responsibility. Residents who have not yet demonstrated proficiency receive additional opportunities to practice the identified skills, apply feedback, and demonstrate growth before progressing. When additional intervention is needed, Dallas College may initiate a **Resident Growth Plan (RGP)** as described in *Residents in Need of Additional Support*.

Cycle	Instructional Focus	Evidence of Progress
1	Classroom culture, routines & procedures	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
2	Small-group and increasing whole-group math instruction	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
3	Whole-group math and increasing science instruction	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
4	Math and science instructional leadership	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
5	Small-group ELAR; continued math/science responsibility	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
6	Whole-group ELAR	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
7	ELAR and whole-group social studies	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation
8	Full-day instruction and remaining responsibilities	FBEs, coursework artifacts, mentor feedback/evaluation, field supervisor observation

Performance gates are one component of the program's ongoing assessment of resident readiness. Residents are expected to continue demonstrating proficiency as they progress through the residency year. Successful completion of individual performance gates does not replace other program, residency, degree, or certification requirements.

Candidate Recommendation for Certification

Successful completion of the EC-3 Enhanced Residency is determined by the resident's demonstration of proficiency in the educator standards and completion of all applicable program and certification requirements.

Throughout the residency year, resident proficiency is documented through performance gates, required formal and informal observations, coursework performance assessments, and feedback from the host teacher and Dallas College faculty/field supervisor.

At the completion of the residency, the **Dallas College faculty/field supervisor, host teacher, and campus supervisor** each provide a recommendation regarding the resident's readiness for certification. The recommendation is documented on the **Teacher Certification Recommendation Form** and submitted to the Dallas College Educator Preparation Program (EPP).

If the faculty/field supervisor, host teacher, or campus supervisor does not recommend the resident for certification, the individual must provide documentation supporting the decision. Documentation may include evidence that the resident has not demonstrated proficiency in the required educator standards, has not completed program requirements, or has not adhered to campus policies.

Residents who have not demonstrated the required proficiency may receive additional support or intervention as described under **Residents in Need of Additional Support**.

Monthly Cohort Meetings

Candidates enrolled in Residency I and Residency II (EDEL 4311 and EDEL 4312) participate in weekly synchronous cohort meetings facilitated by Dallas College faculty. These meetings provide opportunities to strengthen instructional practice, connect coursework to field experiences, and collaborate with peers.

Each week includes approximately four hours of instruction:

- Two hours of lecture focused on instructional strategies, professional learning, and guided practice.
- Two hours of lab designed to support pathway-specific learning experiences, such as instructional rehearsals or other activities aligned to course outcomes.

Meeting schedules, topics, and course expectations are outlined in the course syllabus.

Regular attendance and active participation are expected. Candidates who do not demonstrate satisfactory participation or progress may be placed on a **Resident Growth Plan (RGP)** for additional support.

Role & Support During Residency

School-based Educator

Throughout the residency or clinical teaching experience, candidates are supported by an experienced educator at their placement site. Depending on the pathway, this individual may serve as a **host teacher (EC-3 Enhanced Residency), cooperating teacher (EC-3 Clinical Teaching), or mentor teacher (EC-6 Adaptive Residency)**. Regardless of title, this educator plays an essential role in modeling effective instructional practices, providing coaching and feedback, and supporting the candidate's professional growth.

Residents can expect their school-based educator to:

- Collaborate in planning, instruction, assessment, and classroom management, as appropriate to the clinical experience.
- Model effective instructional practices and provide ongoing coaching and constructive feedback.
- Gradually release instructional responsibilities using the Progression of Responsibility as a guide.
- Complete required observations and evaluations in accordance with the requirements of the candidate's pathway.
- Communicate with Dallas College faculty/field supervisors regarding candidate progress, successes, or concerns.
- Follow campus and district procedures when responding to significant concerns involving the candidate and notify Dallas College faculty, as appropriate.

Dallas College Faculty/ Field Supervisor

Throughout the field-based experience, Dallas College faculty/field supervisors serve as the candidate's primary Dallas College point of contact and provide the instruction, coaching, and support needed to integrate coursework with practice in the classroom.

Throughout the residency year, Dallas College faculty/field supervisors will:

- Observe instructional practice in accordance with the requirements of the assigned pathway.
- Provide ongoing coaching and constructive feedback to support professional growth.
- Monitor progress toward program and certification requirements.
- Facilitate coursework and cohort learning experiences that connect theory to practice.
- Collaborate with the school-based educator to support candidate development.
- Serve as the primary Dallas College contact for questions, guidance, and support throughout the clinical experience.

School Leadership

School leadership plays an important role in supporting the residency experience. Residents can expect school leadership to work collaboratively with Dallas College faculty/field supervisors and school-based educators to support a successful clinical experience.

School leadership plays an important role in supporting the residency experience. Residents can expect school leadership to work collaboratively with Dallas College faculty/field supervisors and school-based educators to support a successful clinical experience.

School leadership supports the residency experience by:

- Working with Dallas College to identify qualified school-based educators and support successful residency placements.
- Welcoming residents to the school and providing access to relevant campus information, procedures, schedules, and resources.
- Collaborating with Dallas College faculty/field supervisors and school-based educators to support the resident's clinical experience and professional growth.
- Holding residents accountable for following applicable campus and employee expectations.
- Providing residents access to appropriate professional development and other learning opportunities available to teachers.

- Communicating concerns or incidents involving residents promptly to Dallas College faculty/field supervisors.
- Communicating with Dallas College leadership as needed regarding the residency experience.
- Providing feedback to Dallas College regarding the resident's professionalism and instructional progress to help tailor support during the program.

Communication & Support

Open and timely communication is essential throughout the residency year. Residents should communicate regularly with their school-based educator and Dallas College faculty/field supervisor and seek support when questions, challenges, or concerns arise.

Your **Dallas College faculty/field supervisor is your primary Dallas College point of contact** for questions, guidance, and support throughout your clinical experience.

Residents are expected to:

- Communicate questions or concerns as they arise rather than waiting for an issue to escalate.
- Keep their Dallas College faculty/field supervisor informed of changes or circumstances that may affect coursework, observations, attendance, or residency requirements.
- Communicate professionally with their school-based educator, school leadership, and Dallas College personnel.
- Document important communication and follow through on agreed-upon next steps.
- Follow campus and school system procedures when addressing placement-site concerns.

If a concern cannot be resolved through regular communication, residents should follow the procedures outlined in **Handling Concerns & Grievances**. The handbook directs residents to begin general residency concerns with their Dallas College faculty member and keep that faculty member informed as the situation progresses.

Resident Expectations

Attendance and Participation

Regular attendance and active participation are essential to your success in your field-based experience. Candidates are expected to attend all required placement days, Dallas College coursework, and program activities. Because placement attendance requirements vary by pathway, review the expectations for your assigned clinical experience.

Dallas College Course Attendance (All Pathways)

All candidates enrolled in **EDEL 4311** and **EDEL 4312** are expected to attend class and actively participate in all required learning activities. Attendance and participation requirements are outlined in each course syllabus.

EC-3 Enhanced Residency

Candidates completing the **EC-3 Enhanced Residency** pathway are expected to attend all scheduled residency days and actively participate in all required residency experiences. The residency must meet the

minimum requirements established by the Texas Administrative Code, including **750 residency hours** completed over the course of a full school year. Candidates will be required to complete a daily time log. In documented cases of parental leave, military leave, extended illness, or bereavement, the minimum requirement may be reduced to **700 hours**. Any missed time may require make-up hours to ensure program and state requirements are met.

Candidates are responsible for notifying their host teacher, campus administrator, and Dallas College faculty member as soon as possible if an absence is necessary. Extended or repeated absences may affect successful completion of the residency and should be discussed promptly with Dallas College faculty. 19 TAC §228.65

EC-3 Clinical

Candidates completing the EC-3 Clinical Teaching pathway are expected to attend all scheduled placement days and actively participate in all required clinical experiences. Clinical teaching must meet the minimum requirements established by the Texas Administrative Code, including **490 clinical teaching hours**. Candidates will be required to complete a daily time log. In documented cases of parental leave, military leave, medical leave, or bereavement, the minimum requirement may be reduced to 455 hours. Any missed time may require make-up hours to ensure program and state requirements are met.

Candidates are responsible for notifying their cooperating teacher, campus administrator, and Dallas College faculty member as soon as possible if an absence is necessary. Extended or repeated absences may affect successful completion of the clinical teaching experience and should be discussed promptly with Dallas College faculty. 19 TAC §228.67(b)(1)–(3)

EC-6 Adaptive

Candidates completing an Adaptive Residency are expected to complete a **minimum of two full days** each week in their approved placement. Candidates should not miss more than three placement days during the residency year. Any missed placement days must be made up before the end of the semester.

Reporting an Absence

If you must be absent from your placement, you are responsible for:

- Notifying your school-based mentor, host teacher, or cooperating teacher as soon as you become aware of the absence and no later than the beginning of the scheduled school day.
- Notifying your Dallas College faculty member using their preferred method of communication as soon as possible so any scheduled observations or meetings can be adjusted.
- Working with your school-based educator, when appropriate, to ensure lesson plans, instructional materials, or other responsibilities are addressed during your absence.
- Communicating with your Dallas College faculty member if multiple or extended absences may affect your progress toward completing program requirements.
- Completing any required make-up time or assignments in accordance with your pathway requirements and Dallas College expectations.

Substitute Teaching

You may be asked to be a substitute teacher, either as part of your regular weekly duties or on an as-needed basis in accordance with the agreements between Dallas College and its school system partners. Substituting

provides a unique opportunity for residents to inform their practice and receive valuable time with students as the teacher of record whether it is for a few minutes, a period, or day(s). If you have questions about the number of days you are allowed to act as a substitute teacher, please email your Associate Dean as this will vary depending on your school district.

As you assume roles for substitutes, there are certain DOs and DON'Ts that should be adhered to:

DO:

- Execute the lesson plans that were left by the teacher of record.
- Follow organization systems that the teacher of record uses including taking attendance, distributing, and collecting student work, executing specific routines, and addressing behavioral issues.
- Treat subbing as an opportunity to practice teaching skills, especially those aligned with your coursework and/or progression of responsibilities.
- Be sure to provide a written summary of the day(s) for the teacher of record when he or she returns. Include:
- Any student behaviors that supported or interrupted instruction throughout the day.
    - How the lesson(s) were executed
    - Student struggles and successes.

DON'T:

- Use technology (i.e., cellphone, tablets, and laptops) for personal reasons in front of students at any point. Even with a substitute, class time still matters, and we want to model that.
- Conduct sidebar conversations with students that do not align with lesson plans or assignments.

When you are asked to substitute teach for any teacher in your building, please:

- ***Communicate.*** As soon as you know you are subbing, let your faculty member know using their preferred method of communication.
- ***Practice Intentionally.*** Residents should be able to reflect on their experience, and pinpoint specific teacher moves that led them to work on their focus areas.
- ***Take Ownership.*** Residents should adopt the mentality of ownership. It is important for you to know that while you are the substitute, you are responsible and accountable for what takes place in the classroom under your supervision.
- ***Be Organized.*** It is important to return the space to its original condition. Always be sure to reorganize and clean the room before departure for the day. You can straighten desks and tables, ensure all visible trash is removed from the floor and from tops of desks/tables, and make sure all student work is collected and accounted for.

Professionalism

Professionalism encompasses every aspect of a resident's interaction and communication as well as the way they present themselves to others. As a resident, your professionalism matters and will be constantly evaluated by others—your mentor, other school faculty and staff, campus and district leadership, parents, etc. It is on display for all to see. As an educator and someone working with children, you are expected to behave in accordance with the *Code of Ethics and Standard Practices for Texas Educators*.

Your professionalism will be continuously evaluated by faculty, your mentor teacher, and/or campus and district leadership throughout the residency year using the *Professional Practices and Responsibilities*

dimensions of the *T-TESS Rubric*. Failure to consistently behave in a professional manner may lead residents to be placed on a Resident Improvement Plan.

Candidates are expected to demonstrate professionalism by:

- Using leave responsibly and only when necessary.
- Scheduling personal appointments and travel outside of required placement and course responsibilities whenever possible.
- Maintaining open communication

Professional Communication

Use appropriate written and verbal communication including, but not limited to, emails, phone calls, face-to-face interactions with Dallas College faculty/staff, leadership, Dallas College educational partners such as ISD's and childcare systems (mentor teachers, campus leadership) and peers.

Email Etiquette

Abiding by email etiquette is the best way to maintain a respectful and professional tone in communications with any stakeholder in your educational career.

Be sure to:

- Include a clear subject line.
- Address the recipient by the correct title (Professor, Dr, Dean).
- Use a professional tone (no !!!!! or emojis).
- Briefly describe the question or problem you are having and how you have tried to resolve the issue.
- Specifically state what assistance you need and that you are willing to take the necessary steps to fix the issue.
- End with a professional salutation (Thanks, Best, Sincerely).

Keep in mind that faculty, staff, and leadership have busy schedules too, so be understanding and respectful of their time and consideration. Please allow at minimum 24-hours before sending a follow up email. Also, it is best practice to email them well in advance and during regular business hours (Monday- Friday, 8:00 a.m. to 5:00 p.m.).

Example:

Subject: EDU 1301 Request for Additional Help

Professor Dallas,

My name is Annie Jones and I have been struggling to complete the homework in your EDU 1301 course. I do not understand the assignments, and I have attended tutoring but am still having difficulties. I would appreciate it if I could meet with you regularly each week to go over the homework. I work during your office hours, so if you could let me know what days/times work best for you, I would greatly appreciate it.

Thank you,

Annie Jones

Phone Call Etiquette

Sometimes, situations will arise that warrant a phone call to a professor, a member of leadership, or another educational stakeholder. As a rule of best practice, you want to avoid placing phone calls outside of normal business hours which are Monday- Friday, 8:00 a.m. to 5:00 p.m. When you are prepared to place a phone call, carefully choosing your tone of voice, word choice and how you close a call can set you up for successful and professional interaction.

Be sure to:

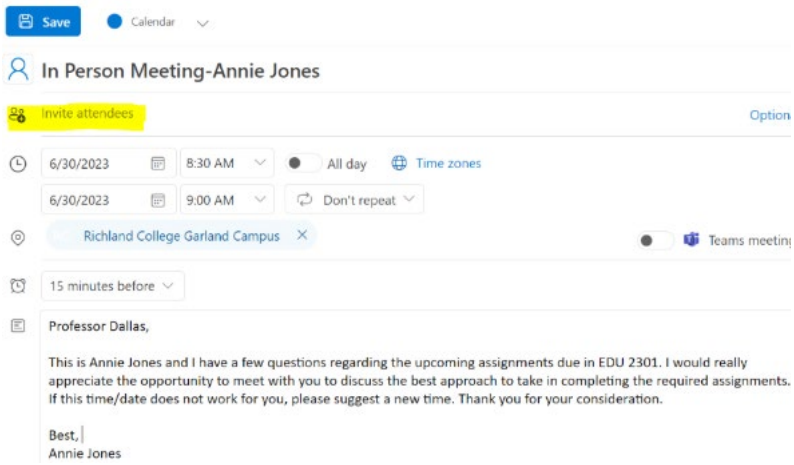
- Identify yourself at the beginning of calls.
- Minimize interruptions (turn off background noise, go to a quiet room).
- Actively listen and take notes.
- Ask questions before closing the call.
- Be positive (phone calls are not a sign of trouble).

Face-to-Face Interactions

Face-to-Face interactions are a great way to build rapport which is the important start of an acquaintance or working relationship. As a Dallas College student, you will have face-to-face interactions with professors, peers, school district partners such as mentor teachers and campus leaders. Below are some best practices to put in place when requesting a face-to-face meeting:

Prior to the meeting, if you are the organizer, you should **schedule the meeting**. To schedule a meeting, send a calendar invitation from your Dallas College student Outlook account and include the person you need to meet with. The calendar invitation should include a message describing the nature of the meeting, date, time, and location.

Example:



- As the organizer, you should prepare for the meeting by having an agenda of items you wish to discuss.
- Once the meeting is confirmed, arrive on time, silence electronics, make the goals of the meeting clear and take notes.
- Lastly, summarize the action items discussed and end the meeting on time.

If you are the meeting invitee, below are some best practices to prepare for the meeting you have been invited to attend:

- Assure you know where the meeting is taking place and be on time.
- You should silence your electronics and participate accordingly.
- Listen attentively, take notes, and ask any clarifying questions you may have.
- If you need some time to process information you have just received, ask the organizer for the best time to schedule a follow up meeting.

Face-to-Face interactions also happen while in a Dallas College classroom, or when you are completing observations at a school or childcare system. When in these settings:

- Be respectful and always be on time- avoid being the disruption.
- Avoid leaving the classroom early.
- Address the teacher/professor correctly (Dr., Mrs., Professor, Mr.).
- Silence electronics.
- Be present and participate fully.

Directing your communication to the appropriate stakeholder

Who should be your first point of contact? To ensure effective and professional communication is achieved, you should always email the person most closely related to the issue or question you may have. All lower and upper-level course questions and concerns should be addressed with the professor before contacting a member of the leadership team.

Keep Commitments

As a student at Dallas College and future professional educator, it is imperative that you do what you say you are going to do and that you meet deadlines. Keeping commitments means being dependable and punctual, as well as following through with tasks that have been assigned to you without the need of constant reminding. You are expected to meet deadlines, attend class meetings, and effectively communicate any barriers that may hinder you from keeping your word. Strategies that will help you keep commitments:

- **Be organized-** Keep a calendar of important dates, class times, meetings, and deadlines to help keep you on track.
- **Don't overpromise**- Try not to take on a responsibility that you cannot follow through to completion. It is far better to reach out and request help than risk giving people false hope or being untruthful.
- **Be principled-** Striving for high standards of behavior will keep you from avoiding the commitments you have made. Think about your personal ethics code to help lead your decisions.
- **Be sincere**- Sometimes, events outside of our control impact the commitments we have made. Always acknowledge the impact of these circumstances with the receiving party to create a plan for moving forward in a timely manner.

Intrapersonal Professionalism

Intrapersonal professionalism refers to a set of soft skills that you possess such as maturity, ability to deal with uncertainty, self-awareness, ability to deal with stress, motivation, and lifelong learning and strategic thinking. These skills are rarely learned from textbooks but can be developed through self-reflection of daily interactions with those around you. Intrapersonal skills can help you:

- Open your mind to new ways of thinking.
- Support healthy communication.
- Expand relationships and professional opportunities.
- Demonstrate your social awareness.
- Make informed decisions considering future plans and how this affects others.

While in the BAS program at Dallas College, you will be exposed to learning opportunities and environments that require you to exercise your best intrapersonal professionalism skills. This includes, and is not limited to, your time in the classroom and your assigned residency site.

Accountability

Display accountability by avoiding placing blame on others, creating excuses, or avoiding your own responsibilities. Being accountable for your actions as a student and new professional includes delivering on your commitment. If something goes wrong, you not only acknowledge your mistakes, but you are also focused on strengthening your skills so that it does not continue to happen. Ways you can model accountability include:

- Be proactive instead of reactive.
- Come up with solutions.
- Show up.
- Accept constructive criticism.
- Communicate effectively.
- Handle disagreements maturely
- Be mindful of rules and regulations.
- Have a willingness to learn.
- Pay attention to details.

Professional Dress

While in your residency placement, you are working with children in a professional environment and are thus expected to dress professionally. Please refer to and adhere to your employer's dress code guidelines in the employee handbook.

Additional Support & Concerns

Residents in Need of Additional Support

It is our goal to fully support all residents in the successful completion of their residency year and all that it entails. When residents are not making adequate progress in coursework, licensure preparation, and/or instructional development, or when persistent professionalism concerns are not successfully addressed, additional support may be provided through the development of a **Resident Growth Plan (RGP)**.

Before a RGP is developed, the resident will be given an opportunity to address the identified concerns or lack of progress. If additional support is needed, the RGP will be collaboratively developed by the resident and Dallas College faculty/field supervisor with support from a School of Education leadership team member.

Resident Growth Plan

The Resident Growth Plan (RGP) is a systematic approach that provides residents an opportunity to collaboratively reflect and formulate steps for improvement when concerns are identified by a Dallas College faculty/field supervisor, campus leadership, and/or school-based educator.

The plan is not intended to be punitive. It is a collaborative support process that allows residents to:

- Identify the issue(s).
- Create actionable steps to address the issue(s).
- Reflect on guidance and feedback.
- Implement changes appropriately.
- Measure growth.
- Increase their efficacy.
- Solidify the enactment of best practices that will support their success in the classroom.

When an RGP is needed, the resident, Dallas College faculty/field supervisor, School of Education leadership, and appropriate school system or campus personnel will collaborate to identify the concern, establish timely and actionable steps for improvement, and determine how progress will be monitored.

The resident will receive ongoing observation, coaching, and feedback during the plan. Progress will be reviewed at an established follow-up point to determine whether the identified concerns have been addressed, whether additional support is needed, or whether the plan should be revised.

Steps in Designing/Executing the Plan

1. Dallas College School of Education (SOE) Team (leadership and faculty) and partner system leadership will meet to collaborate on the concerns and discuss opportunities for growth, for residents and mentors.
2. SOE Team and partner system leadership will host a meeting with the residents, mentor teachers and campus leadership to

a. discuss the concerns,
b. outline timely, actionable steps (the plan) to support the resident and mentor teacher
c. outline and schedule joint observations between SOE leadership and faculty
d. align on a follow-up meeting date.

3. SOE leadership will partner with faculty to observe and coach the residents and provide feedback about the residents' progress to the SOE Team and partner system leadership as outlined in the plan.
4. SOE Team and partner system leadership will review data and determine next steps.
5. SOE Team and partner system leadership will host a meeting with Dallas College faculty members, residents, mentor teachers and campus leadership to review findings and conclude or change the plan, as needed.

Note: Students may not be allowed to delay residency more than twice. After two unsuccessful tries of securing residency placements, students will need to meet with the Dean of Student and Faculty Empowerment.

Accommodations

If you require accommodation from Dallas College's Accessibility Office, you must provide documentation that verifies your eligibility under the ADA and Section 504 of the Rehabilitation Act of 1973. Access the following link to request accommodations from Dallas College: Documentation Guidelines – Accessibility Services – Dallas College

Accommodation provided by Dallas College do not automatically transfer to your placement as a Resident. As a Resident, it is your responsibility to communicate with your employer and follow the guidelines set forth in their employee handbook to request accommodation. In most cases, proper notification must be made, and documentation must be provided to them of your eligibility for accommodation.

If you need to request physical or medical accommodation in order to complete your coursework at Dallas College, please follow the steps outlined below:

1. Access the link to the Accessibility Office here.
2. Click on the red box that says, *Submit a New Application*.
3. Once the application documentation disability is received, determinations about the student's eligibility for accommodation will be made.

If you have any questions, please reach out to Beverly Neu Menassa, Associate Dean of Accessibility Services. BNMenassa@DallasCollege.edu

Handling Concerns and Grievances

We aim to provide you with exceptional residency experience. However, if you encounter a situation that you are unsure how to address, please do not attempt to resolve the situation on your own. Use the following process to address the concern effectively and appropriately.

For concerns that arise during the residency:

1. Contact your Dallas College faculty/field supervisor to discuss the situation and develop a plan of action.
2. Implement the agreed-upon plan of action.
3. Document relevant correspondence.

4. Keep your Dallas College faculty/field supervisor informed of the situation and related communications.
5. If additional support is needed, Dallas College faculty/field supervisors will involve the appropriate Associate Dean.

For serious concerns requiring leadership intervention, contact the Educator Pathways Team to arrange a meeting with an Associate Dean. The Associate Dean will work with you to determine appropriate next steps. If the concern remains unresolved, it may be elevated to the Dean of Faculty and Student Empowerment and, if necessary, the Vice Provost of the School of Education.

Important: Concerns involving safety, abuse, neglect, harassment, discrimination, retaliation, or endangerment of students or employees must be reported immediately in accordance with Dallas College policies and the employing school system's reporting requirements. These concerns should not wait for the informal resolution process.

Formal Complaints

Students who believe they have been treated unfairly in academic matters may use the Dallas College academic complaint process. The existing handbook states that appeals must be submitted within one semester of the issue. Formal academic complaints are submitted through the **Dallas College Maxient reporting system** using the process provided on the Dallas College Academic Complaints webpage.

If you believe a matter constitutes a formal academic complaint or grievance, you may submit a report through the Dallas College Maxient system in accordance with the Dallas College Academic Complaint process. **Filing a formal complaint does not prevent you from working with program leadership to seek resolution.**

EC-6: Transition to Teach at Dallas College ACP

Teach at Dallas College ACP

The **Teach at Dallas College Alternative Certification Program (ACP)** prepares aspiring teachers for successful careers in Texas public schools through a high-quality, practice-based educator preparation program. Coursework emphasizes research-based instructional practices, reflective teaching, and authentic classroom experiences aligned with the **Texas Essential Knowledge and Skills (TEKS)**, **English Language Proficiency Standards (ELPS)**, **Texas Prekindergarten Guidelines** (when applicable), **Texas Educator Standards**, and **19 TAC Chapter 228**.

Candidates complete educator preparation coursework while developing the knowledge and skills necessary to successfully serve as a teacher of record during a supervised internship year.

Admission Requirements

Admission to the Teach at Dallas College Alternative Certification Program is not automatic upon completion of the Bachelor of Applied Science in Early Childhood Education (BAS-ECE). Candidates must meet all admission requirements before beginning the program.

Applicants must:

- Submit a completed Dallas College ACP application.

- Hold a conferred Dallas College BAS-ECE degree or be enrolled in the final semester of the BAS-ECE program and meet all other requirements for contingent admission.
- Earn a cumulative GPA of 2.75 or higher (or a 2.75 GPA in the last 60 semester credit hours).
- Score 85% or higher on the required 240 Tutoring EC–6 Core and Science of Teaching Reading practice exams.
- Successfully complete the program interview.
- Document a minimum of 50 hours of field-based experience.
- Submit a current professional résumé.

Applicants in the final semester of the BAS-ECE program may be granted contingent admission. Final admission is contingent upon successful completion and conferral of the bachelor's degree and satisfaction of all remaining admission requirements.

Candidates who are not in good standing with their current educator preparation program or who have not successfully completed a required Resident Growth Plan (RGP) may not be admitted to the Teach at Dallas College ACP.

Certification Areas

Teach at Dallas College ACP currently prepares candidates for certification in the following areas:

- Core Subjects with Science of Teaching Reading (EC–6)
- English as a Second Language (ESL) Supplemental
- Bilingual Education Supplemental – Spanish
- Special Education (EC–12)

Program Requirements

In accordance with the Texas Education Agency, to obtain standard teacher certification through Dallas College, students must (1) obtain a bachelor's degree, (2) complete continuing education coursework through the alternative certification program, (3) pass certification exams, and (4) successfully complete an internship year as teacher of record for a full year.

Obtain a bachelor's degree

After earning the BAS-ECE degree, students may apply to the Teach at Dallas College ACP to pursue Texas teacher licensure. Admission is not automatic; students must meet all program entry requirements.

Certification Exams

In addition to content exams, teacher candidates must take and pass their content area exams and the TExES Pedagogy and Professional Responsibilities (PPR) Exam to receive obtain state licensure. All teacher candidates must take and pass TExES Core Subjects EC-6 (391) and Science of Teaching Reading (293). Additional exams are required for specializations such as Special Education, Bilingual, and ESL Supplemental. Exam Approval Requirements by Exam.docx

Complete Continuing Education Coursework

Teacher candidates must complete coursework while enrolled in the alternative certification program. Coursework is delivered synchronously using a variety of modalities including hybrid, online, or in-person.

Aspiring teachers must be admitted to the ACP and pass core Texas Examination of Educator Standards (TExES) exams to progress through the coursework. Until EC-6 Core and Science of Teaching Reading exams are passed, students may only enroll in EDTC 1090- Preparing for Texas Teacher Certification.

ACP Coursework

Course Number	Course Name	Notes
EDTC 1090	Preparing for Texas Teacher Certification	Required for students that have taken but not passed EC-6 and STR TExES exams
EDTC 1021	Bilingual Education remote format	For students seeking Bilingual certification.
EDTC 1011	Effective Development of the Learning Environment (BloomBoard based)	Must pass EC-6 and STR to enroll
EDTC 1071	Effective Planning for Instruction (BloomBoard based)	Must pass EC-6 and STR to enroll
EDTC 1072	Effective Practices Supporting English Language Learners (Bloomboard based)	Must pass EC-6 and STR to enroll
EDTC 1073	Practicum I Intern cert req	Must pass EC-6 and STR to enroll
EDTC 1074	Practicum II Intern cert req	Must pass EC-6 and STR to enroll
EDTC 1075	Effective Delivery of Instruction (BloomBoard based)	Must pass EC-6 and STR to enroll
EDTC 1050	Special Education (Bloomboard based)	For students seeking SPED certification

Internship and Practicum

Each teacher candidate must complete a full academic year as a **teacher of record** in a Texas public school district, public charter school, or approved private school to satisfy the internship requirement. The internship must align with the candidate's certification area and meet all requirements for issuance of an **intern certificate**. Campuses located outside the immediate area may be eligible for approval, but the site must be reviewed and approved by the college. A mileage acceptance form may be required for placements more than 25 miles away.

Practicum I and II courses in the Teach at Dallas College ACP support students with successfully meeting the requirements of the internship year as detailed in the TAC. During Practicum, Dallas College faculty will support candidates in the ACP through regular observations and feedback. Observations will consist of (1) frequent short informal observations with feedback and coaching, and (2) formal observation cycles that

consist of a pre-conference, full lesson observation, and post conference. Both provide opportunities for candidates to engage in collaborative reflection on their developing instructional practice.

After all program requirements are met, teacher candidates are eligible to apply for standard certification.

Timeline to Obtain an Intern Certificate for Fall

During the residency year, these are recommended target dates for key milestones that lead to intern certificate eligibility by certification area.

Residency Year August- May (Employment begins August the following year)

Deadline	Milestone	Notes
January 1st	Complete 50 hours of field-based experience	**All Certification Pathways**
March 15th	Meet required benchmark scores for EC-6 and STR.	**All Certification Pathways**
March 30th	Submit ACP Application ***Contact mtrejo@dallascollege.edu for bilingual.***	**All Certification Pathways**
April 30th	Register and take EC-6 Core exam & TExES STR exam	**All Certification Pathways**
May 1st	Complete Bilingual supplemental 240 Tutoring Practice exams	**Bilingual Certification Pathway**
May 1st	Complete ESL supplemental 240 Tutoring Practice exams	**ESL Certification Pathway**
May 1st	Complete EC-12 SPED (161) 240 Tutoring Practice exams	**SPED Certification Pathway**
May	Request Statement of Eligibility for EC-6 with STR	**All Certification Pathways**
May 30th	Take Bilingual Supplemental exam	**Bilingual Certification Pathway**
May 30th	Take EC-12 SPED (161) exam	**SPED Certification Pathway**
May 30th	Take ESL supplemental exam	**ESL Certification Pathway**
June 15th	Complete BTLPT preparation and Practice exam	**Bilingual Certification Pathway**
June	Request Statement of Eligibility for EC-6 with STR + EC-12 SPED (161) or for EC-6 with STR + ESL Supplemental	**ESL and SPED All Certification Pathways**
June 30th	Take the BTLP exam	**Bilingual Certification Pathway**
July	Request Statement of Eligibility for EC-6 with STR + Bilingual Education	**Bilingual Certification Pathway**

Timeline to Obtain an Intern Certificate for Spring

Residency Year January - December (Employment begins=s January the following year)

Deadline	Milestone	Notes
May 15th	Complete 50 hours of field-based experience	**All Certification Pathways**
September 15th	Complete EC-6 Core + STR 240 Tutoring Practice exams & Submit ACP Application	**All Certification Pathways**
September 20th	Submit ACP Application	**All Certification Pathway**
October 15th	Register and take EC-6 Core exam & TExES STR exam	**All Certification Pathways**
November 1st	Complete ESL Supplemental 240 Tutoring Practice exams	**ESL Certification** **Pathway**
November 1st	Complete EC-12 SPED (161) 240 Tutoring Practice exams	**SPED Cert. Pathway**
November 15th	Register and take ESL Supplemental	**ESL Certification** **Pathway**
November 15th	Register and take EC-12 SPED (161)	**SPED Cert. Pathway**
early November	Request Statement of Eligibility for EC-6 with STR	**All Certification Pathways**
early December	Request Statement of Eligibility for EC-6 with STR and SPED or ESL Supplemental	
	This schedule does not allow time for students to complete requirements for the Bilingual	**Bilingual Certification Pathway**

	Certification pathway. Contact mtrejo@dallascollege.edu	

Practicum Key Dates

Milestone	Fall	Mid-Fall	Spring
EC-6, STR, & Supplementals passed	July 15th	September 15th	December 15th
SOE requested	July 30th	September 30th	January 5th
SOE received from district	August 10th	October 10th	January 10th
Intern Certificate Issued	August 15th	October 15th	January 15th
Practicum Begins	August	October	January

***With the rollout of the new Bilingual certification exam, Bilingual candidates cannot begin an intern certificate in October 2026. Candidates who have taken the Bilingual Supplemental/BTLPT must complete all certification requirements by August 31, 2027.*

2 DALLAS COLLEGE

Resources and Forms

Definitions

Alternative Certification Program (ACP): A type of educator preparation program, including post-baccalaureate pathways, that enables individuals who already hold a bachelor's degree to earn their initial teaching certificate while completing the requirements for standard certification. ACPs offer practical classroom experience, competency-based coursework, and support for passing required certification exams.

Registered Apprenticeship: a paid experience with a partner school system that allows the student to engage in significant on-the-job learning through co-teaching with a mentor teacher in a dedicated classroom that allows Dallas College students to observe, co-plan, co-teach, lead teach, and otherwise engage in all aspects of teaching, thereby applying coursework with early childhood and/or elementary students.

Bachelor of Applied Science in Early Childhood Education (BAS ECE): the degree earned after students have completed their associate degree, along with 60 hours in upper-level education, specialty courses, and a residency model infused with performance-based assessments that entwine coursework and practical application of theory

EC-3 Clinical Teaching: A Texas Education Agency-approved educator certification pathway. Candidates complete a full-year clinical teaching while enrolled in an approved Educator Preparation Program, work as a full-time paraprofessional in instructional positions in TEA-approved schools in PreK3-3rd grade classrooms with approval from campus leadership and their Human Resources office. This model supports candidates in completing skills-based coursework during the final year of their bachelor's program, under the tutelage of a dedicated mentor teacher who meets all State Board of Educator Certification requirements, all while continuing their paraprofessional duties. Candidates engage in structured clinical teaching experiences for 490 hours (equivalent to two full days a week at minimum), separate from their paraprofessional role. During this time, they will participate in learning experiences such as planning for instruction with their mentor teacher, facilitating small and whole group instructions with utilizing instructional resources, and participating in learning opportunities and school meetings.

Cohort: A group of teacher candidates assigned to a Dallas College faculty member or Field Supervisor for instruction, coaching, observations, feedback, and performance assessment throughout a designated program or clinical experience

EC-6 Adaptive Residency: is a residency model that enables Dallas College students to work as full-time paraprofessionals in instructional positions in PreK3–6th grade classrooms with approval from campus leadership and their Human Resources office. This model supports residents in completing skills-based coursework during the final year of their bachelor's program, under the tutelage of a dedicated mentor teacher, all while continuing their paraprofessional duties. Residents engage in structured residency learning experiences for two full days a week at minimum, separate from their paraprofessional role. During this time, they will participate in learning experiences such as planning for instruction with their mentor teacher, facilitating small and whole group instructions with utilizing instructional resources, and participating in learning opportunities and school meetings. These learning experiences will equip them with the teaching skills needed by the employee to become an effective teacher.

Educator Preparation Program (EPP): A Texas Education Agency-approved program that prepares individuals for educator certification through coursework, clinical experiences, performance assessments, and ongoing support leading to recommendation for certification.

EC-3 Enhanced Residency: A Texas Education Agency-approved educator certification pathway that meets the requirements of the Texas Teacher Residency Preparation Route (TTRPR). Teacher candidates complete a full-year residency while enrolled in an approved Educator Preparation Program, co-teaching with a qualified mentor teacher and meeting all state requirements for recommendation for the Enhanced Standard Certificate.

Faculty: Dallas College instructors who teach coursework within the Bachelor of Applied Science in Early Childhood Education (BAS ECE) and educator certification pathways. Faculty provide instruction, assess student learning, and support candidates in meeting program and certification requirements. Some faculty also serve as Field Supervisors.

Field Supervisor: A qualified Dallas College faculty member assigned by the Educator Preparation Program (EPP) to provide ongoing supervision, coaching, and evaluation of teacher candidates during clinical experiences, residency, internship, or practicum placements. Field Supervisors conduct formal and informal observations, provide timely feedback aligned to program expectations and Texas Educator Standards, collaborate with mentor teachers and campus leadership, and assess candidates' progress toward demonstrating proficiency required for certification.

Lab Time: approximately 2 hours per week of each upper-level BAS ECE course devoted to practicing instructional skills learned during class time in authentic educational settings through volunteer or work-based learning opportunities.

Lecture Time: approximately 2 hours per week of each upper-level BAS ECE course devoted to learning instructional skills in a synchronous class setting.

Host/ Mentor Teacher: a veteran teacher, selected by the partner school system, to cultivate Dallas College BAS residents, by providing exemplary models of teaching, educator professionalism, constructive feedback, and actionable strategies to enhance residents as they pursue their teaching degree.

Pre-Resident: a Dallas College BAS ECE student, in their junior year, preparing to apply for the senior-year residency. This would include completing the 50 Pre-Service Field Based Experiences for EC-3 Pathway students.

Post Baccalaureate Certification Pathway- An educator preparation pathway designed for individuals who have already earned a bachelor's degree and are seeking to become certified teachers. This pathway allows candidates to complete the coursework, clinical experiences, and certification exams required for standard teacher certification without pursuing an additional undergraduate degree. It is commonly delivered through alternative certification programs (ACPs) and may include on-the-job training or internship experiences.

Residency (Residency Year): A structured, supervised, field-based clinical experience that integrates educator preparation coursework with sustained practice in an authentic classroom setting. During residency, teacher candidates progressively assume instructional responsibilities under the guidance of a qualified Mentor Teacher and receive ongoing coaching and evaluation from a Dallas College Field Supervisor.

Resident: a Dallas College BAS ECE student, in their senior year, that is employed with a school district or early childhood education center through either a full-time, clinical, or adaptive residency. Residency Course Information

Performance (Professional) Improvement Plan: an actionable strategy created by SOE leadership, faculty, school leadership and mentor teachers to guide residents who are struggling to meet the instructional and/or

professional criteria associated with the residency and fellowship, in hopes to assist residents in overcoming challenges, to increase their chances of becoming highly qualified teachers.

School Leadership: Any person in the partner school system that serves in a leadership role that can observe residents, provide feedback, or issue reprimand.

School of Education (SOE) Leadership: Dallas College Vice Provost, Deans, Associate Deans, and Department Chairs that are responsible for the development and execution of the BAS ECE degree, residency, fellowship, and licensure.

Standard Certification/ Licensure: Full certification required to be a licensed teacher in Texas.

Work-Based Learning Opportunity (WBLO): opportunities that allow students in the BAS ECE program to apply course learning in authentic educational settings (e.g., volunteering, tutoring, instructional aide, paraprofessional)

WBLO FAQ

Below are answers to questions students have about lab time. Before contacting your instructor or SOE leadership, please review this list to see if your question has already been addressed.

PURPOSE

Why are the upper-level bachelor's courses in education structured as lab courses?

Dallas College believes it is important for students who are pursuing a career in education to have the time and space to (1) practice and hone their teaching skills from the very beginning of the program, (2) start to prepare for teacher licensure, and (3) engage in professional learning that is connected to the competencies valued in the education profession. Structuring the upper-level education courses as lab courses provides approximately two hours each week during which students can begin to work with young students to apply their learning from coursework and start to develop the professional knowledge and skills needed to be an effective educator.

NUMBER OF REQUIRED LAB TIME HOURS

Is the lab time requirement 32 hours per semester or per course?

Each course has approximately two hours of lab time per week associated with it. That is a total of approximately 32 hours per course per semester.

Am I required to spend exactly two hours every week for every course participating in lab time activities?

No. The time you spend tutoring or in your work environment may "count" towards multiple course learning outcomes. Please get as close as you can to the two hours per week per course over the semester. As an example, this might mean that you act as a tutor for more hours one week than in others. That is okay. The most important action for you to take this semester is to begin to work with young students so that you can apply your learning throughout the semester. This will enable you to develop your teaching skills and will give you a much better understanding of the demands of the profession.

How do I know which work-based activities can be used for lab time?

For a work-based activity to "count" for lab time, the activity must allow you to practice key teaching skills, it must be connected to the learning outcomes for the course, and it must allow you to meet the requirements for any assignments connected to lab time and work-based learning. The syllabus for each course includes the learning outcomes and denotes the assignments related to lab time. If you are unsure if the activity counts, please review the course learning outcomes and ask yourself: "*Will this activity support my learning? How?*"

Can time spent tutoring or in my educational work environment be used in more than one course?

Yes. If the tutoring and work activities support your learning for multiple courses and allow you to meet the requirements for assignments connected to lab time across multiple courses, they may be "counted" for those courses.

WORK-BASED LEARNING LAB TIME REQUIREMENTS

I am going to tutor. However, my tutoring position will not start at the beginning of the semester. Am I required to complete virtual lab activities between now and when I start tutoring?

No. Please focus on getting ready to tutor. This includes completing your tutoring application, background checks, and completing the tutor training that will be offered.

Are there virtual options for fulfilling the work-based learning lab time activities?

The best way to learn the practice of teaching is through engaging in person with children and students in an educational setting and thus, the program is not currently offering virtual options. Please communicate with your individual course instructors if you have a concern regarding your ability to engage in person in an educational setting. Your course instructor is best positioned to support you in meeting the requirements of any assignments connected to lab time.

I already have a full-time job outside of education and a family. Are there work-based learning opportunities after 5:00 or on weekends? I am worried that I will not be able to spend the time needed as a tutor to fulfill the lab time requirements. What do I do?

There may be work-based learning opportunities available on Saturdays. Please use the email in the Lab Time eCampus Organization to reach out to the Educator Pathways Team for more information about these options.

I work as a nanny to infant and toddler aged children. Can I use this as my work-based learning opportunity?

Your work as a nanny can be used to satisfy the lab time requirements for EDEC 3301, *Supervised Experiences with Infants and Toddlers*. However, you might consider taking advantage of additional work-based learning opportunities on a part-time basis in a childcare center, as those will give you another level of exposure to working with children in an educational setting.

I work on a middle or high school campus. Can I use this as my work-based learning opportunity?

In most instances, no. The courses in this program are focused on early childhood education and grades PK-6. This also means that the assignments are focused within these grade bands. We encourage you to consider how to secure opportunities to interact with younger children either through tutoring or volunteer opportunities. If needed, please communicate with your individual course instructors regarding your situation for assistance in how to best meet the requirements of any assignments connected to lab time and work-based learning.

Can my work-based learning opportunity be at a charter school?

Yes, if that charter school is publicly funded and your position allows you to meet the requirements of your course assignments that are connected to lab time and worked-based learning.

I am taking the Infants and Toddlers class. Must I work with infants and toddlers, or can I work with elementary-aged children?

The infant and toddlers class requires that you work with children at the infant and toddler levels. If your work-based learning opportunity does not provide you with access to infants and toddlers, consider how you might secure volunteer or other opportunities to work with infants and toddlers. If needed, communicate with your

individual course instructor for assistance in how to best meet the requirements of any assignments connected to lab time and work-based learning.

What if I am a parent educator, PEIMS Specialist, or school secretary, is that equivalent to a work-based learning opportunity?

Unfortunately, those positions will not allow you to consistently apply the learning from your courses with students and meet the requirements of course assignments related to lab time. We encourage you to find opportunities, either on your campus or at another campus, that allow you to meet the requirements of the assignments connected to lab time and work-based learning. Many campuses have tutoring and volunteer opportunities available.

Can professional development training hours that I attend for my work-based learning opportunity count towards lab hours?

While we highly encourage you to participate in professional development related to education, hours spent in professional development may not support you in meeting the requirements for assignments connected to lab time and work-based learning. Please communicate with your individual course instructors regarding the specific professional development you are considering and its connection to your assignments and course objectives.

COVID-19

What if the childcare center or school where I am working closes due to COVID? Will I be penalized for not being able to get my hours?

In the event this happens, please communicate with your instructors to work out a plan for completing your course assignments connected to lab time and your work-based learning opportunity. You will not be penalized, but you will be expected to complete any related assignments.

TRACKING LAB TIME ACTIVITIES

How do I track my hours for lab time?

Part of being a professional is keeping track of your related experiences. There is no program-level expectation that you track your lab-time experiences. You may need to track them for specific courses. Review your syllabi and direct any questions regarding assignments related to lab time/work-based learning to your instructors.

What information do I need to keep track of as I engage in work-based activities?

You will want to set up a system that allows you to note the date, time, duration, and a brief description of what you did. Including a short reflection of your learning from the activity would also be beneficial and would serve as evidence of your professional growth.

Where do I turn in my signed worksheet verifying my hours?

Sign-in sheets for upper-level courses are not required.

Can we receive confirmation of the hours submitted from last semester and all upcoming semesters? Can we also receive a copy of all forms submitted?

Once you have submitted your information/hours on the Microsoft Form, you will be prompted and asked if you would like to receive a copy of your submission. Click yes, and you should receive a copy of your responses via email. Unfortunately, we are unable to provide any confirmation of hours from previous semesters.

Program Handbook Acknowledgement

PLEASE READ AND INITIAL BESIDE EACH STATEMENT

_____ I have received a copy of the Dallas College BAS ECE Program Candidate Handbook and understand that I am required to comply with federal, state, and program requirements as described in the handbook in order to complete the program.

_____ I understand that Dallas College will share information about my performance in the program with appropriate school district personnel.

_____ I understand that Dallas College will have access to information on my Texas Education Association (TEA) and Educational Testing Service (Pearson) accounts and may share that information with appropriate school district personnel.

_____ _____

Printed First & Last Name | Student ID#

_____ _____

Signature | Date

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Dallas College to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ **[print full name]** am a candidate at Dallas College and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- Records relating to my state examinations
- Records relating to my status in the degree program and EPP.

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the Dallas College School of Education) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences.

_____	_____
Printed First & Last Name	Student ID#
_____	_____
Signature	Date

Co-Teaching Approaches



One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



Alternative (Differentiated) Teaching

One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



Team Teaching

Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

CSU, Chico Adapted from the work of Marilyn Friend, Lynne Cooke, and St. Cloud State University

Residency Field-Based Experience Resources

Why are you being asked to complete and document FBEs?

§228.43 of the *Texas Administrative Code* requires all educator preparation programs in Texas to engage their classroom teacher candidates in a minimum of 50 hours of field-based experiences (FBEs). You will not be allowed to move forward with your internship in *any* certification program if you have not completed and documented at least 50 hours of FBEs. You will be required to submit evidence of 50+ FBEs when applying to an alternative certification program.

§228.43(c)(3) of the *Texas Administrative Code* also requires each FBE to be documented in writing with a detailed reflection guided by the educator preparation program. Completing these FBEs and submitting them in the ApprentiScope platform will ensure that you meet the FBE requirements outlined in the *Texas Administrative Code* so that you can move forward with your additional certification requirements.

Skills the resident should be working to develop are in blue. ***Mentor*** *scores (using the rubric below) each skill when the related field-based experiences (FBEs) have been completed.*

- The bulleted items under each skill are field-based experiences (FBEs) that the resident should engage in to support development of the skill. Each FBE only needs to be submitted one time in the cycle but can be completed multiple times as needed to meet proficiency. When all FBEs for a given skill are complete, the resident should continue to practice the skill to develop proficiency. ***Mentor*** *reviews and approves/provides feedback on FBEs as they are completed.*
  - The items in green provide guidance for what residents should submit or note in the comments/journal in ApprentiScope when submitting their FBEs. Every task should have a reflection and/or submission.

Week 1 = The first week of the Dallas College semester. Full-time paid residents will be in their placements prior to week 1 and can start working on skills as soon as they are able. Note, however, that access to the online platform may not be available until week 1.

1 **Improvement Needed**	**2** **Developing**	**3** **Proficient**	**4** **Accomplished**	**5** **Distinguished**
The resident cannot complete this skill with or without support.	• The resident can complete this skill with support. • The resident's effectiveness may be inconsistent.	The resident demonstrates this skill effectively without support.	The resident consistently demonstrates this skill effectively without support.	The resident always demonstrates this skill effectively without support.

Semester 1 Skills & Related FBEs

Prior to Week 1

Meet professional responsibilities

- Actively engage in staff/faculty professional development.
- What is your biggest takeaway from this?
- How are you feeling after engaging in this professional development?
- Assist mentor teacher with classroom set up and preparation for the first days of school.
- What do you appreciate about how your mentor prepared for the first days?
- Locate key equipment, materials, and campus personnel (principal, assistant principals, instructional coaches, administrative personnel, custodians, etc.)
- Submit a photo of you with someone you met and identify them along with their role.
- Learn how to operate the copy machine and any other equipment available for teacher use.
- Review the employee handbook to familiarize yourself with district policies and procedures.
- What questions (if any) do you have about district policies and procedures?
- Introduce yourself to teachers/staff with whom you will be working most closely.
- Submit a photo of you and your mentor and/or you with your team.
- What stands out to you about the people you will be working with?
- Set up/access your email and other district technology platforms you will be utilizing.
- Is there anything your mentor can help you with related to technology?

Weeks 1-4

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Establish & facilitate general classroom routines & procedures (e.g., attendance, breakfast/lunch, bell work, restroom, dismissal, etc.)

- Assist mentor teacher with planning for general classroom routines and procedures.
- What is your key takeaway from this task and how will you apply that to your own classroom?
- Observe mentor facilitating general classroom routines and procedures.
- What stood out to you as something your mentor does well? How does this connect to the *Culture of Learning* domain of the classroom look-fors?
- What do you want to make sure you incorporate into your own teaching?
- Submit a picture of your mentor as you observe and give it a caption.
- Assist mentor in facilitating general classroom routines and procedures.
- Hashtag your experience assisting with this. Explain your hashtag.
- Lead facilitation of general classroom routines and procedures while mentor observes and/or assists.
- What do you think you are doing well in this area? Explain.
- What would you like to improve on? Explain.
- Solicit and implement feedback from your mentor on your facilitation of general classroom routines and procedures.

- How does your mentor's feedback differ from or connect to what you identified?
- How do you feel about your mentor's feedback?
- How will/did you incorporate your mentor's feedback?

Establish & reinforce a positive classroom culture/environment

- Assist mentor teacher with planning for and establishing routines and systems related to classroom culture/environment (e.g., morning meetings, social contract, sharing routines, positive behavioral intervention and supports).
- What are your biggest takeaways related to planning for and establishing routines and systems related to classroom culture/environment? Explain.
- Observe mentor facilitating routines established to support a positive classroom culture/environment.
- What are the strategies your mentor uses to support a positive classroom culture/environment?
- When you have your own classroom, in what ways will you create a positive environment?
- Submit a photo of an example you see of a positive environment in your mentor's classroom.
- Assist mentor in facilitating routines established to support a positive classroom culture/environment.
- In what ways are students responding to the routines used to support a positive classroom culture/environment?
- Lead facilitation of routines to support a positive classroom culture/environment while mentor observes and/or assists.
- What do you think you are doing well in this area?
- What would you like to improve on?
- Solicit and implement feedback from your mentor on your facilitation of routines/systems to support a positive classroom culture/environment.
- What feedback did your mentor provide and how will/did you use that feedback?

Support students to meet classroom expectations.

- Assist mentor with planning lessons that demonstrate the fundamental elements of engaging instruction.
- Which methods did your mentor use to engage the students that you would use in the future?
- Share a picture of your students engaged in learning.
- Observe mentor setting expectations for a lesson.
- How did your mentor set the expectations for the lesson?
- What visuals or other supports did your mentor use?
- Assist mentor with facilitating setting expectations in a lesson.
- Explain how you assisted and what you learned from the experience.
- Plan with your mentor times during the lesson that are appropriate for setting expectations and during which you can take the lead so that you can practice setting expectations.
- Have your mentor teacher take a picture of you setting expectations in a lesson. Submit the picture and explain what you were doing.
- What do you believe is the hardest part about setting &/or enforcing classroom expectations? Why?
- Solicit and implement feedback from mentor on your ability to set expectations for a lesson.
- Upon self-reflection and after meeting with your mentor, what will you do differently on the next lesson?

Weeks 5-8

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Plan & facilitate small group math instruction.

- Assist mentor with planning small group math instruction.
- Share what you believe will be the most engaging part of this small group lesson for your students. Explain.
- What skill are you planning to work on in this small group lesson?
- How was this focus skill determined?
- Observe mentor facilitating small group math instruction.
- What instructional strategies did you observe your mentor using?
- How does that connect to the classroom look-fors related to mathematics instruction?
- What would you say is a strength that your mentor possesses in leading small group math lessons?
- Take the lead on planning and facilitating small group math instruction while mentor observes and/or assists.
- What do you believe is the benefit of facilitating math lessons in a small group versus the whole class? Why?
- What went well for you and what challenged you? Explain.
- Solicit and implement feedback from mentor on your ability to plan and facilitate small group math instruction.
- What feedback did your mentor provide and how will you implement that feedback?
- Review the student work from your small group instruction with your mentor's support and categorize it as proficient or not proficient.
- Submit a picture of the student work with the categorization. Explain the task if it is not evident in the picture.
- Explain how you determined whether the student work was proficient or not proficient.

Plan & facilitate whole class math instruction.

- Assist mentor with planning whole class math instruction.
- What part of the lesson did you have the most input on?
- What should students know and be able to do as a result of this lesson?
- What TEKS does this lesson support? Explain.
- Assist mentor with facilitating whole class math instruction by circulating and supporting students.

- Submit a picture of your students engaged in the math lesson.
- What is one way that you supported students while circulating?
- How did your support impact the student(s)?

Facilitate the beginning of a math lesson

- Observe mentor facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class math lesson.
- Submit a picture of your mentor teacher facilitating the beginning of a whole class math lesson and explain what was taking place.
- What are at least 3 things you noticed your mentor do during the beginning of the lesson and why are those things important for student learning?
- How does this connect to the classroom look-fors for mathematics instruction?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class math lesson while mentor observes and/or assists.
- Create a hashtag for today's lesson objective. For example, #funfractions.
- What do you feel went well with your facilitation of the beginning of the math lesson? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class math lesson.
- What feedback did your mentor provide?
- How do you feel about that feedback?

Closing a whole class math lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class math lesson.
- What questions did your mentor ask during the closing?
- What else did your mentor do during the closing?
- How does this connect to the look-fors for classroom instruction in mathematics?
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class math lesson while mentor observes and/or assists.
- What is something you thought went well with closing the math lesson? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class math lesson.
- Is there anything that you and your mentor agree on that you could improve on? What is it?

Facilitating new learning and practice portion of a whole class math lesson

- Observe mentor leading the new learning and practice portion of a whole class math lesson.
- Identify at least 3 things you noticed your mentor do and why those things are important for student learning.
- Which descriptors from the classroom look-fors for mathematics instruction were evident? Explain.
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class math lesson while mentor observes and/or assists.
- What went well? What was a challenge? Explain.

- How did your mentor assist you today?
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class math lesson.
- What was your favorite piece of feedback you received today?

Facilitating a whole class math lesson from start to finish

- Plan with your mentor and take the lead in facilitating an entire whole class math lesson while mentor observes and/or assists.
- If your math lesson were a picture, what would the picture caption be? Be creative! For example, "Equations at work: Minds engaged."
- What did you learn from leading a whole math lesson?
- Were there times when your mentor stepped in or otherwise supported you? If so, explain.
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class math lesson.
- Is there any way your mentor could assist you further in your facilitation of a whole class math lesson?
- Create a positive affirmation statement related to a strength your mentor says you possess. For example, "Your dedication and passion make a difference every day."

Weeks 9-12

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Plan & facilitate whole class instruction in science.

- Assist mentor with planning whole class science instruction.
- Summarize today's science lesson in 5 words.
- Assist mentor with facilitating whole class science instruction by circulating and supporting students.
- Submit a picture of your students engaged in the science lesson. Explain what is pictured.
- How did you assist students in this lesson?
- What was the impact of your support on the student(s)?

Facilitating the beginning of a science lesson

- Observe mentor facilitating the beginning (e.g., engage, connection to prior learning, lesson objective, etc.) of a whole class science lesson.
- What do you admire about the way your mentor facilitated the beginning of the whole class science lesson today?
- How does this connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage, connection to prior learning, lesson objective, etc.) of a whole class science lesson while mentor observes and/or assists.
- If your science lesson were a picture, what would the picture caption be? Be creative! For example, "Capturing the wonder of science. One experiment at a time."
- What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class science lesson.
- Create at least two hashtags for the feedback your mentor provided. Explain your hashtags.

Facilitating the closing of a science lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class science lesson.
- What do you admire about the way your mentor facilitated the lesson closing today?
- Submit a picture of one of your student's exit tickets. How would you categorize this student's learning based on the exit ticket (proficient, not proficient)? Explain using evidence from the exit ticket.
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class science lesson. Discuss and solicit feedback from mentor while mentor observes and/or assists.
- If today's closing of the science lesson you facilitated were a song, what would the name of the song be? For example, "The Science Explorer's Anthem"
- What went well with the closing? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class science lesson.
- What are your thoughts about your mentor's feedback? Elaborate appropriately.

Facilitating new learning and practice of a science lesson

- Observe mentor leading the new learning and practice portion of a whole class science lesson.
- What went well with today's whole class science lesson? What did your mentor do that you will try in the future?
- How does this connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class science lesson while mentor observes and/or assists.
- What about the science lesson you are planning excites you? What makes you nervous?
- What went well? What was a challenge? Explain.

- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class science lesson.
- Create a positive affirmation statement related to a strength your mentor says you possess. For example, “You are shaping young minds.”

Facilitating a science lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class science lesson while mentor observes and/or assists.
- Is there anything you would do differently if you facilitated this lesson again? Why?
- What words would you use to thank your mentor for assisting you in facilitating your whole class science lesson today?
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class science lesson.
- What was your mentor’s feedback regarding your whole class science lesson?
- How do you feel about this feedback? Elaborate appropriately.

Weeks 13-16

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Use probing questions to deepen student understanding

- Observe your mentor facilitating instruction with an individual or small group of students. Make note of the specific questions they use to probe student thinking.
- What was your favorite probing question that your mentor teacher asked the students? Why?
- What did you observe that connects to the look-fors for classroom instruction? Explain.
- Facilitate instruction with an individual or small group of students while your mentor observes, focusing on your use of questions to probe student thinking.
- Share a probing question that you asked during this instruction and how your students responded.
- What did you learn from the students’ response(s)?
- Solicit and implement feedback from your mentor on your ability to use probing questions.
- What is a probing question that you could use in every lesson to solicit deep thinking from your students?

- Collaboratively work with your mentor to review and discuss student work, identify strengths, misconceptions/errors, and annotate with probing questions to clarify students' misconception or error.
- Submit a picture of a piece of student work that shows your feedback to a student.
- What did you learn from doing this?

Semester 2 Skills & Related FBEs

Weeks 1-4

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Plan and facilitate small group instruction in English language arts and reading (ELAR)

- Assist mentor teacher with planning for small group ELAR instruction.
- What excites you the most about what you and your mentor have planned for your small group ELAR lesson? Why?
- What skill(s) are you planning for the small group instruction?
- How did you and your mentor decide on this focus skill?
- Observe mentor facilitating small group ELAR instruction.
- What would you say is a strength that your mentor possesses in leading small group ELAR lessons?
- Identify at least 3 strategies you noticed your mentor use.
- How does that connect to the classroom look-fors for literacy instruction?
- Assist mentor in facilitating small group ELAR instruction.
- How did you assist?
- How did this impact student learning? What evidence of that did you see?
- Lead facilitation of small group ELAR instruction while mentor observes and/or assists.
- How did your mentor assist you today? Write your mentor a quick note of gratitude for their help today.
- What went well? What was a challenge? Explain.
- Solicit and implement feedback from your mentor on your facilitation of small group ELAR instruction.
- What was your mentor's feedback regarding your small group ELAR lesson? Do you agree with your mentor's feedback? Why or why not?

Weeks 5-8

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Plan and facilitate whole class instruction in English language arts and reading (ELAR)

- Assist mentor with planning whole class ELAR instruction.
- Summarize the ELAR lesson in 5 words.
- What is the objective for the lesson?
- What should students know and be able to do at the end of the lesson?
- Assist mentor with facilitating whole class ELAR instruction by circulating and supporting students.
- Submit a picture of your students engaged in the ELAR lesson. Explain the picture.
- How did you support students in this lesson?

Facilitating the beginning of whole class ELAR instruction

- Observe mentor facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class ELAR lesson.
- What do you admire about the way your mentor facilitated the beginning of the lesson today?
- What connections can you make to the classroom look-fors for literacy instruction?
- Submit a picture of your mentor teacher in action and explain what is happening in the picture.
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class ELAR lesson while mentor observes and/or assists.
- What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class ELAR lesson.
- Create at least 2 hashtags for your mentor's feedback. Explain your hashtags.

Facilitating the closing of a whole class ELAR lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class ELAR lesson.
- What do you admire about the way your mentor facilitated the lesson closing today?
- How does this connect to the classroom look-fors for literacy instruction?
- Write a quick note to your mentor about what you observed today.
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class ELAR lesson while mentor observes and/or assists.

- What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class ELAR lesson.
- What questions did you ask your mentor today?
- What was the best piece of advice that your mentor gave you after today's lesson? Explain.

Facilitating the new learning and practice portion of a whole class ELAR lesson

- Observe mentor leading the new learning and practice portion of a whole class ELAR lesson.
- What went well with today's whole class ELAR lesson? What did your mentor do that you will try in the future?
- How does this connect to the classroom look-fors for literacy instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class ELAR lesson while mentor observes and/or assists.
- (Before teaching) What about the ELAR lesson you are planning excites you? What makes you nervous?
- (After teaching) What went well? What was a challenge? Is there anything you would do differently next time? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class ELAR lesson.
- Create a positive affirmation statement related to a strength your mentor says you possess. For example, "Your students really enjoy your teaching."
- What is something you want to improve on when facilitating ELAR instruction?

Facilitating a whole class ELAR lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class ELAR lesson while mentor observes and/or assists.
- What words would you use to thank your mentor for assisting you in facilitating your whole class ELAR lesson today?
- If you were going to teach this lesson again, what would you do differently and why?
- What did students learn? What evidence do you have of that?
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class ELAR lesson.
- What was your favorite piece of feedback you received today?

Weeks 9-12

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
    - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
    - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)

- Time outside of class time that you spent on licensure exam preparation.

Throughout the 4-Week Cycle

Plan and facilitate whole class instruction in social studies.

- Assist mentor with planning whole class social studies instruction.
  - Summarize the social studies lesson in 5 words.
  - What is the objective of this lesson?
  - Which TEKS does this objective align to? Explain.
- What should students know and be able to do as a result of this lesson?
  - Assist mentor with facilitating whole class social studies instruction by circulating and supporting students.
- Submit a picture of your students engaged in the social studies lesson. Explain the picture.
- How did you support students? What was the impact of your support? How do you know?

Facilitating the beginning of a whole class social studies lesson

- Observe mentor facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class social studies lesson.
  - What do you admire about the way your mentor facilitated the whole class social studies lesson today?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class social studies lesson while mentor observes and/or assists.
  - What is the name of the engaging social studies lesson you are planning?
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class social studies lesson.
  - If the beginning of your whole class social studies lesson were a picture, what would the picture caption be? Be creative! For example, "Welcome Letters to Early Settlers."

Facilitating the closing of a whole class social studies lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class social studies lesson.
  - What do you admire about the way your mentor facilitated the lesson closing today?
  - What do you believe was your students' favorite part about today's lesson?
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class social studies lesson while mentor observes and/or assists.
  - If today's closing of the social studies lesson you facilitated were a song, what would the name of the song be? For example, "The End of the Stone Age."
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class social studies lesson.
  - Do you agree with your mentor's feedback? Why or why not?

Facilitating the new learning and practice portion of a whole class social studies lesson

- Observe mentor leading the new learning and practice portion of a whole class social studies lesson.
    - Identify at least 3 strategies you noticed your mentor use.
    - How do they connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class social studies lesson while mentor observes and/or assists.
    - Have your mentor take a picture of you facilitating. Submit the picture and explain what is happening in the picture.
    - What went well? What was a challenge?
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class social studies lesson.
    - What feedback did your mentor provide? How do you feel about that feedback?

Facilitating a whole class social studies lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class social studies lesson while mentor observes and/or assists.
    - (Before teaching) What about the planning of your whole class social studies lesson excites you? What makes you nervous?
    - (After teaching) What went well? What was a challenge? Did your mentor step in to assist? If so, explain how.
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class social studies lesson.
    - Create at least 2 hashtags to represent your mentor's feedback. Explain your hashtags.

Weeks 13+

Weekly *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
    - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
    - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc…)
    - Time outside of class time that you spent on licensure exam preparation.

Throughout the Remaining Weeks

Plan and facilitate full day instruction

- Plan with your mentor to take the lead in facilitating instruction for a full day while your mentor observes and/or assists.
    - What do you believe your strengths were today? What do you believe you could do better in the future when facilitating a full day of instruction?
    - How did your mentor teacher help you today?
    - What did you learn about yourself today?

- Solicit and implement feedback from mentor on your ability to facilitate full-day instruction.
- Create a positive affirmation statement related to a strength your mentor says you possess. For example, “You are growing more each day.”
- What is something you need to work to improve?
    - Thinking about where you are now compared to the beginning of the year, how have you grown? What do you attribute that growth to?