

TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION



LUBBOCK AREA DISTRICTS

Updated Fall 2018

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TechTeach Video

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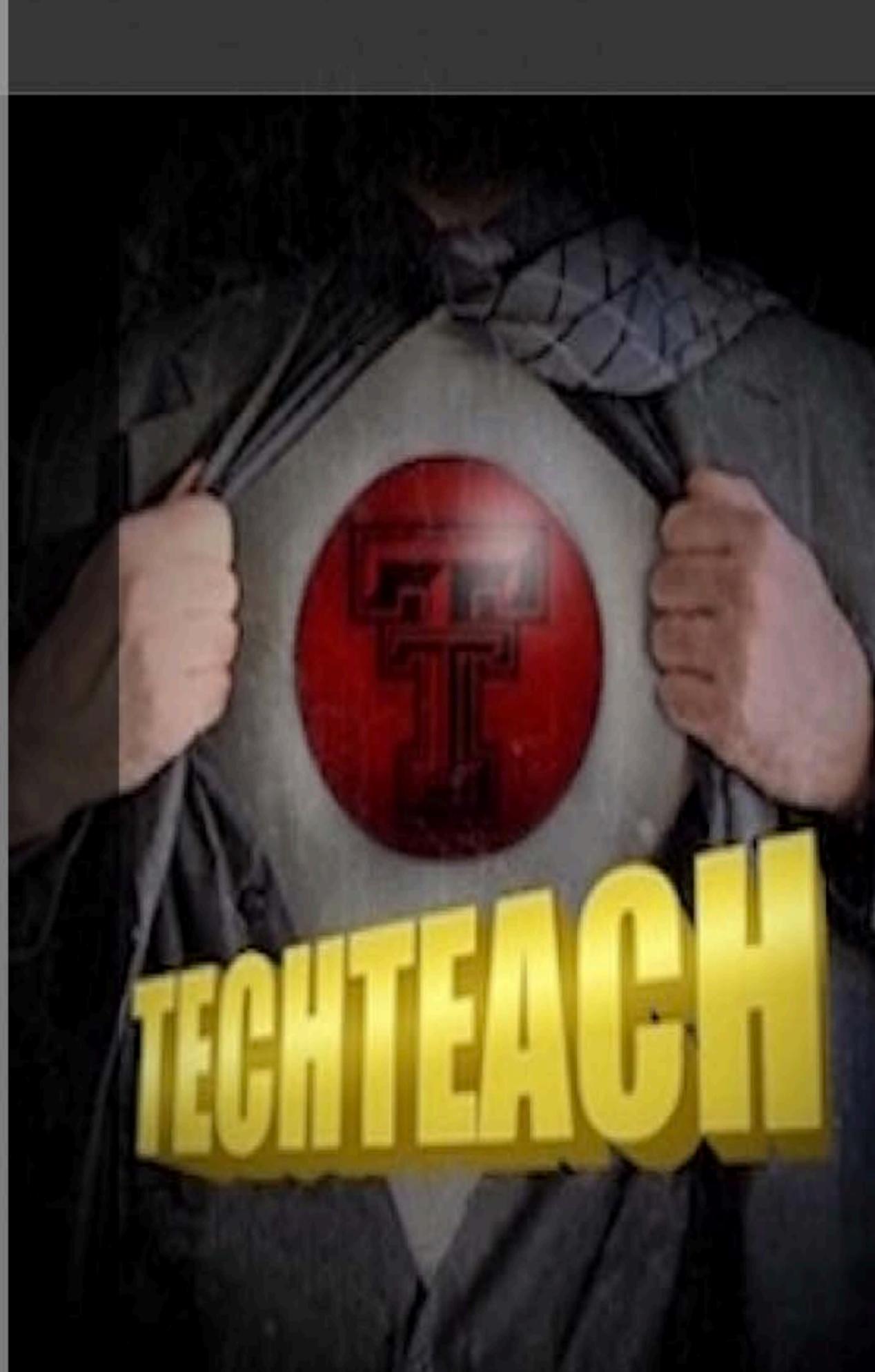


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Dean's Message

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 P-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 accountability demands of governmental agencies, the needs of our teacher candidates who graduate from our program, the students whom they will serve over the course of their careers, our mentor teachers with whom our candidates spend the majority of time learning to teach.

This reform marks a radical departure from traditional programs that prepare teachers by including reformed coursework, use of technology for superior feedback, and extended and intentional clinical placements.

Each of the components of **TECHTEACH** relies heavily upon the partnership of districts and especially the collaboration of qualified mentor teachers. Without these, the program could not bring about the positive outcomes for our teacher candidates.

I want to acknowledge (especially) the critical professional service provided to the program by qualified, conscientious mentor teachers like you. Through the assistance of mentor teachers, **TECHTEACH** candidates will graduate with the confidence and skills that will place them among the most effective new teachers in the State of Texas.

I heartily thank you for the contribution you are making to our candidates, and to our program.



Dale Scott Ridley, Dean
College of Education
Texas Tech University





Video 1: TechTeach - Start a Revolution in Teacher Education

Chapter 1

What Should a Mentor Teacher Expect from a Teacher Candidate?



A. SUMMARY OF EXPECTATIONS FOR TEACHER CANDIDATES

Expectations the Mentor Teacher Has for a Teacher Candidate

All Teacher Candidates (TC) know that the following information has also been communicated to Mentor Teachers (MT).

Mentor Teachers are expecting:

PRE-SERVICE TEACHING BLOCKS	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 teachers. 	<ul style="list-style-type: none"> Teacher Candidate to have met all standards on the state content certification exam prior to the start of student teaching block (exam must be passed by the second Friday of May).
<ul style="list-style-type: none"> Professional behavior related to appropriate use of technology including but not limited to cell phone and computer. 	<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 teachers.
<ul style="list-style-type: none"> Professional dress in concordance with TechTeach guidelines. 	<ul style="list-style-type: none"> Professional behavior related to appropriate use of technology including but not limited to cell phone and computer.
<ul style="list-style-type: none"> Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals. 	<ul style="list-style-type: none"> Professional dress in concordance with TechTeach guidelines.
<ul style="list-style-type: none"> Co-Teaching/Co-Planning in a manner consistent with Teacher Candidate progression through the Teacher Education Program. 	<ul style="list-style-type: none"> Participation of the Teacher Candidate in all Mentor Teacher in-service trainings (Monday through Friday, including Wednesdays) at the beginning of the academic year 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.

A. SUMMARY OF EXPECTATIONS FOR TEACHER CANDIDATES

Mentor Teachers are expecting:

PRE-SERVICE TEACHING BLOCKS	STUDENT-TEACHING BLOCKS
<ul style="list-style-type: none"> Regular use of Swivl technology for Apply & Evaluate assignments and the Performance Assessment Cycle. 	<ul style="list-style-type: none"> Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals.
<ul style="list-style-type: none"> Earnest efforts in the improvement of Teacher Candidate instructional competency 	<ul style="list-style-type: none"> Co-Teaching/Co-Planning in a manner consistent with Teacher Candidate progression through the Teacher Education Program
<ul style="list-style-type: none"> Discussion of any issues related to professionalism. 	<ul style="list-style-type: none"> Regular use of the Swivl technology for Apply & Evaluate assignments and the Performance Assessment Cycle
<ul style="list-style-type: none"> Greater student achievement gains through the additional support of the Teacher Candidate. 	<ul style="list-style-type: none"> Earnest efforts in the improvement of Teacher Candidate instructional competency.
	<ul style="list-style-type: none"> Participation at weekly meetings, co-planning sessions, maintain attendance record, 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.

B. ATTENDANCE

Monitoring Attendance in the Field Placement

This attendance policy is aimed at supporting the Mentor Teacher by ensuring a consistent, reliable presence of the Teacher Candidate at the clinical placement, and to support the Teacher Candidate by ensuring regular opportunities to learn about teaching and to develop professionally.

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, feedback from the Mentor Teacher, and walk-through 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 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.



B. ATTENDANCE

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" 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. **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 the Pre-Service teaching block(s), the Teacher Candidate and Site Coordinator will discuss the absences and protocol for making up the



absences and protocol for making up the absences. The 4th planned or unplanned absence will result in the Teacher Candidate's dismissal from the program.

In the event of a planned or unplanned 3rd absence occurring in the Student-Teaching blocks, the Teacher Candidate and Site Coordinator will discuss the absences and protocol for making up the absences. The 4th planned or unplanned absence will result in the Teacher Candidate's dismissal from the program.

C. 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 walk-throughs, 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.



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).

Teacher Candidates are expected to develop proficiency according the Professionalism Rubric over the course of the Teacher Education Program.

C. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

The table below lists expected performance levels of students in the TechTeach undergraduate program. It is recognized that not all field experience placements

Elements	Block 1	Block 2	Block 3	Block 4
Section D: Home-School Communication	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Emerging	Emerging

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

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 included in [Appendix B](#).

Dismissal of Teacher Candidates from TechTeach

All Teacher Candidates enrolled in Texas Tech University's TechTeach program must follow the TTU Student Code of Conduct, the Tech Teach Teacher Candidate Handbook, as well as all policies/

C. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN



procedures established by the local education agency, school district, and/or school in which they are engaged in field experience, which include Pre-Service and Student-Teaching.

In the event of request for dismissal from the Pre-Service or Student-Teaching placement for unprofessional behavior, the Director of Teacher Education (or other college representative) 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 request for dismissal from the Pre-Service or Student-Teaching placement.

If it is determined that the allegations of a code of conduct violation for unprofessional behavior, the Director of Teacher Education (or other college representative) 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 request for dismissal from the Pre-Service or 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

C. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

result.

The Teacher Candidate:

- Will be dismissed from the Pre-Service or Student-Teaching placement, Will receive a failing grade (F) for all A&E assignments associated with courses, and/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 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 field experience 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 field placement.

If the petition is approved, the Teacher Candidate will

C. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

be required to meet with the Director, 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, 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.



Chapter 2

What Does a Mentor Teacher Do?



A. SUMMARY OF EXPECTATIONS FOR THE MENTOR TEACHER

In advance of any clinical placement in early and later blocks, Site Coordinators will meet with Mentor Teacher to outline clearly the expectations associated with being a Mentor Teacher and the expectations they may have of a Teacher Candidate in the clinical placement. Below is a summary of the expectations of the Mentor Teacher.

Mentor Teachers are expected to:

- Complete the Mentor Teacher Application annually indicating interest to serve as a Mentor Teacher*
- 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
- With the assistance of the Site Coordinator, guide improvement of the Teacher Candidate's instructional

competency and professionalism through coaching and high-quality feedback

- Assist with the administration of the Student Perception Survey
- Attend Mentor Teacher trainings conducted by the Site Coordinator three times a semester
- Consult with the Site Coordinator about Teacher Candidate's progress during walk-throughs
- Complete surveys concerning the performance of the Teacher Candidate

**Prospective Mentor Teachers complete an application to show interest in serving in the Tech Teach program. Completed applications are reviewed by a committee consisting of TTU faculty and district leadership, with recommendations from principals. The committee selects Mentor Teachers based on demonstration of effective instruction as measured by student performance and coaching capabilities.*

B. MENTOR TEACHER TRAININGS

During the Pre-Service teaching blocks, Mentor Teachers or any teachers at a Tech Teach campus are encouraged to attend Mentor Teacher trainings associated with TechTeach.

During the Student-Teaching semesters, Mentor Teachers are expected to attend Mentor Teacher trainings conducted by the Site Coordinator three times a semester. These trainings will be centered around assisting the Teacher Candidate with Co-Teaching/Co-Planning, instructional proficiency, and meeting expectations for requirements associated with student teaching. This training time will provide another opportunity to support Mentor Teachers in their efforts to support the Teacher Candidates.



C. CONSULTING WITH THE SITE COORDINATOR



A Site Coordinator will be assigned to a group of schools and will be a regular presence on the campus. While on campus, Site Coordinators will conduct walk-throughs in the rooms where Mentor Teachers are hosting a Teacher Candidate, conduct pre-conferences and post-conferences with Teacher Candidates, and conduct Performance Assessments. Site Coordinators are expected to seek out input from Mentor Teachers about the progress of the Teacher Candidates toward advanced instructional competency and

professionalism. This input will be sought when conducting walk-throughs, during Performance Assessments cycles and as concerns arise.

Mentor Teachers are expected to notify the Site Coordinator as early as possible in the event of an issue or as concerns arise related to the Teacher Candidate's attendance, professionalism, or other matter that might have bearing on the ability of the Teacher Candidate to support student achievement in the classroom.

D. SUPPORTING THE TEACHER CANDIDATE

Pre-Service Teaching Blocks

During the Pre-Service Teaching Blocks or semesters, Teacher Candidates will work in a field placement for the equivalent of one day each week. During this time the Site Coordinator will monitor and supervise Teacher Candidates. The expectations of Site

Coordinator for supervision will include monitoring attendance, supporting the Teacher Candidate to meet expectations for professionalism, conducting one Pre-Performance Assessment cycle in the semester prior to the Student-Teaching year, networking with Mentor Teachers and Administrators, communicating expectations about



opportunities for Teacher Candidate to complete Apply & Evaluate assignments associated with coursework in the Teacher Education Program. Mentor Teachers are expected to also support Teacher Candidates through regular meetings and discussions of responses to the Mentor Teacher survey.

Student-Teaching Blocks

During the Student-Teaching Blocks or semesters, Teacher Candidates will work in a field placement for a minimum of four days each week. During this time, Site Coordinators will monitor and supervise Teacher Candidates.

D. SUPPORTING THE TEACHER CANDIDATE

The expectations of the Site Coordinator for supervision will include monitoring attendance, supporting the Teacher Candidate to meet



expectations for professionalism, conducting two Performance Assessment cycles each semester, networking with Mentor Teachers and Administrators, communicating expectations Teacher Candidates have about the Apply & Evaluate assignments, and supporting Co-Teaching/Co-Planning strategies.

During the Student-Teaching Blocks, Mentor Teachers are expected to support Teacher Candidate by adopting a co-teaching model when the Teacher Candidate is present, including co-planning and assessment of student learning, and providing opportunities for Teacher Candidate to complete Apply & Evaluate assignments associated with coursework in the Teacher Education Program. Mentor Teachers are expected to also support Teacher Candidate through regular meetings, discussions of responses to surveys, and participation in weekly meetings with the Teacher Candidate to enable co-planning and a review of the professionalism rubric. Teacher Candidates are responsible for initiating a request for these meetings.

E. CO-TEACHING

Co-Teaching during the Pre- Service Teaching Blocks

TechTeach has adopted a Co-Teaching model for the clinical experiences (see [Appendix F](#) for a description of 6 Co-Teaching models). 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 role.

The expectation for Mentor Teacher is that s/he will always be involved in co-planning, co-teaching, and co-assessing along with the Teacher Candidate, but that the proportion of responsibility will shift in ways that are consistent with the capabilities of the Teacher Candidate. The table below provides an outline of what that shift might look like over the course of two semesters.

The table below summarizes the expectations for co-teaching during the one day a week blocks.

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) Co-plan
8 to 10	Above as well as <ul style="list-style-type: none"> Alternative Teaching Station Teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lessons as appropriate
11 to 15	If possible <ul style="list-style-type: none"> Parallel Teaching Team Teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lessons as appropriate

E. CO-TEACHING

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
Block 2		
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) Co-plan
5 to 10*	Above as well as <ul style="list-style-type: none"> Alternative Teaching Station Teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lessons as appropriate
11 to 15	If possible <ul style="list-style-type: none"> Parallel Teaching Team Teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lessons as appropriate



Co-Teaching during the Student-Teaching Blocks

During the Student-Teaching Block, the Teacher Candidate will be present in the classroom for a minimum of 4 days each week. Although experiences will vary based on previous placements, Teacher Candidates are expected to take on a greater amount of responsibility associated with co-planning, co-teaching and co-assessing. The Mentor Teacher, however, is expected to remain involved in all aspects of the co-teaching so that the Teacher Candidate may

E. CO-TEACHING

benefit from the experiences, knowledge of students, and expertise of the Mentor Teacher. The table below summarizes the expectations for co-teaching during the Student Teaching Blocks.

ELEMENTARY/MIDDLE LEVEL/SECONDARY BLOCKS III & IV

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	Above as well as <ul style="list-style-type: none"> Station Teaching Parallel Teaching Team Teaching 	<ul style="list-style-type: none"> Co-plan and lead in one subject area or class period

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
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 two subject areas or class periods
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 three subject areas or class periods
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 all subject areas or class periods

E.CO-TEACHING

SECONDARY BLOCK IV

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 • and lead in two subject areas or class periods
5-9	Above as well as <ul style="list-style-type: none"> • Station Teaching • Parallel Teaching • Team Teaching 	<ul style="list-style-type: none"> • Co-plan and lead in three subject areas or class periods
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 all subject areas or class periods

*** The PA will require one teach | one observe with the TC leading instruction so that the MT can provide feedback about the TC instructional competency.**



Chapter 3

What Should the Teacher Candidate Expect?



A. SUMMARY OF THE EXPECTATIONS TEACHER CANDIDATES HAVE OF MENTOR TEACHER

Expectations of a Mentor Teacher

The following information outlines the expectations a Teacher Candidate will have of a Mentor Teacher.

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 which may include a full unit
- With the assistance of the Site Coordinator, guide improvement of the Teacher Candidate's instructional competency and professionalism through coaching and high-quality feedback
- Assist with the administration of the Student Perception Survey
- Attend Mentor Teacher trainings conducted by

the Site Coordinator three times a semester

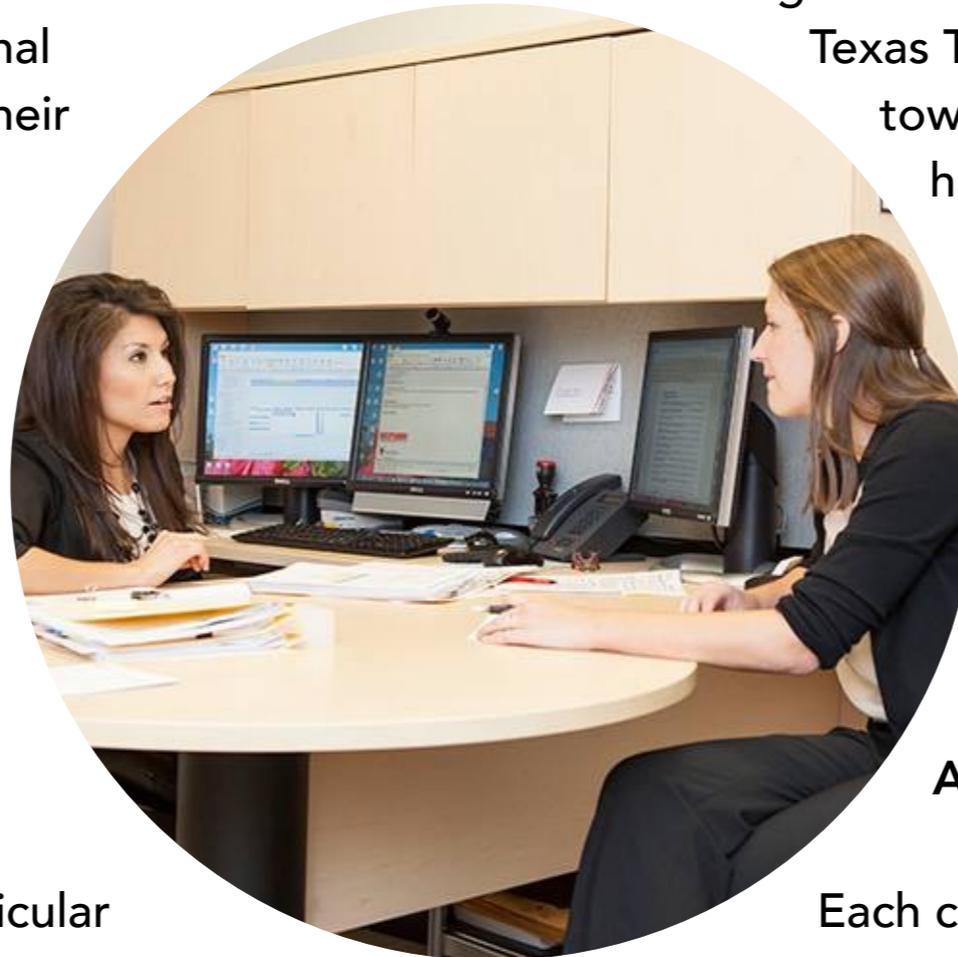
- Consult with the Site Coordinator about Teacher Candidate's progress during walk-throughs
- Complete surveys concerning the performance of the Teacher Candidate

Each of these expectations have been detailed elsewhere in the Handbook, with the exception of the Apply & Evaluate assignments Teacher Candidate will be required to complete.



B. COURSE REQUIREMENTS AND APPLY & EVALUATE (A&E) ASSIGNMENTS

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 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 approved secure sight) 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 TechTeach has at least one Apply & Evaluate assignment associated with the content of the course. Although there may be variation within courses, each assignment includes the following components:

B. COURSE REQUIREMENTS AND APPLY & EVALUATE (A&E) ASSIGNMENTS

Application

a. Planning the lesson and preparing materials: This portion of the assignment will focus on getting ready for the “instructional event” during the field placement. Preparation will include completing a detailed lesson plan that contains all elements of the program’s lesson planning template, activities and materials appropriate for the instructional context (e.g., small group, whole group, length of time), and aligned lesson objective(s) 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 day and includes the following components: (1) video capture of the instructional event (up to 45 minutes) using the video capture equipment 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. These procedures will include (1) “tagging” of specific segments of film that correspond to the required **TAP indicators**, and (2) “sharing” the video

B. COURSE REQUIREMENTS AND APPLY & EVALUATE (A&E) ASSIGNMENTS

with peer reviewers and instructor.

d. Peer evaluation: Each instructional event will also be reviewed by peers who (1) review the video on the approved secure site, (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.

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.



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.

Appendices



APPENDICES

You can download a form by clicking each title.

Appendix A - Professional Rubric	Appendix F - Co-Teaching Strategy Definitions and Examples
Appendix B - Professional Improvement Plan	Appendix G - Sample Classroom Walk-Through Form
Appendix C - Sample Attendance Card	
Appendix D - Absence Make-Up	
Appendix E - Absence Request/Verification Form	



TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

Mentor Teacher Handbook Lubbock Area Districts

Contact Us:



techteach@ttu.edu



806.834.1916

APPLY AND EVALUATION ASSIGNMENTS (A&E)

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

Index

Find Term

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

Drag related terms here

Index

Find Term

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

Drag related terms here

Index

Find Term

CLASSROOM WALK-THROUGH

A classroom walk-through is a short (5-15 minutes) 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 G for an example of a classroom walkthrough form.

Related Glossary Terms

Drag related terms here

Index

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

Drag related terms here

Index

Find Term

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.

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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.

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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.

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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).

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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.

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PRE-SERVICE TEACHING BLOCKS

These are the semesters and blocks of courses that take place prior to the final year in the program. During the pre-service 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-service teaching block.

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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.

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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.

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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.

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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.

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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.

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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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SWIVL

Swivl 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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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, eight indicators have been selected to serve as the evaluation standards for TechTeach.

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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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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.

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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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