

TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

TEACHER CANDIDATE HANDBOOK



2+1 PROGRAM

Updated Spring 2016

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2+1 PROGRAM

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Dean's Message

Dear Teacher Candidate:

In the Fall 2011, the College of Education entered into an exciting new chapter of teacher preparation at Texas Tech University. Our new program, **TECHTEACH**, is a clinically intensive, competency-based program aimed at improving K-12 student achievement, increasing teacher candidates' qualifications upon entry into their careers, and fostering within them the dispositions important for helping them remain and thrive in the teaching profession.

This revolutionary reform has been prompted by a new vision for teacher preparation in our College that is responsive to your needs as a teacher candidate, the students whom you will serve over the course of your career, our district partners, and accountability demands of governmental agencies. In the most extreme, I feel that this reform is a matter of highest priority for the future of our nation.

This reform marks a radical departure from traditional programs that prepare teachers. **TECHTEACH** will engage you in activities that are aimed at developing professionalism, and superior instructional competency.



Reformed *coursework* will focus on helping you learn and apply the skills necessary for fostering student achievement. *Clinical experiences*, including extended placements throughout the program and a full year of student teaching, will focus on supporting you in your growth, and transition into your career. Through the use of video-capture technology, you will receive unprecedented feedback about your instructional competency; and through the use of a co-teaching model, gain experience that will find you, upon graduation, with the qualifications and skills equal or above that of a 2nd-year teacher.

Combined, the elements of this reform will ensure that you are among the most effective new teachers in the State of Texas.

I heartily welcome you to the **TECHTEACH** program, and thank you for your decision to serve our nation as a P-12 teacher.

Dale Scott Ridley, Dean
College of Education
Texas Tech University





Video 1: TechTeach - Start a Revolution in Teacher Education

Chapter 1

Summary of Field Experiences



A. COURSE SEQUENCE IN 2+1 PROGRAM

Table 1: Arrangement of Elementary Courses for 2+1 Program

JULY START - 2+1		
SUMMER II *** (1ST TTU SESSION)		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDBL 3300 - Intro to Teaching	EDBL 3300 - Intro to Teaching	EDBL 3300 - Intro to Teaching
EDBL4360 - Ting Social Studies	EDBL4360 - Ting Social Studies	EDBL4360 - Ting Social Studies
FALL SEMESTER		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDEL 4370 - Ting Mathematics - 16 wks	EDEL 4370 - Ting Mathematics - 16 wks	EDEL 4370 - Ting Mathematics - 16 wks
EDLL 3351 - Found. of Rdg - 16 wks	EDLL 3351 - Found. of Rdg - 16 wks	EDLL 3351 - Found. of Rdg - 16 wks
EDBL 3334 - Lang. & Cong. Dev. - 16 wks	EDBL 3334 - Lang. & Cong. Dev. - 16 wks	EDBL 3334 - Lang. & Cong. Dev. - 16 wks
EDEL 4375 - Ting. Sci. 1st - 8 wks	EDEL 4375 - Ting. Sci. 1st - 8 wks	EDEL 4375 - Ting. Sci. 1st - 8 wks
EDBL 3332 - Foundations of Bil Studies - 1st - 8 wks	EDBL 3332 - Foundations of Bil Studies - 1st - 8 wks	EDBL 3332 - Foundations of Bil Studies - 1st - 8 wks
EDBL 3338 - Methods for Ting ELL's - 2nd - 8 wks	EDBL 3338 - Methods for Ting ELL's - 2nd - 8 wks	

A. COURSE SEQUENCE IN 2+1 PROGRAM

Table continues

WINTERMESTER		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDBL 3336 - Mang. EL Student Learning	EDBL 3336 - Mang. EL Student Learning	EDBL 3335 - Ting Ling & Cult Diverse ST in EC - 6 Mainstream
SPRING SEMESTER - ALL 16 WK. COURSES		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDBL 3337 - Content Area Dev. for Eng. as a Second Lang. Population	EDBL 3337 - Content Area Dev. for Eng. as a Second Lang. Population	EDSP 3302 - Assessment & Program Planning
EDBL 4321 - Teaching Literacy/Bilaterally in Bil/Dual Language Program		
EDLL 3350 - Children's Literacy	EDLL 3350 - Children's Literacy	EDLL 3350 - Children's Literacy
EDLL 3352 - Language/Literacy	EDLL 3352 - Language/Literacy	EDLL 3352 - Language/Literacy
EDEL 4000 - Student Ting (9 hrs.)	EDEL 4000 - Student Ting (9 hrs.)	EDEL 4000 - Student Ting (9 hrs.)
MAYMESTER		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDIT 3318 - Instructional Technology	EDIT 3318 - Instructional Technology	EDIT 3318 - Instructional Technology

A. COURSE SEQUENCE IN 2+1 PROGRAM

Table continues

SUMMER I		
<i>Bilingual</i>	<i>ESL</i>	<i>SPED</i>
EDEL 4000 - Student Ting (3 hrs.)	EDEL 4000 - Student Ting (3 hrs.)	EDEL 4000 - Student Ting (3 hrs.)
	EDLL 4380 - Literacy in the Content Area	EDLL 4380 - Literacy in the Content Area
		EDSP 4304 - Methods of Collab & Co-Ting
JANUARY START 2+1		
SUMMER II		
<i>Bilingual</i>	<i>ESL</i>	
EDBL 3332 - Foundations of Bil Studies	EDBL 3332 - Foundations of Bil Studies	
EDBL 3337 - Content Area Dev fro ESL	EDBL 3337 - Content Area Dev fro ESL	
FALL SEMESTER - ALL 16 WK. COURSES		
<i>Bilingual</i>	<i>ESL</i>	
EDLL 3350 - Children's Literacy	EDLL 3350 - Children's Literacy	
EDLL 3352 - Language/Literacy	EDLL 3352 - Language/Literacy	

A. COURSE SEQUENCE IN 2+1 PROGRAM

Table continues


FALL SEMESTER - ALL 16 WK. COURSES	
<i>Bilingual</i>	<i>ESL</i>
EDBL 4321 - Teaching Literacy/Bilaterally in Bil/Dual Language Program	
EDEL 4375 - Ting. Sci. - 16 wks	EDEL 4375 - Ting. Sci. - 16 wks
EDEL 4000 - Student Ting (12 hrs.)	EDEL 4000 - Student Ting (12 hrs.)
SPRING SEMESTER *** (1ST TTU SEMESTER)	
<i>Bilingual</i>	<i>ESL</i>
EDBL 3300 - Intro to Teaching - 1st - 8 wks.	EDBL 3300 - Intro to Teaching 1st - 8 wks.
EDBL 4360 - Ting Social Studies - 1st - 8 wks.	EDBL 4360 - Ting Social Studies - 1st - 8 wks.
EDEL 4370 - Ting Mathematics - 16 wks.	EDEL 4370 - Ting Mathematics - 16 wks.
EDLL 3351 - Found. of Reading - 16 wks.	EDLL 3351 - Found. of Reading - 16 wks.
EDBL 3334 - Lang. & Cong. Dev. - 16 wks.	EDBL 3334 - Lang. & Cong. Dev. - 16 wks.
EDBL 3338 - Methods for Ting ELLs - 2nd - 8 wks.	EDBL 3338 - Methods for Ting ELLs - 2nd - 8 wks.

A. COURSE SEQUENCE IN 2+1 PROGRAM

Table continues

MAYMESTER	
<i>Bilingual</i>	<i>ESL</i>
EDBL 3336 - Mang. EL St. Learning	EDBL 3336 - Mang. EL St. Learning
SUMMER I	
<i>Bilingual</i>	<i>ESL</i>
EDIT 3318 - Instructional Technology	EDIT 3318 - Instructional Technology
	EDLL 4380 - Literacy in the Content Area

B. TEACHER CANDIDATE RESPONSIBILITIES

 The following points will describe the explicit requirements of all Teacher Candidates associated with coursework, professionalism, attendance, completion of assignments, and the use of technology. Teacher Candidates will be involved with, and responsible for a variety of elements aimed at improving the achievement of students and their own instructional competency and professionalisms. During the field placement year, these include:

- Regular and full attendance/participation at the field placement, and in Texas Tech University online classes
- Maintain professional relationships with mentor teachers, students, and peers, including verbal interactions, conduct in the classroom, and carry-through on responsibilities at the field site and in Texas Tech University online classes
- Co-teaching during field placement
- Completion of Apply & Evaluate (A&E) assignments and Performance Assessment Cycle including use of video-capture device.

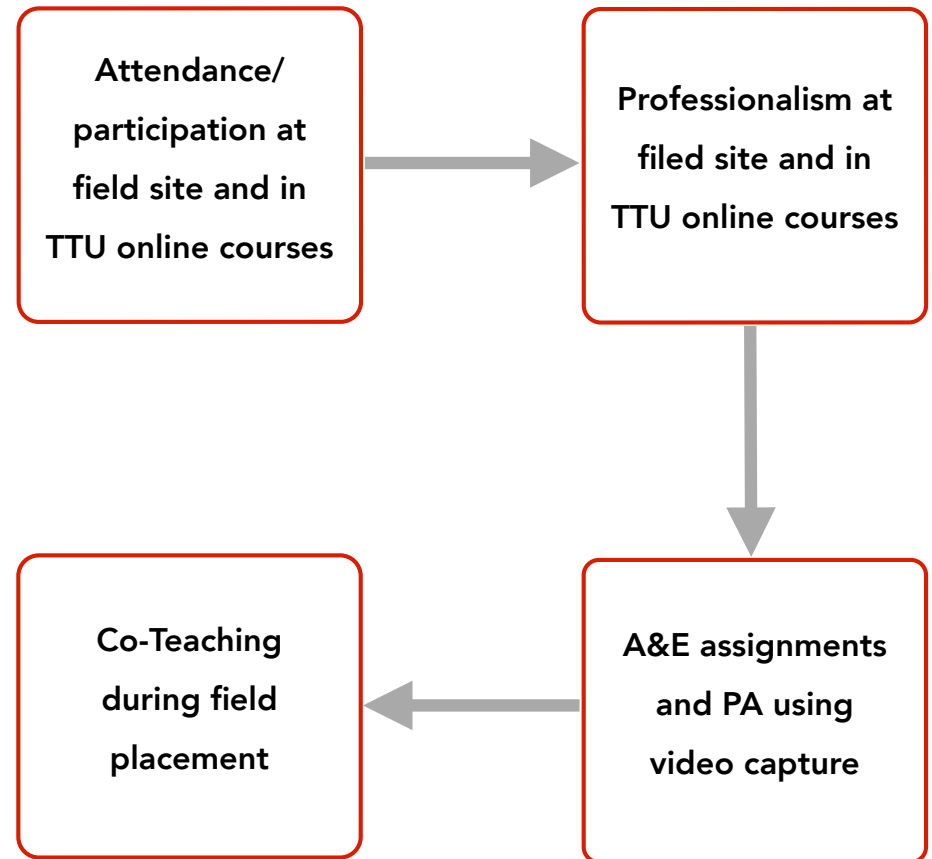


Figure 1. Teacher Candidate Responsibilities during 2+1 Experience.

TECHTEACH ACROSS TEXAS



Video 2: TechTeach Across Texas

Chapter 2

Field Placement and Expectations: Attendance and Assignments



A. ASSIGNMENT TO A SITE COORDINATOR

One of the most important ways Teacher Candidates will be supported during their preparation as a teacher will be through the work of the Site Coordinator. The Site Coordinator (SC) is a Texas Tech University faculty member assigned to supervise, coach, and evaluate teacher candidates during field placements.

A Site Coordinator will be assigned to a cohort of Teacher Candidates and will follow the cohort for the duration of the 2+1 program. This arrangement will enable the Site Coordinator to understand Teacher Candidate goals and recognize strengths and weakness related to instructional competency and professionalism, and then assist the Teacher Candidate to develop and excel in these important dimensions.



Along with the Mentor Teacher, the Site Coordinator will be the person best positioned to provide recommendations when seeking a position as a teacher, and the Site Coordinator will actively promote the Teacher Candidate for positions in partner districts – on the condition that the Teacher Candidate has satisfied the expectations of the TechTeach 2+1 program.

The Site Coordinator will also be the primary point of contact for communication about the TechTeach program, and the point of contact for the Mentor Teacher. To the extent possible, all communication will flow through the Site Coordinator.

B. EXPECTATIONS OF A MENTOR TEACHER



In advance of your field placements, Site Coordinators have met with your Mentor Teacher to clearly outline the expectations associated with being a Mentor Teacher, and

the expectations you have as a Teacher Candidate in the field placement.

The following information has been communicated to your Mentor Teacher and is available for reference in the Mentor Teacher Handbook.

Mentor teachers are expected to:

- Work collaboratively with a Teacher Candidate to plan, deliver and assess instruction using the co-teaching model consistent with the Teacher Candidate's progress through the teacher education program.



- Provide time for instructional events during which a Teacher Candidate can conduct Apply & Evaluate (A&E) assignments and Performance Assessments (PA).
- With the assistance of the Site Coordinator, guide improvement of the Teacher Candidate's instructional competency and professionalism.
 - Assist with the administration of the classroom engagement inventory.
 - Attend professional development Mentor Teacher meetings conducted by the Site Coordinator, one every six weeks.
- Consult informally with the Site Coordinator about Teacher Candidate progress during walk-throughs.
- Complete a bi-monthly Mentor Teacher survey concerning the performance of the Teacher Candidate.

B. EXPECTATIONS OF A MENTOR TEACHER

Expectations the Mentor Teacher Has for a Teacher Candidate

The following information has also been communicated to Mentor Teacher about what he/she should expect of you.

Mentor Teachers are expecting:

- Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending after the dismissal of students.
- Participation of the Teacher Candidate in all inservice trainings at the beginning of the academic year and throughout the year.



- Co-teaching in a manner consistent with the Teacher Candidate's progression through the teacher education program.
- Regular use of the Teachscape technology for Apply & Evaluate assignments and the Performance Assessment Cycle
 - Earnest efforts in the improvement of the Teacher Candidate's instructional competency.
 - Participation at weekly co-planning meetings (see [Appendix A](#) for additional meeting agenda items.)
 - Greater student achievement gains through the additional support of the Teacher Candidate.

C. INTRODUCTION TO TEACHING COURSE



The “Introduction to Teaching” course occurs during the Teacher Candidate’s first semester/session in the elementary 2+1 TechTeach Program. This course is the initial point of contact between Site Coordinators and their cohort of Teacher Candidates. During this course, Teacher Candidates will learn about the TAP rubric, expectations for professionalism, lesson planning, managing student behavior, classroom assessment, co-teaching, and the plan for coordinating Apply & Evaluate assignments across all classes during each semester. In this course, the Site Coordinator will teach Teacher Candidates the procedures and skills needed to successfully complete all evaluations associated with their performance in the field setting including how to “script” lessons, identify evidence, and assign ratings using the TAP rubric.

In addition to the curriculum of this course, the Site Coordinator will coordinate Teacher Candidate completion of **Criminal Background Checks** for the districts in which the Teacher Candidate will be assigned. Teacher Candidates must submit required

documentation to the school district prior to their first field placements. Failure to submit the required documents will result in the Teacher Candidate being removed from the Teacher Education Program. Teacher Candidates, who are removed for not providing paperwork, can re-apply to the program in the following semester.



Video 3: Texas Tech University Receives 2014 TAP of Distinction

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN



During the 2+1 year, Site Coordinators will also support Teacher Candidates in developing characteristics of a professional educator. Although these characteristics are many, the

Teacher Candidate will be guided in explicit development of (a) communication with colleagues and peers in the school; (b) communication with students; (c) communication with Site Coordinator; and (d) attendance, including the maintenance of an accurate attendance sign-in log.

Expectations for Professionalism

Teacher Candidates will be evaluated on their “professional conduct” twice during each semester. This evaluation will coincide with each of the candidate’s four Performance Assessments. This evaluation will be informed by input from Mentor Teachers and by observations conducted by the Site Coordinator during walkthroughs, interactions during meetings, and instructional sessions. Teacher Candidates are expected to exhibit professionalism

in all interactions with students, instructors, and colleagues.

In the initial portion of the program, candidates are expected to receive ratings on the Professionalism Rubric indicating that professional characteristics in all categories and responsibilities are “emerging.” By the final semester of the 2+1 program, candidates are expected to exhibit behaviors indicating that professionalism standards are being “applied” in all categories of responsibilities and interactions (see [Appendix B](#) for rubric).

Teacher Candidates are expected to develop proficiency according to the Professionalism Rubric over the course of the 2+1 program. The table below lists expected performance levels of students in the TechTeach 2+1 program. It is recognized that not all field experience placements may afford the opportunity to demonstrate mastery in every section.

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

Table 2: Expected Performance Levels of Teacher Candidates in the TechTeach 2+1 Program.

ELEMENTS	PROGRAM START AND INITIAL SEMESTER	SECOND FULL SEMESTER TO PROGRAM END
Section A: Showing Professionalism	Emerging	Applying
Section B: Growing and Developing Professionally	Emerging	Applying
Section C: Maintaining Accurate Records	May not apply, depending on field experience placement	Applying
Section D: Home-School Communication	May not apply, depending on field experience placement	Emerging

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

Professional Improvement Plan



Teacher Candidates who are found to be in need of further support in professionalism at any time during the semester will be

placed on a Professional Improvement Plan (PIP).

The PIP process may be found in **Appendix C**. When a Teacher Candidate is identified for a PIP, Site Coordinators will notify their Professional Development Facilitator (PDF) to receive support, if necessary, and submit signed paper work to the PDF following the meeting. To complete a PIP, Site Coordinators will gather evidence from Mentor Teacher (through survey or personal contact), administrators, walkthroughs, program faculty and personal observation.



The Professional Development Facilitator will follow-up with the Site Coordinator to monitor the progress of the Teacher Candidate, and a second meeting will be held no later than 2 weeks following the initial PIP meeting. At that time, a decision will be made about whether the Teacher Candidate should continue in the placement, and in the program.

Dismissal of Teacher Candidates from Tech Teach

All Teacher Candidates enrolled in Texas Tech University's Teacher Education Program must follow the Texas Tech University Student Code of Conduct, as well as all policies/procedures established by the local education agency, school district, and/or school in which they are engaged in field experiences, which include three-day per week placements and student teaching (five-day per week placements).

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

In the event of request by a campus administrator for dismissal from the three-day per week field placement or the five-day per week student teaching placement for unprofessional behavior, the PDF will notify the Teacher Candidate and the Certification Officer in writing of the reason(s) for the requested dismissal within three working days. The Teacher Candidate will be required to attend a meeting with the Director and Certification Officer and other college representative as determined by the Department Chair to discuss the reasons for the request for dismissal from the three-day per week field placement or the five-day per week student teaching placement.

If it is determined that the allegations of a code of conduct violation for unprofessional behavior resulting in the request for dismissal from the school/district are warranted, one or all of the following actions may result. The teacher candidate:

- Will be dismissed from the field placement or student teaching placement,

- Will receive a failing grade (F) for all Apply & Evaluate assignments associated with courses, or for the student teaching course,
- Will not be assigned another placement during the same semester in which the Teacher Candidate was assigned a failing grade,
- May not withdraw from courses or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (F).

If a Teacher Candidate wishes to appeal the (F) grade, s/he can follow the grade grievance process as outlined on the University website. The first step in the grade grievance process is to meet with the Department Chair.

If a Teacher Candidate is dismissed from a student teaching placement and/or assigned a failing grade, he/she may submit a petition for consideration to the Office of Student Services (OSS) to repeat the student teaching in the semester following dismissal.

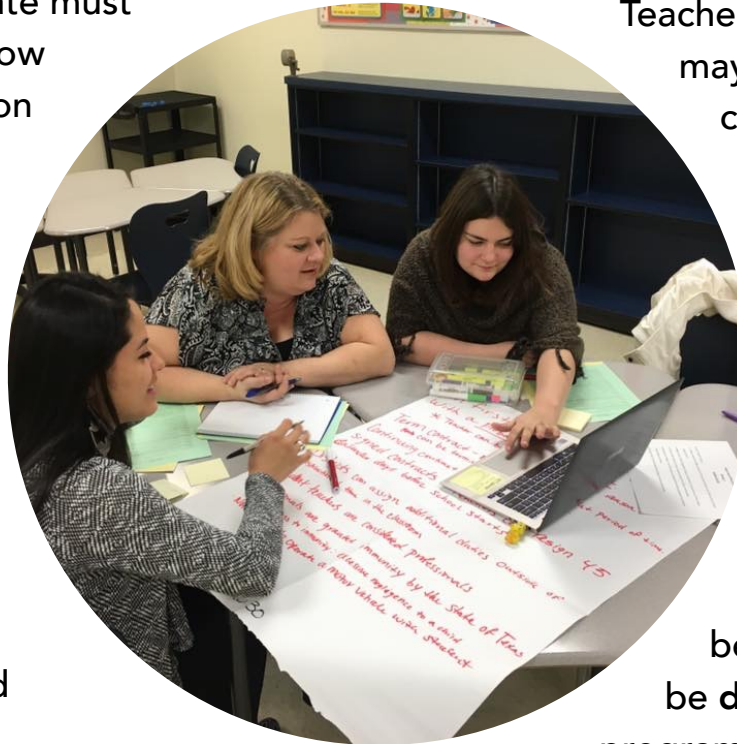
D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

If a Teacher Candidate submits a petition to OSS for consideration to repeat student teaching and concurrent coursework for the semester following the dismissal, the Teacher Candidate must show evidence in the petition of how he/she plans to resolve the situation or circumstances which resulted in the removal from student teaching.

If the petition is approved, the Teacher Candidate will be required to meet with the PDF, Certification Officer, and current Site Coordinator to develop a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.

In the event that the Teacher Candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, Texas Tech University, and/or the law while on

a PIP for unprofessional behavior, the Teacher Candidate will be **disqualified** from the TechTeach program.




Teacher Candidates who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.

In the event that the teacher candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, TTU, and/or the law while on a PIP for unprofessional behavior, the teacher candidate will

be **disqualified** from the Tech Teach program. Teacher Candidates who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.

E. ATTENDANCE POLICY AND DOCUMENTATION

Monitoring Attendance in the Field Placement

 Teacher Candidates must report to, attend, and participate fully in all field placement activities, including maintaining the schedule set at the beginning of the semester with the Site Coordinator and Mentor Teacher. Teacher Candidates are responsible for maintaining an accurate record of their attendance using the school's sign-in log. Teacher Candidate attendance will be monitored by the Site Coordinator through the use of the school sign-in log, feedback from the Mentor Teacher, and Walkthrough Data.

Absence Notification Protocol

In the event of a planned absence, the Teacher Candidate must submit an "Absence Request/Verification" form (see [Appendix E](#)) to the Site

Coordinator **one week prior** to the requested date of the absence. The Site Coordinator will either grant or deny the absence request. If the absence request is granted, the Teacher Candidate must inform the Mentor Teacher and Campus Administration of the planned absence.



In the event of an unplanned absence (e.g., illness), the Teacher Candidate must notify the Mentor Teacher and/or Site Coordinator (per Site Coordinator's instructions) prior to the beginning of the school day and submit the "Absence Request/Verification" ([Appendix E](#)) form to the Site Coordinator **within 24 hours**. It is the responsibility of the

Teacher Candidate to send lesson plans (if needed) to the Mentor Teacher on the day of absence.

E. ATTENDANCE POLICY AND DOCUMENTATION

ALL absences must be documented and made up at the end of the current semester. The Teacher Candidate is responsible for making arrangements with the Mentor Teacher, notifying the Site Coordinator of the make-up days, and submitting an Absence Make-Up Plan (see [Appendix D](#)).

Excessive Absences

In the event of a planned or unplanned 3rd absence occurring in either long semester, the Teacher Candidate and Site Coordinator will visit (via phone or in person) to discuss the absence. The Teacher Candidate will receive at most a grade of "B" for the Student Teaching Course. In the event of a planned or unplanned 2nd absence occurring in the Maymester or Wintermester, the Teacher Candidate and Site Coordinator will visit (via phone or in person) to discuss the absence. The Teacher Candidate will receive at most a grade of "B" for the Student Teaching Course.

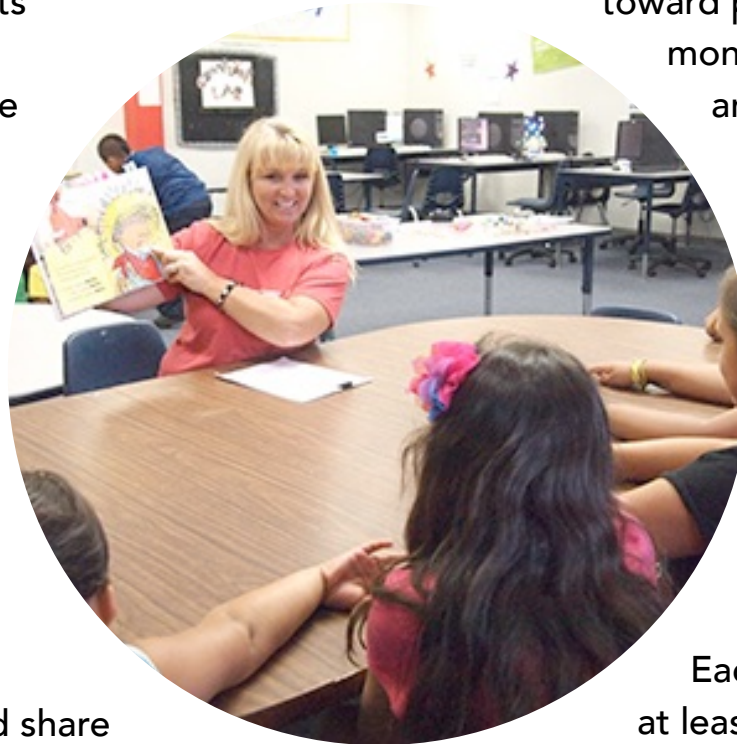
The 4th planned or unplanned absence occurring within the same semester will result in the Teacher Candidate's dismissal from the 2+1 Program.



F. APPLY & EVALUATE ASSIGNMENTS (A&E'S)



This is the name given to assignments completed for course credit in Texas Tech University education courses. Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from Texas Tech instructors, apply those strategies with students in P-12 classrooms. As part of the Apply & Evaluate assignment, Teacher Candidates will use technology to video capture their teaching when they are exhibiting the strategies targeted by the particular Apply & Evaluate assignment, review that video, and share the video (on the Teachscape website) for peer and instructor evaluation. Prior to capturing the strategies on video, Teacher Candidates should practice and hone their skill during the field placement.



Evaluation and grading of Apply & Evaluate assignments will take place within the context of Texas Tech University courses, but progress toward proficiency during courses will be monitored by both Site Coordinators and the Texas Tech University instructor. Teacher Candidates who consistently complete, self-evaluate, and improve their instructional competencies, including record keeping and management will be eligible to continue in the 2+1 Program.

Components of the A&E Assignments

Each course in the 2+1 program has at least one Apply & Evaluate assignment associated with the content of the course. Although there may be variation within courses, the most challenging assignments includes the following components:

F. APPLY & EVALUATE ASSIGNMENTS (A&E'S)

Application

- a. Planning the lesson and preparing materials: This portion of the assignment will focus on getting ready for the “instructional event” during field placement. Preparation will include completing a detailed lesson plan that contains all elements of the program’s lesson planning template, and activities and materials that are appropriate for the instructional context (e.g., small group, tutoring, whole group, length of time), aligned with the lesson objective(s) and appropriate for the age of the students. Teacher candidates should reference the selected TAP indicators for this assignment and other standards identified by the instructor. Course instructors will “conference” with each teacher candidate prior to the delivery



of instruction. Revisions of the plans may be required.

- b. Delivery of instruction: This portion of the assignment will directly involve the Teacher Candidate in providing instruction to students. This instructional event will occur during the field placement and includes the following components: (1) video capture of the instructional event (up to 45 minutes) using the Teachscape rig and uploading to the website within 24-hours of capture; (2) gathering evidence of student learning.

Evaluation and Reflection

- c. Self-observation and evaluation: Teacher Candidates will self-observe, script the lesson, and record/organize evidence from the lesson according to the assignment rubric using the forms and procedures outlined by the instructor.

F. APPLY & EVALUATE ASSIGNMENTS (A&E'S)

These procedures will include (1) “tagging” of specific segments of film that correspond to the required TAP indicators, and (2) “sharing” the video with peer reviewers and instructor.

- d. Peer evaluation: Each instructional event will also be reviewed by peer reviewers, who (1) review the video on the Teachscape website, (2) record through scripting evidence relevant to the selected indicators, (3) assign a rubric rating for the selected TAP indicators or other standards identified by the instructor, and (4) “discuss” evidence and ratings with peers. Instructors will provide more detailed instructions.
- e. Self-reflection: The final portion of this assignment involves reflection by the Teacher Candidate about the instructional event, self-ratings, and feedback provided by peers.



G. USE OF TEACHSCAPE AND SWIVL

All Teacher Candidates will be issued a Teachscape account and a Swivl at the beginning of the 2+1 Program. Maintenance of this equipment is the responsibility of the Teacher Candidates, and an affidavit of use in the field placement will accompany the issuing of this equipment. Use of this equipment is required both for Apply & Evaluate assignments and Performance Assessments (PA).

Use of the equipment in a manner inconsistent with the affidavit will result in dismissal from the Tech Teach program. Depending on the nature of the inconsistent use, Teacher Candidates may be eligible to re-apply to the program in the following semester subject to the review of the Director of Teacher Education at Texas Tech University.



H. ASSIGNMENTS DURING STUDENT TEACH

At the present time, TC is 2+1 complete A&E, PA and other course assignments. In the coming semester, the program will also begin using a Lesson Analysis Form and Activity Log. Your Site Coordinator will have full details what these assignments.



I. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS



Teacher Candidates are formally evaluated at least four times per year and during summer-school teaching by the Site Coordinator (once in each of the following content areas, English Language Arts, Mathematics, Science, Social Studies). Bi-monthly Progress Reports, completed by the Mentor Teacher, and Walkthroughs (see [Appendix G](#)), completed by

Table 3: Teacher Candidate's Expectations during 2+1 TechTeach Start Program

TIME	CONTENT OF PA
First Full Semester	PA1 = Science PA2 = Math
Second Full Semester	PA3 = Reading PA4 = Social Studies
Summer Program	Summer PA (although working in pairs, PA observations are individual)

the Site Coordinator, are formative assessments used to support Teacher Candidates' growth in overall teaching performance between Performance Assessments.

1. Formal observations of teaching performance are preceded by a pre-conference meeting between the Site Coordinator and the Teacher Candidate and are followed by an in-depth post-conference meeting in which the Site Coordinator provides specific, actionable feedback to the Teacher Candidate in areas of refinement and reinforcement identified during the performance assessment.
2. **Pre-Conference:** Teacher Candidates submit lesson plans to the Mentor Teacher and Site Coordinator **72 hours in advance of the observation.** Both the Mentor Teacher and Site Coordinator should review the lesson plan and provide the Teacher Candidate with suggestions/strategies/questions designed to improve the lesson.
3. **Formal Observations:** The Site Coordinator, Mentor Teacher, and Teacher Candidate schedule Performance Assessments on a mutually agreeable

I. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

date, with the first Performance Assessment occurring at approximately week 4, and the final assessment occurring at the end of the fall semester. After each Performance Assessment, the Site Coordinator and Mentor Teacher score the Teacher Candidate's lesson on a 1-to-5 scale using the TAP rubric. Teacher Candidates also score their own teaching using the TAP rubric and bring their self-evaluation to share at the post-conference. This practice promotes a reflective attitude toward professional performance and gives Teacher Candidates a structured way to gauge growth in effective teaching practices.

4. *Expectations for the Performance Assessment Cycle.* For the Teacher Candidate, the Performance Assessment Cycle consists of 5 steps:

- a. Scheduling with the Site Coordinator a time for pre-conference (review of the lesson plan and related materials) and the time for observing the specific lesson;
 - b. Providing instruction on the appointed day, including the use of video-capture device;
 - c. Teacher Candidate uploads video to Teachscape, views the lesson to self-observe, script, gather evidence, and score based on the TAP indicators within 24 hours of observation;
 - d. Entry of TAP rating scores by the Teacher Candidate within 48 hours after the observation; and
 - e. Post-conference with the Site Coordinator to review evidence, identify areas for reinforcement and refinement.
5. **Post-Conference:** Site Coordinators meet with Teacher Candidates within 48 hours after an observation has taken place to conduct a post-



I. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

conference where the lesson is analyzed. Teacher Candidates are provided with detailed feedback on one area for reinforcement and one area for refinement, each of which is tied to a specific indicator on the TAP Rubric.

During the post conference, Site Coordinators and Teacher Candidates analyze how a particular strength of the lesson **contributed to student learning** and discuss how the Teacher Candidate can continue to build on that area of strength in future lessons (*reinforcement*).

They then analyze an element of the lesson that could be improved to maximize student learning and discuss how the Teacher Candidate can work to strengthen his/her practice in the identified area of *refinement*.

It is expected that the Site Coordinator provide the Teacher Candidate with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement.

Follow-up Support: Site Coordinators and Mentor Teachers provide Teacher Candidates with follow-up support after the post conference by conducting walkthroughs/on-the-spot coaching, demonstration

lessons, or modeling teaching strategies in university coursework.

Minimum Expectations for Supporting Struggling Teacher Candidates. In cases where Teacher Candidates have a low score on a Performance Assessment (i.e., a significant number of 1's on the first Performance Assessment or 2's on the 3rd Performance Assessment), the Site Coordinator should implement the following intervention steps.

Within one week of the Performance Assessment -
Complete a follow-up walkthrough to determine if the Teacher Candidate is progressing in the area of refinement as identified in the Performance.

I. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

Assessment.

- a. If improvement is noted during the walkthrough, the Site Coordinator, Mentor Teacher, and Teacher Candidate should identify another area of refinement and set a timeframe for improvement and another follow-up walkthrough. Continue with weekly follow-up walkthroughs until the Teacher Candidate is performing at desired levels.
- b. If improvement is NOT evident during the first or subsequent follow-up walkthroughs, the Site Coordinator and Teacher Candidate should meet during office hours to complete an Outcome MAP (Appendix H) that clearly describes the actions, knowledge, and skills the Teacher



Candidate needs to successfully improve his/her instructional performance or professionalism.

- c. Both the Site Coordinator and Teacher Candidate should receive a copy of the completed Outcome MAP (Minimum Adequate Progress) that will serve as the documentation of the intervention steps taken to support the Teacher Candidate's growth.

If there is no improvement after additional coaching and provision of other resources as evidenced in the Outcome MAP, it is recommended that the Site Coordinator submit a PIP referral.

J. COHORT WEEKLY MEETINGS

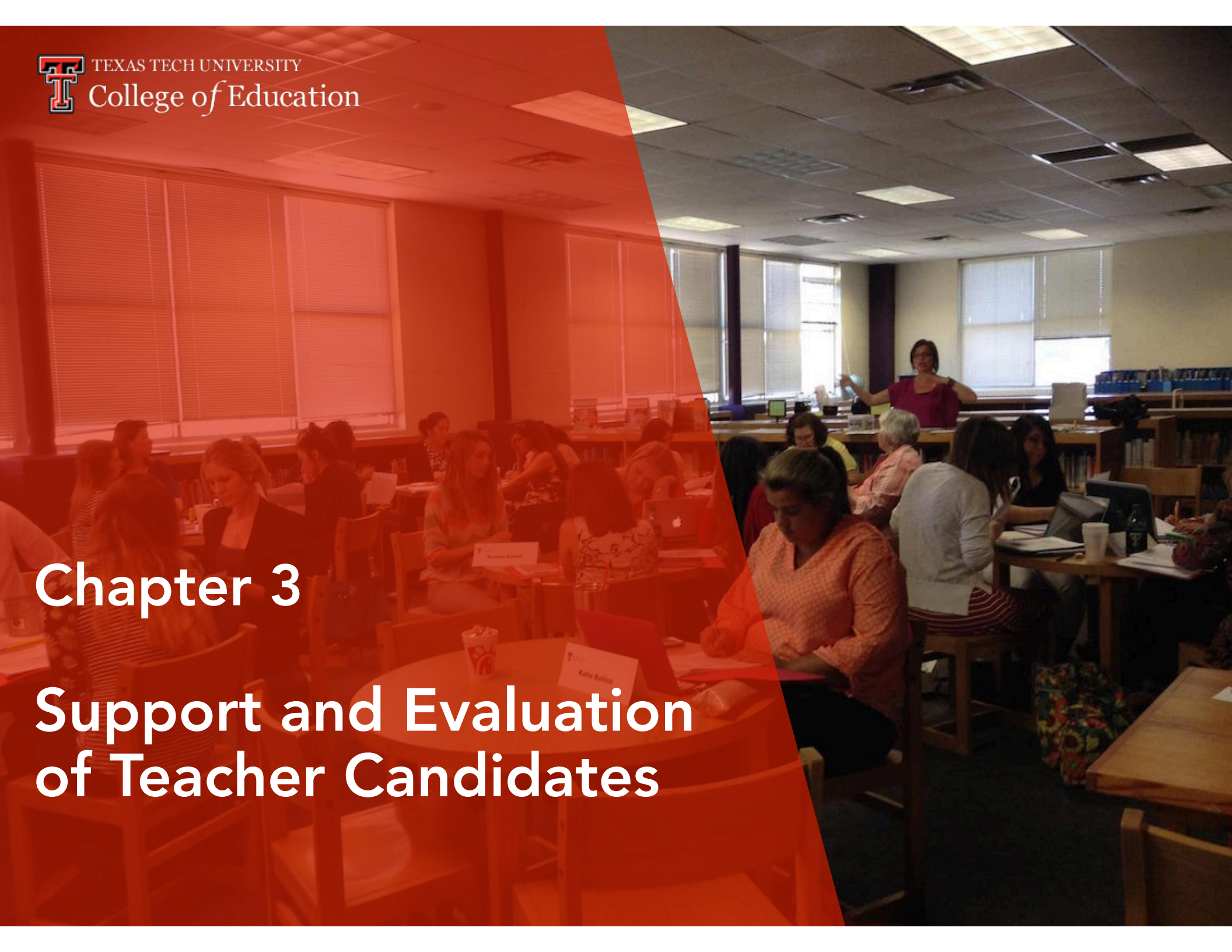
During each semester, Site Coordinators schedule weekly meetings with the Teacher Candidates (approx. 1 ¼ hours). These regularly scheduled meetings focus on topics of identified need based on walk-through observations and Performance Assessment areas of refinement. Once during each six weeks, Mentor Teachers will also meet during the school day for the purpose of Professional Development. Site Coordinators will support Teacher Candidates in the use of Teachscape equipment, improvising instrument practice, and test paragraph.



Video 4: First Year Teacher

Chapter 3

Support and Evaluation of Teacher Candidates



A. CANDIDATE EVALUATION DURING 2+1 PROGRAM

Co-Teaching During 2+1 Program

The College of Education at Texas Tech University has adopted a co-teaching model for the field experiences (see [Appendix F](#)). Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities, commensurate with their time in the field, as outlined below.

Before the beginning of classes in the school year, Site Coordinators will meet with Mentor Teachers to review the 2+1 program, expectations for Mentor Teachers, procedures for contacting Site Coordinators, role of the Site Coordinator, and expectations for Teacher Candidates regarding Apply & Evaluate assignments, Performance Assessments, and co-teaching.



Table 4: Expectation for Increasing Use of Co-Teaching

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
Initial Full Semester		
1 to 3	<ul style="list-style-type: none"> • One teach*/one observe • One teach*/one assist 	<ul style="list-style-type: none"> • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-Plan with Mentor Teacher
4 to 8	<ul style="list-style-type: none"> • Above as well as • Alternative teaching • Station teaching 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate • Increase leadership, in the role of teacher* • Co-Plan and lead in the subject area related to the courses in which enrolled at Texas Tech University

A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

Table continues

Table continues

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
9 to 15	<ul style="list-style-type: none"> • If possible... • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher • Lead small-group activities • Co-Plan and <u>lead in one subject area</u> related to the courses in which enrolled at Texas Tech University • Assume responsibilities for whole-group lessons as appropriate (increase time in role of "Teacher")
STUDENT TEACHING		
Second Full Semester		
1 to 4	<ul style="list-style-type: none"> • One teach/one observe • One teach/one assist • Alternative teaching • Station teaching 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
Second Full Semester		
5 to 7	<ul style="list-style-type: none"> • Utilize all Co-Teaching Strategies 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher and lead in <u>one</u> subject area • Assume responsibility for whole-group lessons
8 to 9	<ul style="list-style-type: none"> • Utilize all Co-Teaching Strategies 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher and lead in <u>two</u> subject areas • Assume responsibility for whole-group lessons
10 to 12	<ul style="list-style-type: none"> • Utilize all Co-Teaching Strategies 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher and lead in <u>three</u> subject areas • Assume responsibility for whole-group lessons
13 to 15	<ul style="list-style-type: none"> • Utilize all Co-Teaching Strategies 	<ul style="list-style-type: none"> • Co-Plan with Mentor Teacher and lead in <u>all</u> subject areas • Assume responsibility for whole-group lessons
Summer School	TBA	

B. APPLY & EVALUATE ASSIGNMENTS (A&E)

Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from their Tech instructors and “try out” those strategies with students in P-12 classrooms. As part of the assignment, Teacher Candidates will use technology to video capture their teaching when they are exhibiting the strategies targeted by the particular Apply & Evaluate assignment, review that video, and share the video (on the Teachscape website) for peer and instructor evaluation.

Evaluation and grading of Apply & Evaluate assignments will take place within the context of Texas Tech University courses, but progress toward proficiency during courses does have an impact on eligibility of student teaching. Teacher Candidates who consistently complete, self-evaluate, and improve their instructional competencies, including record keeping and management will be eligible to enter the 5-day per week, student-teaching semester.



C. CLASSROOM WALKTHROUGHS

Site Coordinators will begin supervising Teacher Candidates during the three-day/week field placement. In the early weeks, supervision will focus on observation of co-teaching, and in the case where the Teacher Candidate is actively involved, the six indicators from the TAP rubric adopted by the TechTeach program. At each visit, the Site Coordinator will complete a walkthrough form (see [Appendix G](#)), with a duplicate leaving (or emailing) one copy with the Teacher Candidate, and maintaining one copy for her/his records.

After the completion of the first Apply & Evaluate assignment, Site Coordinators will be informed of Teacher Candidate performance, and will utilize this information in a formative manner to support the Teacher Candidate during their time in the field setting. In some cases, Teacher Candidates may have a short conference with the Site Coordinator to identify strategies for improving instructional competency.



Appendices



APPENDICES

You can download a form by clicking each title.

Appendix A - Weekly Meeting between Mentor and Candidate	Appendix F - Co-Teaching Strategy Definitions & Examples
Appendix B - Professionalism Rubric	Appendix G - Classroom Walkthrough Form
Appendix C - Professionalism Improvement Plan	Appendix H - Teacher Candidate Outcome MAP
Appendix D - Absence Make-Up Form	Appendix I - Attendance Card
Appendix E - Absence Request/Versification Form	



TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

Teacher Candidate Handbook
2+1 Program

Contact Us:



techteach@ttu.edu



806.834.1916

APPLY AND EVALUATION ASSIGNMENTS (A&E'S)

This is the name given to assignments completed for course credit in TTU education courses. Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from their Tech instructors, and then apply strategies with students in P-12 classrooms receiving academic feedback from both their Tech instructors and peers.

Related Glossary Terms

Drag related terms here

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ATTENDANCE CARD

This card is completed each week by the Teacher Candidates and signed by the Mentor Teachers. Site Coordinators will monitor and collect the cards at the end of each semester. (see Appendix I).

Related Glossary Terms

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ATTENDANCE LOG

Teacher Candidates will be required to sign-in and out for each field day and verify the accuracy of their attendance. This will be done through the use of a school sign-in log where the Teacher Candidates record the time they are present in their field placement and verify with the Site Coordinator, the accuracy of this log.

Related Glossary Terms

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CLASSROOM WALK-THROUGH (CWT)

A classroom walk-through (CWT) is a short (5-10 minute) observation that allows TTU faculty to collect a "snapshot" of information on Teacher Candidate development of the elements of effective teaching.

Related Glossary Terms

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COHORT

In the initial semester of coursework in the College of Education, Teacher Candidates will be assigned to a group of approximately 30 peers with whom they will work throughout the program. Each cohort of Teacher Candidates will be assigned to a Site Coordinator who will support them during their time in the program. Site Coordinators will assign Teacher Candidates in her/his cohort to a grouping of schools, called a “pod,” and it is within this pod of schools that the cohort of Teacher Candidates will work during the program.

Related Glossary Terms

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MENTOR TEACHER (MT)

The cooperating teachers in the partner school district who have agreed to have a Teacher Candidate in their classroom.

Related Glossary Terms

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PERFORMANCE ASSESSMENT (PA)

Performance Assessments are the evaluation process used in TechTeach. A PA "cycle" consists of (a) a pre-conference with a Site Coordinator (SC) to review the Teacher Candidate's lesson; (b) observation and scripting of lesson done by both the Teacher Candidate and a Site Coordinator to gather evidence for evaluation; (c) post-conference meeting between the Teacher Candidate and a Site Coordinator to review evidence, coach, and assign ratings; and (d) the timely uploading of video capture and entry of ratings by the Teacher Candidate and Site Coordinator into the TAP database. A minimum of four Performance Assessments are conducted, two during the Teacher Candidate's first semester in the program and two during the second or student teaching semester. A Teacher Candidate teaches one lesson in each of the following content areas; English Language Arts, Mathematics, Science, and Social Studies. At least three of the lessons should be whole class lessons.

Related Glossary Terms

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PODS

Site Coordinators will be assigned a “pod” of schools in which their cohort of students will complete their field placements. Pods of schools will be arranged, to the extent possible so that they are geographically close, economically and culturally diverse, but also provide the context appropriate to the candidates’ certification (e.g., ESL).

Related Glossary Terms

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PROFESSIONAL DEVELOPMENT FACILITATOR (PDF)

Texas Tech University faculty member assigned to support the work and development of Site Coordinators. The Professional Development Facilitator is trained and certified by the National Institute for Excellence in Teaching on administration of the TAP rubric. A Professional Development Facilitator will periodically shadow Site Coordinators during all phases of the Performance Assessment cycle and other work associated with acting as a liaison between partner districts and the College. A Professional Development Facilitator will also support Site Coordinator in providing professional development to Mentor Teachers in partner schools and districts.

Related Glossary Terms

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PROFESSIONAL IMPROVEMENT PLAN (PIP)

A Teacher Candidate may receive a PIP when an area of concern has arisen that needs to be addressed. Teacher Candidate's will have the opportunity to make progress and improvement in the identified area of concern.

Related Glossary Terms

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PROGRAM COORDINATOR (PC)

The program coordinator is the individual faculty member responsible for administering the specific certification (e.g., EC-6 Generalist) or specialty program (e.g., Bilingual/ESL/SPED). The program coordinator will organize the sequence and timing of Apply & Evaluate assignments for each semester, and the logistics associated with the co-scoring of each Performance Assessment.

Related Glossary Terms

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PROGRAM FACULTY

Program faculty are instructors and tenure-line faculty working at the College of Education who have primary responsibility for the conducting of courses in the Teacher Education Program (TEP) at the College. Site coordinators are also program faculty, but they have additional responsibilities associated with supervision of Teacher Candidates.

Related Glossary Terms

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SITE COORDINATOR (SC)

Texas Tech University faculty member assigned to supervise, coach, and evaluate Teacher Candidates during their field placement. Site Coordinators are trained and certified by the National Institute for Excellence in Teaching on administration of the TAP rubric. Site Coordinators function as links between schools, school districts, and the university program.

Related Glossary Terms

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STUDENT-TEACHING BLOCKS

This is the semester, summer session, and sequence of courses that are taken during the Teacher Candidate's last half of the 2+1 program. Teacher Candidates will have a five-day per week field placement. Teacher Candidates will also participate in online Texas Tech University classes.

Related Glossary Terms

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TAP RUBRIC

An instructional rubric designed by the National Institute for Excellence in Teaching as part of the Teacher Advancement Program (TAP). TechTeach has adapted this rubric for supporting Teacher Candidates, and will use the rubric during the Performance Assessment cycles. From the entire rubric, six indicators have been selected to serve as the evaluation standards for TechTeach.

Related Glossary Terms

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TEACHER CANDIDATE (TC)

A Teacher Candidate is a student admitted into the teacher preparation program at Texas Tech University.

Related Glossary Terms

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Find Term

TEACHSCAPE

Teachscape is a private company that provides video-capture devices and a secure site for uploading digital video associated with coursework and student teaching.

Related Glossary Terms

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Find Term

TECHTEACH

TechTeach is the name of the Teacher Education Program at Texas Tech University. TechTeach is a clinically-intensive, competency-based program aimed at building capacity of candidates and graduates to improve the achievement of the students with whom they work.

Related Glossary Terms

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TEXAS TECH UNIVERSITY (TTU) ID BADGE

The Teacher Candidate is required to wear a Texas Tech University ID badge while in the school unless the district requires the Teacher Candidate to obtain a district/school ID.

Related Glossary Terms

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