

TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

TEACHER CANDIDATE HANDBOOK



LUBBOCK AREA DISTRICTS

Updated Spring 2016

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COLLEGE OF EDUCATION



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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 and fostering dispositions important for remaining and thriving 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. PRE-SERVICE TEACHING BLOCKS

Pre-service teaching blocks refer to the initial semesters of the teacher preparation program at Texas Tech University. For those seeking elementary and middle-level certification, the pre-service blocks consist

of the first and second semesters of courses in the teacher-education program. For those seeking secondary certification, the pre-service block is only the first semester of courses in the teacher-education program. The following sections will describe the explicit requirements of all Teacher Candidates in all blocks associated with coursework, professionalism,

attendance, completion of assignments, and the use of technology.

Regardless of certification level, Teacher Candidate will be involved with, and responsible for a variety of elements aimed at improving the achievement of

P-12 students and their own instructional competency and professionalism. During the pre-service teaching blocks, these include:

- Regular and full attendance/

participation at the P-12 field placement and in Texas Tech University classes.

- Maintaining professional relationships with Mentor Teachers, P-12 students, and peers including verbal interactions, conduct in the

Table 1. Schematic of Pre-Service and Student-Teaching Blocks

	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
Elementary	Pre-Service Blocks		Student Teaching Blocks	
Middle-Level	Pre-Service Blocks		Student Teaching Blocks	
Secondary	Pre-Service Blocks	Student Teaching Blocks		

A. PRE-SERVICE TEACHING BLOCKS

classroom, and fulfillment of professional P-12 responsibilities at the field placement and in Texas Tech University classes.

- Co-teaching and Co-planning with Mentor Teacher during the P-12 field placement.
- Completion of Apply & Evaluate assignments, Assignment and Pre- Performance Assessment Cycle, including use of video-capture device.

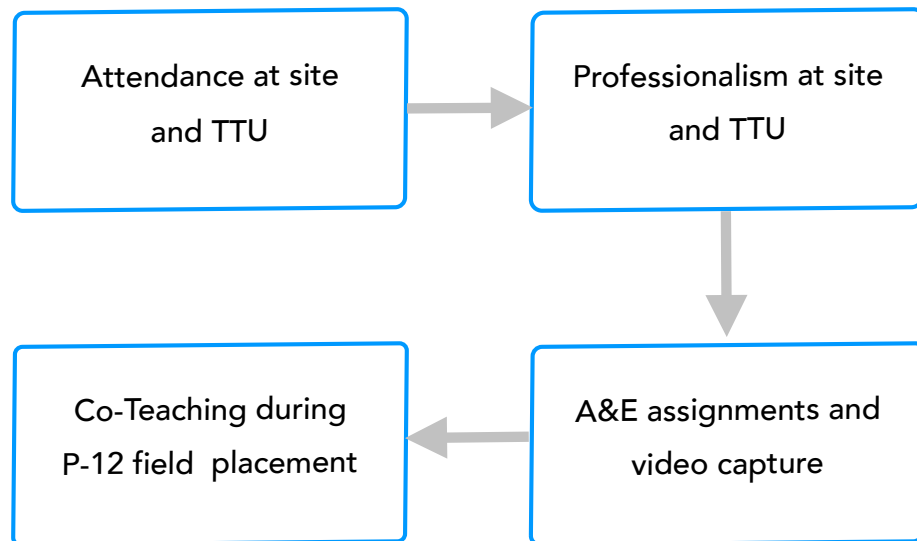


Figure 1. Teacher Candidate Responsibilities during Pre-Service Blocks



B. STUDENT-TEACHING BLOCKS

Student-teaching blocks refer to the final two semesters of the teacher preparation program at Texas Tech University. For Teacher Candidates seeking elementary and middle-level certification, the student-teaching blocks consist of the third and fourth semesters of courses in the teacher-education program. For those seeking secondary certification, the student-teaching blocks are the second and third semesters of courses in the teacher-education program. The following sections will describe the explicit requirements of all Teacher Candidates in student teaching blocks associated with coursework, professionalism, attendance, completion of assignments, and the use of technology.

Regardless of certification level, Teacher Candidates will be involved with, and responsible for a variety of elements aimed at improving the achievement of P-12 students and their own instructional competency and professionalism. The year-long placement will provide the Teacher Candidate with learning opportunities that will position them well for transitioning into the role of a classroom teacher.

During the student-teaching blocks, these responsibilities include:

- Regular and full attendance at the P-12 field placement four full day each week and Texas Tech University classes.
- Maintain professional relationships with Mentor Teachers, P-12 students, and peers, including verbal interactions, conduct in the classroom, parent meetings, and fulfillment of professional responsibilities at the P-12 field placement and in Texas Tech University classes.
- Co-teaching during field placement includes co-planning, co-teaching, assessing and analyzing student achievement data in a collaborative manner with the Mentor Teacher.
- Completion of growth videos and two performance assessments each semester including the use of video-capture device, self-evaluation using the TAP rubric, entry of scores and other data associated with TechTeach (e.g., Activity Log, completion of Growth Videos, and the Lesson Analysis Form).

B. STUDENT-TEACHING BLOCKS

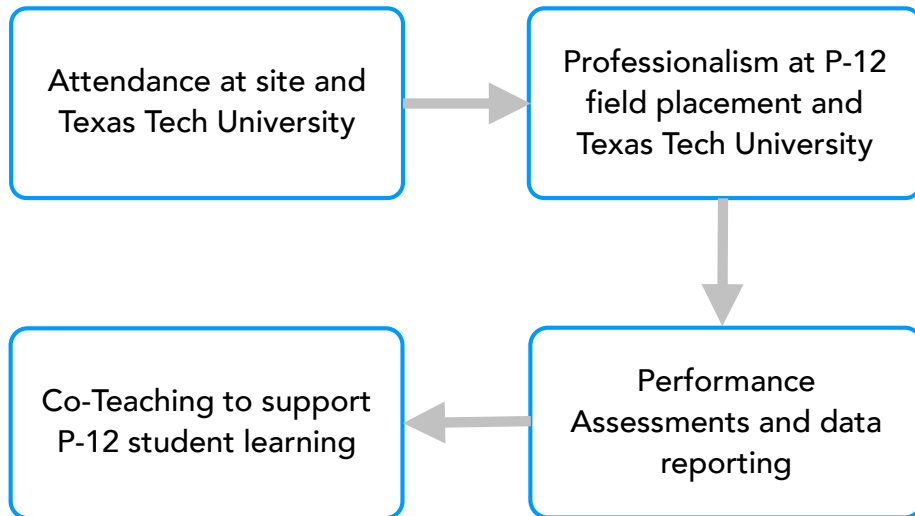


Figure 2. Teacher Candidate Responsibilities during Student-Teaching Blocks



Chapter 2

Field Placement and Expectations for All Teacher Candidates



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 group of Teacher Candidates in Block 1, and then again at the beginning of Block 3. 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 your Mentor Teacher, the Site Coordinator will be the person best positioned to provide recommendations when seeking a position as a teacher. The Site Coordinator will actively promote Teacher Candidates positions in partner districts – on the condition that the Teacher

Candidate has satisfied the expectations of the TechTeach program.

The Site Coordinator will also be the Teacher Candidate's 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



Prior to field placements in early and later blocks, Site Coordinators have met with Mentor Teachers to clearly outline the expectations associated with being a Mentor Teacher, and the expectations that a Teacher Candidate has in the field placement.

Expectations of a Mentor Teacher

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

Mentor Teachers are expected to:

- Work collaboratively with Teacher Candidates 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 assignments and Performance Assessments.



Video 2: Communicating with Your Mentor Teacher

- With the assistance of the Site Coordinators, guide improvement of the Teacher Candidate's instructional competency and professionalism.

B. EXPECTATIONS OF A MENTOR TEACHER

- Attend professional development meetings conducted by the Site Coordinator each month.
- Consult informally with the Site Coordinator about Teacher Candidate's progress during walk-throughs.
- Complete a bi-monthly survey concerning the performance of the Teacher Candidate.

Expectations the Mentor Teacher Has for a Teacher Candidate

The following information summarized in Table 2 has also been communicated to Mentor Teacher about what he/she should expect of a Teacher Candidate.



B. EXPECTATIONS OF A MENTOR TEACHER

Table 2: Mentor Teachers Are Expecting

PRE-STUDENT TEACHING BLOCK	STUDENT TEACHING BLOCKS
<ul style="list-style-type: none"> Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of students 	<ul style="list-style-type: none"> Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of students
<ul style="list-style-type: none"> Co-teaching in a manner consistent with your progression through the Teacher Education Program 	<ul style="list-style-type: none"> Participation of the Teacher Candidate in all Mentor Teacher in-service trainings at the beginning and throughout the school year, initiation of placement prior to the beginning of TTU schedule, and return to classes in early January when partner-district classes begin
<ul style="list-style-type: none"> Regular use of the Teachscape technology for Apply & Evaluate assignments and the Performance Assessment Cycle 	<ul style="list-style-type: none"> Co-teaching in a manner consistent with your progression through the Teacher Education Program
<ul style="list-style-type: none"> Earnest efforts in the improvement of Teacher Candidate instructional competency 	<ul style="list-style-type: none"> Regular use of the Teachscape technology for Apply & Evaluate assignments and the Performance Assessment Cycle
<ul style="list-style-type: none"> Participation in co-planning and discuss any issues related to professionalism 	<ul style="list-style-type: none"> Earnest efforts in the improvement of Teacher Candidate instructional competency
<ul style="list-style-type: none"> Greater student achievement gains through the additional support of the Teacher Candidate 	<ul style="list-style-type: none"> Participation at weekly meetings, co-planning sessions, update Teacher Candidate attendance card, discuss progression of teaching responsibilities, discuss upcoming calendar and teaching events, and discuss any issues related to professionalism
	<ul style="list-style-type: none"> Greater student achievement gains through the additional support of the Teacher Candidate

C. INTRODUCTION TO TEACHING COURSE



The “Intro to Teaching” course occurs in Block 1 for Teacher Candidates in the elementary and secondary programs. Teacher Candidates in the middle level program will receive this instruction in EDML 3320 (“Introduction to Middle School Teaching”). These courses are the initial point of contact between Site Coordinator and their cohort of Teacher Candidates. During these courses, Teacher Candidates will learn about the TAP rubric, Professionalism, and the plan for coordinating A&E assignments across all classes during the semester.

In these courses, 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, expectations for professionalism, and completion of A&E assignments as needed. Site Coordinators will also support Teacher Candidates in the use of Teachscape equipment, including setting up accounts, setting up and using equipment, uploading video.



Video 3: Teaching Involves Many Rules

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 of Field placements.

C. INTRODUCTION TO TEACHING COURSE

Failure of the background check, or failure to submit the required documents will result in the Teacher Candidate being removed from the program. A Teacher Candidate, who is removed for not providing paperwork, can re-apply to the program in the following semester.



Video 4: Texas Tech University Receives 2014 TAP Award of Distinction

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

During the Teacher Education Program Blocks, Site Coordinators will 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.

Expectations for Professionalism



Teacher Candidates will be evaluated on their professional conduct twice during the semester after each Performance Assessment. This evaluation will be informed by input from Mentor Teachers, and by observations conducted by the Site Coordinators during walkthroughs, interactions, and during meetings and instructional sessions. Teacher Candidates are expected to exhibit professionalism in all interactions with students and colleagues, including Texas Tech University courses, and to dress professionally whenever attending at the practicum

site. Wearing jeans or pajamas at the practicum site is not allowed while the candidate is in the Tech Teach program. The Site Coordinator will provide more detail about this expectation.

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 student teaching, candidates are expected to exhibit behaviors indicating that professionalism standards are being “applied” in all categories of responsibilities and interactions (see [Appendix A](#) for rubric). These expectations are summarized in Table 4.

Teacher Candidates are expected to develop proficiency according the Professionalism Rubric over the course of the Teacher Education Program. The table below lists expected performance levels of students in the TechTeach undergraduate 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 4: Expected Performance Levels of Students in the TechTeach Undergraduate Program.

ELEMENTS	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
Section A: Showing Professionalism	Emerging	Emerging	Applying	Applying
Section B: Growing and Developing Professionally	Emerging	Emerging	Applying	Applying
Section C: Maintaining Accurate Records	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Applying	Applying
Section D: Home-School Communication	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Emerging	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 Professional Improvement Plan process involves several stages and will involve additional Texas Tech University Faculty. The full process is outlined in Appendix B.

Dismissal of Teacher Candidates from Tech Teach

All teacher candidates enrolled in Texas Tech University's Teacher Education Program must follow the TTU 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 experience, which include Field placement and student teaching.

In the event of request for dismissal from the Field placement or student teaching placement for

unprofessional behavior, the Department Chairperson of Teacher Preparation Program 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 Department Chairperson

and Certification Officer and other college representative (as needed) to discuss the reasons for request for dismissal from the Field placement or student teaching placement.



D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

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 A&E assignments associated with courses, and 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-appeal process as outlined on the University website. The first step in the grade-appeal 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 internship or student teaching in the semester following dismissal.

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

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

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

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 attendance card. Teacher Candidate attendance will be monitored by the Site Coordinator through the use of the attendance card (see [Appendix C](#)), 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 D](#)) to the Site Coordinator **one week prior** to the requested date of the absence. The Site Coordinator and Mentor Teacher 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" (see [Appendix D](#)) form to the Site



Video 5: Being Organized!

E. ATTENDANCE POLICY AND DOCUMENTATION

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. **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 E](#)).

Excessive Absences

In the event of a planned or unplanned 3rd absence occurring in the spring or fall semester, the Teacher Candidate and Site Coordinator will discuss the absences and protocol for making up the absences.

The 4th planned or unplanned absence occurring within the same semester will result in the Teacher Candidate's dismissal from the program. Limited accommodations will be made for Teacher Candidates participating in University-sanctioned activities, but only for those not activities not resulting in missing more than 4 days from inservice development or instructional days. Candidates will "make up" these absences at the end of the semester.

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 their Tech instructors, see those strategies modeled for them in the college class, practice those strategies within the college class and apply 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 A&E 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 does have an impact on eligibility of student teaching. Students, who consistently complete, self-evaluate and improve their instructional competencies, including record keeping and management will be eligible to enter the student-teaching year.

Components of the Apply & Evaluate Assignments

Each course in Tech Teach has at least one Apply & Evaluate assignment associated with the content of the

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

course. Although there will be variation in the assignment across courses and phases, the following components will be included when recording instruction in the clinical placement.

Application

- a. **Planning the lesson and preparing materials:** This portion of the assignment will focus on getting ready for the “instructional event” during your 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, whole group, length of time), aligned with the lesson



objective(s) and appropriate for the age of your 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 day 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

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

within 24-hours of capture; (2) gathering evidence of student learning.

Evaluation and Reflection

a. **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. These procedures will include (1)

“tagging” of specific segments of video that correspond to the required TAP indicators, and (2) “sharing” the video with your peer reviewers and instructor.



b. **Peer evaluation:** Each instructional event may also be reviewed by peer reviewers, who (1) reviews the video on the Teachscape website, (2) records through scripting evidence relevant to the selected indicators, (3) assigns a rubric rating for the selected TAP indicators or other standards identified by the instructor, and (4) discusses evidence and ratings with peers. Portions of the review, scripting and scoring will take place during class time early in the semester, but later rounds of review will take place outside of class.

c. **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. GROWTH VIDEOS

These videos are recording of instructional events that occur outside of the formal Performance Assessments. Detail about this assignment will also be presented in the student-teaching course.

The purpose of this assignment is to demonstrate and document growth in instructional competency in one core-content area during the yearlong student teaching practicum. Information gathered from this assignment will be used at the “program” level to improve the curricula of specific content and specialty areas, as well as monitor growth of individual candidates. There are no extra “POP cycle” tasks associated with this assignment.

During the yearlong practicum, teacher candidates will capture 6 teaching events in one content area. For each capture, candidates are expected to produce a lesson plan using the Adobe form, record teaching, upload capture, provide title and meta-data, and respond to a brief post-teaching survey.



Video 6: First Year Teacher

H. USE OF TEACHSCAPE AND SWIVL



Teacher Candidates will be issued a Teachscape account and a Swivl. Maintenance of this equipment is the responsibility of the Teacher Candidate. Use of this equipment is required both for pre-student teaching courses (Apply & Evaluate) and during the student-teaching year. Failure to use the equipment for assignments and upload relevant video will result in the Teacher Candidate being placed on a Professional Improvement Plan.

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 Candidate may be eligible to re-apply to the program in the following semester subject to the review of the Chairperson of the Department of Teacher Preparation.



Chapter 3

Support and Evaluation of Teacher Candidates



A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

Co-Teaching During Pre-service Teaching Blocks

TECHTEACH has adopted a co-teaching model for field experiences.

Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as possible from the very beginning including co-teaching along with the Mentor Teacher (see Table 4).

Teacher Candidates should assume greater responsibilities, commensurate with their role as a pre-service Teacher Candidate, as outlined below.

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

Table 4: Co-Teaching Model for Field Experiences

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
Block 1		
5 to 7	<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)
8 to 10	<ul style="list-style-type: none"> • Above as well as • Alternative teaching • Station teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.
11 to 15	<ul style="list-style-type: none"> • If possible ... • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.

A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
Block 2 (Elementary and Middle Level)		
1 to 4	<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)
5 to 10	<ul style="list-style-type: none"> • Above as well as • Alternative teaching • Station teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.
11 to 15	<ul style="list-style-type: none"> • If possible ... • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.

A&E Assignments

Apply & Evaluate (A&E) assignments provide opportunities for teacher candidates to learn about effective instructional strategies and practices from their Tech instructors, see those strategies modeled for them in the college class, practice those strategies within the college class, and the “try out” those strategies in 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 A&E 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. Candidates, who consistently complete, self-evaluate and improve their instructional competencies, including record keeping

A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

and management will be eligible to enter the student-teaching year.

Walkthroughs

Site Coordinators will supervise Teacher Candidates during the one-day/week field placement.

In the early blocks, 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 Tech Teach program. At each visit, the Site Coordinator will complete a walkthrough form (see [Appendix F](#) for a sample) and send electronically to the Teacher Candidate. 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 P-12 field placement. In some cases, the Teacher Candidate may have a short conference with the Site Coordinator to identify strategies for improving instructional competency.



Video 7: Asking Questions

Pre-Performance Assessment

In the semester prior to beginning student teaching, the Teacher Candidate will complete a Pre-Performance Assessment cycle. This will occur in Block II for Elementary and Middle Level Teacher Candidates and Block I for Secondary Teacher Candidates.

A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

In the semester prior to beginning student teaching, the Teacher Candidate will complete a Pre-Performance Assessment cycle. This will occur in Block II for Elementary and Middle Level Teacher Candidates and Block I for Secondary Teacher Candidates.



B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Co-Teaching During Student Teaching Blocks



Lubbock Tech Teach has adopted a co-teaching model for the Field experiences (see [Appendix G](#)). 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 as a student teacher, as outlined below.

Before the beginning of classes in the school year, Site Coordinators will meet with Mentor Teachers to review the Tech Teach program, expectations for the Mentor Teacher, procedures for contacting the Site Coordinator, role of the Site Coordinator, and expectations for Teacher Candidates regarding A&E assignments and co-teaching.

Table 5: Expectation for Increasing Use of Co-Teaching

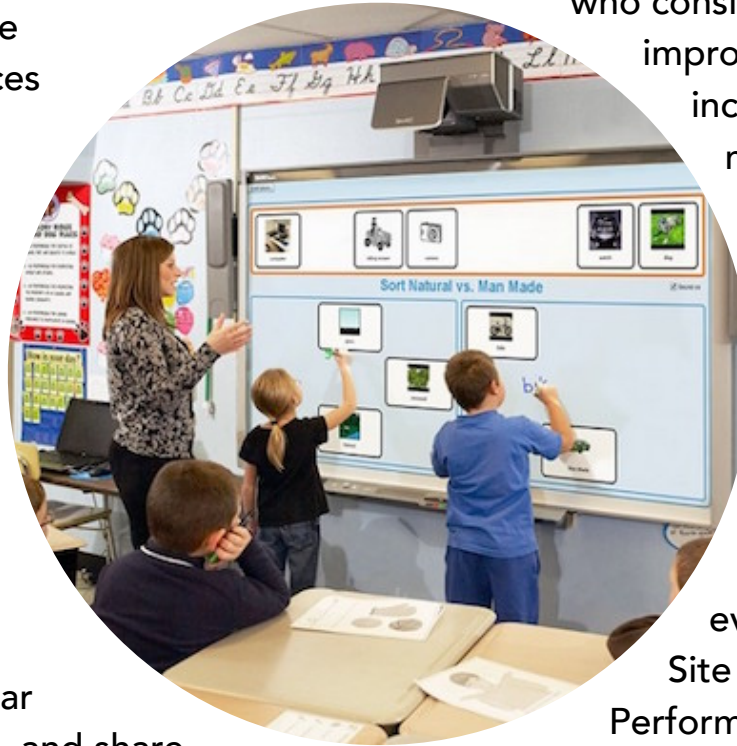
WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
1-4	<ul style="list-style-type: none"> One teach/One observe One teach/One assist Alternative teaching 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan and lead small group activities
5-9	<ul style="list-style-type: none"> Above as well as Station teaching Parallel teaching Team teaching 	<ul style="list-style-type: none"> Co-plan and lead in <u>one</u> subject area or class period
10-15	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>two</u> subject area or class period
16-20	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>three</u> subject area or class period
21-30 and beyond	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>all</u> subject area or class period

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

A&E Assignments

As in previous semesters, Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from the Texas Tech University instructors, see those strategies modeled in the college class, practice those strategies within the college class, and then apply those strategies with students in P-12 classrooms. As part of the assignment, the Teacher Candidate will use technology to video capture the teaching experience while exhibiting the strategies targeted by the particular A&E assignment, review the 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 successful completion of student teaching. Students, who consistently complete, self-evaluate and improve instructional competencies, including record keeping and management will be eligible to complete the student-teaching year.

Performance Assessment Cycle and Walkthroughs

In addition to the requirements in the student-teaching course, Teacher Candidates are formally evaluated four times per year by the Site Coordinator using the Performance Assessment cycle. Bi-monthly surveys, completed by the Mentor Teacher, and weekly or bi-monthly walkthroughs, completed by the Site Coordinator, are formative assessments used to support the Teacher Candidate's

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

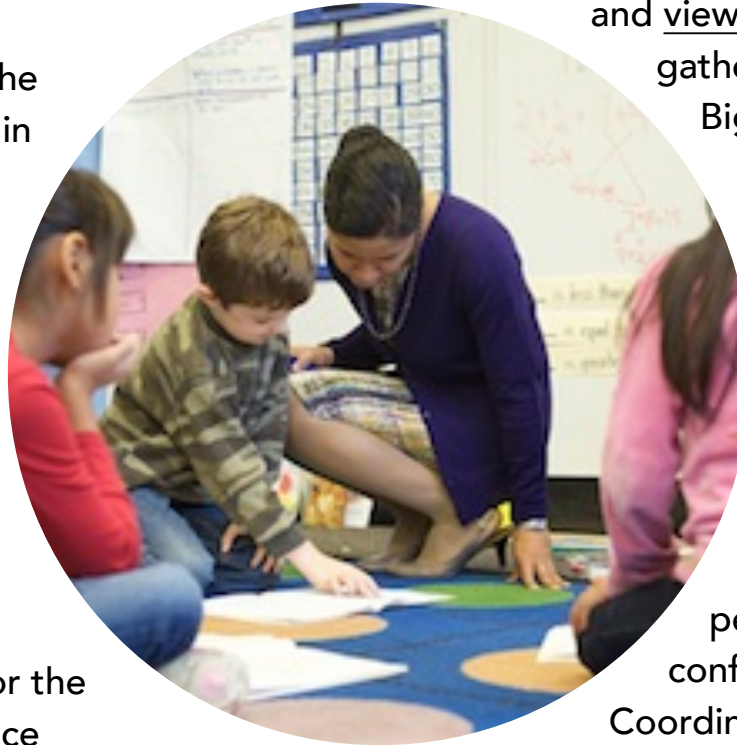
growth in overall teaching performance between Performance Assessments.

Logistical requirements. The Teacher Candidate will ensure the following:

- Teacher Candidate conducts the Performance Assessment within the windows designated for each Block
- Teacher Candidate uploads video to the Teachscape site within 24 hours of the observations
- Teacher Candidate enters TAP ratings within the prescribed time

Expectations for the PA cycle. For the Teacher Candidate, the performance assessment cycle consists of 5 steps:

- a) Scheduling with the Site Coordinator a time for a pre-conference review of the lesson and the time for observing the specific lesson (**Appendix H**);



- b) Providing *instruction* on the appointed day, including the use of video-capture device

- c) Teacher Candidate uploads video to Teachscape, and views the lesson to self-observe, script, gather evidence and score based on the Big 6 TAP indicators;

- d) Post-conference with the Site Coordinator to review evidence, identify areas for reinforcement and refinement; and

- e) Entry of TAP rating scores by the Teacher Candidate within 48 hours after the observation.

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.

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

- Pre-Conference: The Teacher Candidate submits a lesson plan 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. In the final semester, Performance Assessment 3 and 4 will omit the pre-conference (at the discretion of the Site Coordinator). Site Coordinator will conduct “unannounced” Performance Assessments during a two-week window of time that is communicated to the Teacher Candidates. This practice mirrors the evaluation protocols of most school districts.



In all other respects, the expectations for the Teacher Candidate associated with the Performance Assessment will remain the same.

- Formal Observations: The Site Coordinator, Mentor Teacher, and Teacher Candidate schedule Performance Assessments on a mutually agreeable date, with the first Performance Assessment occurring at approximately week 4, and the final assessment occurring at the end of the semester. After each Performance Assessment, the Site Coordinator scores 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

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Candidates a structured way to gauge growth in effective teaching practices.

Post-Conference: The Site Coordinator meets with the Teacher Candidate within 48 hours after an observation has taken place to conduct a post-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 ([Appendix I](#)).

During the post conference, the Site Coordinator and the Teacher Candidate analyze how a particular strength of the lesson **contributed to student learning** and discuss how the teacher 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 provides the Teacher Candidate with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement. The Teacher Candidates should also bring to the post conference the completed Lesson Analysis Form.

Follow-up Support: The Site Coordinator and the Mentor Teachers provide the Teacher Candidate 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 Candidate. In cases where Teacher



B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Candidates have a low score on a PA (i.e., a significant number of 1's on the first PA or 2's on the 3rd PA), the Site Coordinator should implement the following intervention steps.

Within one week of the PA, the Site Coordinator will complete a follow-up walkthrough to determine if the Teacher Candidate is progressing in the area of refinement as identified in the PA.

- 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. the Site Coordinator 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 the Teacher Candidate Individual Education Plan 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 Teacher Candidate Individual Education Plan that will serve as the documentation of the intervention steps taken to support the Teacher Candidate's growth.
- d. If there is no improvement after additional coaching and provision of other resources as evidenced in the Teacher Candidate Individual Education Plan, it is recommended that the Site Coordinator submit a Professional Improvement Plan referral.

Appendices



APPENDICES

You can download a form by clicking each title.

Appendix A - Professionalism Rubric	Appendix F - Sample Classroom Walk-through Form
Appendix B - Professional Improvement Plan	Appendix G - Co-Teaching Strategies
Appendix C - Sample Attendance Card	Appendix H - Pre-Conference Form
Appendix D - Absence Request / Verification Form	Appendix I - TAP Rubric
Appendix E - Absence Make-Up Form	



TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

Teacher Candidate Handbook
Lubbock Area Districts

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

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ATTENDANCE DOCUMENTATION

Teacher Candidates will be required to provide documentation to verify accuracy of their attendance. The procedures of attendance documentation will be provided by each Site Coordinator.

Related Glossary Terms

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BLOCK

Term used to define the semester of study within the Teacher Education Program dependent on certification. Elementary/Middle Level Teacher Candidates will have four blocks. Secondary Teacher Candidates have three. The final two semesters of all programs are Student Teaching semesters.

Related Glossary Terms

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CLASSROOM WALK-THROUGH

A classroom walk-through is a short (5-15 minute) observation that allows the Site Coordinator to collect a “snapshot” of information on Teacher Candidate development of co-teaching, professionalism, and overall development of the Teacher Candidate. See Appendix F for an example of a classroom walkthrough form.

Related Glossary Terms

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Find Term

GROWTH VIDEOS

These videos are recording of instructional events that occur outside of the formal Performance Assessments. Detail about this assignment will also be presented in the student-teaching course.

Related Glossary Terms

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GROWTHS VIDEOS AND LESSON ANALYSIS FORM

Two additional assignments will be required of Teacher Candidates during the student-teaching blocks. The first is to completion of the Lesson Analysis Form. The Lesson Analysis Form is a web-based lesson planning form that will be used for all Performance Assessments and Growth Videos. Detail about this assignment will be presented in the student-teaching course. The second is the completion of Growths Videos. These videos are recording of instructional events that occur outside of the formal Performance Assessments. Detail about this assignment will also be presented in the student-teaching course. Both tasks are intended to assist the Site Coordinator in supporting teacher candidates' mastery of instructional competencies, and are important for a broader evaluation of the Tech Teach program.

Related Glossary Terms

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LESSON ANALYSIS FORM

The Lesson Analysis Form is a web-based lesson planning form that will be used for all Performance Assessments and Growth Videos. Detail about this assignment will be presented in the student-teaching course.

Related Glossary Terms

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MENTOR TEACHER (MT)

The P-12 classroom 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 to review the Teacher Candidate's lesson; (b) observation and scripting of the lesson by both the Teacher Candidate and Site Coordinator to gather evidence for evaluation; (c) post-conference meeting with the Teacher Candidate to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the Teacher Candidate and Site Coordinator into the TAP database.

Related Glossary Terms

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PODS

Site Coordinators will be assigned a “pod” of schools in which their block of Teacher Candidates will complete the field placements. Pods of schools will be arranged to provide a diverse teaching experience and are aligned to the candidates’ certification (e.g., ESL, SPED).

Related Glossary Terms

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PRE-PERFORMANCE ASSESSMENT

A Pre-PA cycle takes place in the semester prior to student teaching. The cycle consists of (a) observation and scripting of the lesson by both the Teacher Candidate and Site Coordinator to gather evidence for evaluation; (b) post-conference meeting with the Teacher Candidate to review evidence, coach and assign ratings.

Related Glossary Terms

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PRE-STUDENT TEACHING BLOCKS

These are the semesters and blocks of courses that take place prior to the final year in the program. During the pre-student teaching blocks, teacher candidates will have field placements consisting of either one, full day in the field each week, or two half days. For candidates in the elementary and middle-level certification program, these consist of Blocks 1 and 2. For candidates in the secondary certification program, only Block 1 is a pre-student teaching block.

Related Glossary Terms

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PROFESSIONAL DEVELOPMENT FACILITATOR (PDF)

TTU faculty member assigned to support the work of, 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 a Site Coordinator during all phases of the PA cycle, and other work associated with acting as a liaison between partner districts and the College. A Professional Development Facilitator will also support Site Coordinators 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 Professional Improvement Plan when an area of concern has arisen that needs to be addressed. Teacher Candidates 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 individual TTU faculty member responsible for administering the specific certification (e.g., Secondary) or specialty program (e.g., Bilingual/ESL). 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

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

Related Glossary Terms

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SITE COORDINATOR (SC)

TTU faculty member assigned to supervise, coach, and evaluate Teacher Candidate's during the student-teaching 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

These are the two semesters and blocks of courses that are taken during the final year in the program. During the student-teaching blocks, Teacher Candidates will have Field placements with a single mentor teacher for four full days each week. On the non-field placement day, Teacher Candidates will attend College Of Education and other Tech classes. For candidates in the elementary and middle-level certification program, Blocks III and IV are student-teaching blocks. For candidates in the secondary certification program, Blocks II and III are the student-teaching blocks.

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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. Teacher Candidates may be in an “early phase” consisting of blocks or semesters that take place prior to the student teaching year; or in a “later phase” consisting of blocks or semesters when they are completing the student-teaching year.

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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.

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TECHTEACH

TechTeach is the name of the Teacher Education Program at Texas Tech University. TechTeach is a field-intensive, competency-based program aimed at building capacity of Teacher 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 P-12 Teacher Candidate is required to wear a Texas Tech University identification badge while on a P-12 school campus.

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