



LUBBOCK AREA DISTRICTS

Updated Fall 2017



## Dean's Message

Dear Teacher Candidate:

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



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

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

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

**P**re-service teaching blocks refer to the initial semesters of the teacher preparation program at Texas Tech University. The Pre-Service blocks consist of the first and second semesters 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 grades of C or

better in the professional education courses or in the teaching fields(s)

- Maintaining professional attire while on a P-12 campus (Jeans are prohibited on a P-12 campus)

Figure 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	TTU Coursework		Pre-Service Blocks	Student Teaching Blocks

## A. PRE-SERVICE TEACHING BLOCKS

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

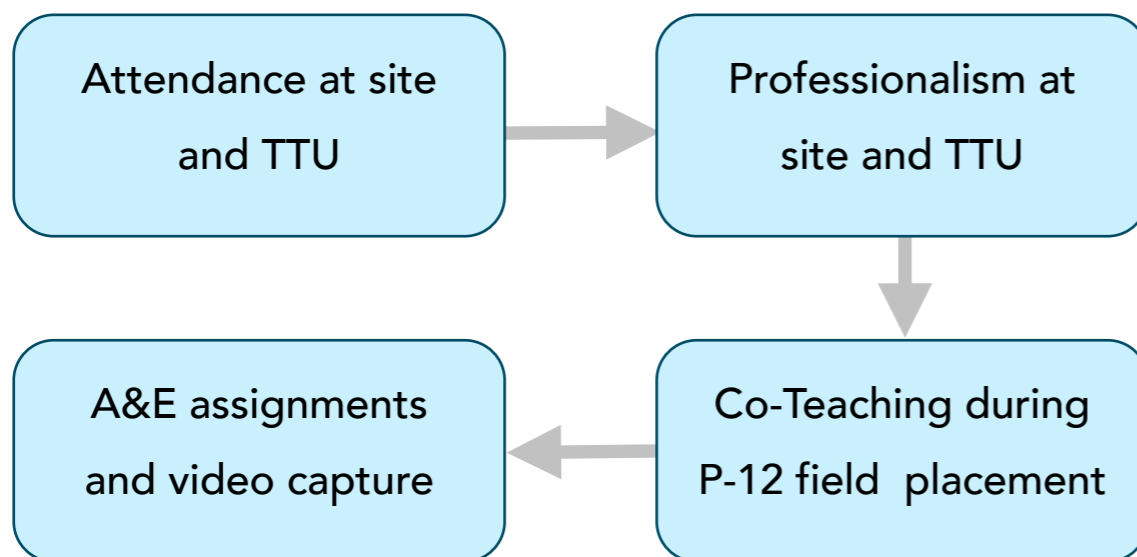


Figure 2. Teacher Candidate Responsibilities during Pre-Service Blocks



## B. STUDENT-TEACHING BLOCKS

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**S**tudent-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.
- Maintaining grades of C or better in the professional education courses or in the teaching fields(s)
- Maintaining professional attire while on a P-12 campus. Site Coordinator communicates expectations for appropriate attire to Teacher Candidates
- Maintaining professional relationships with Mentor Teachers and students, 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.



## B. STUDENT-TEACHING BLOCKS

- Completion of 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

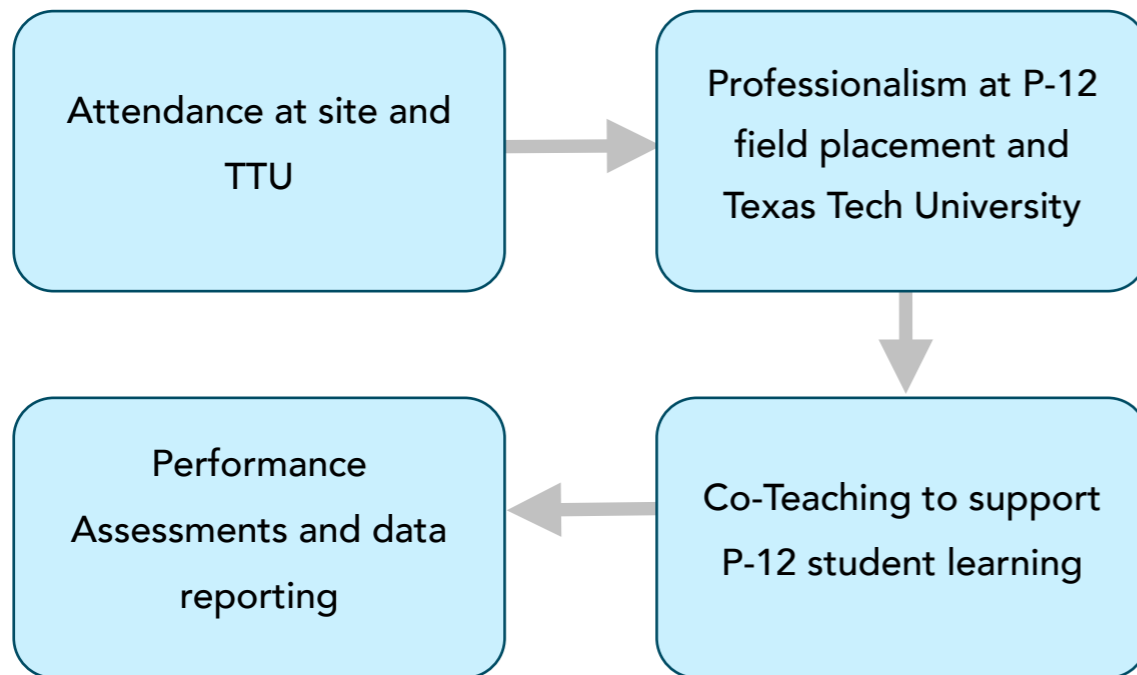
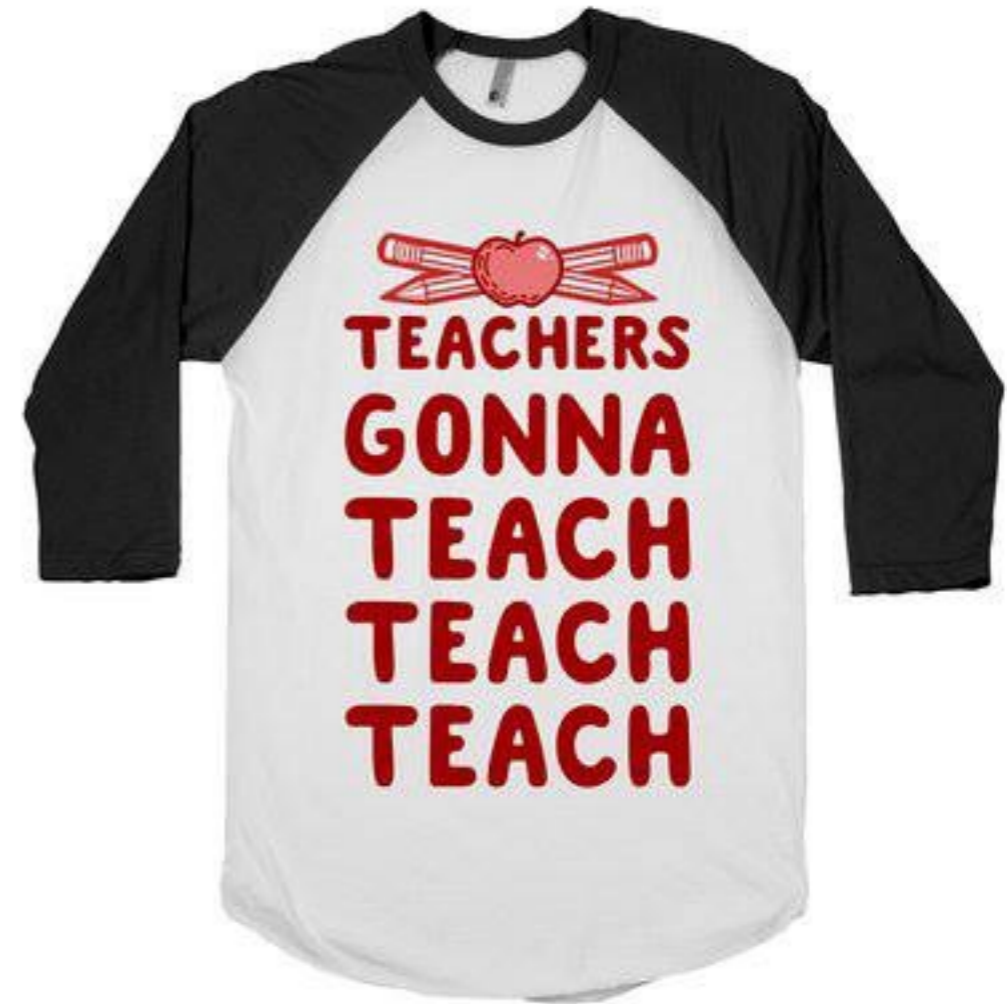


Figure 3. Teacher Candidate Responsibilities during Student-Teaching Blocks



## Chapter 2

# Field Placement and Expectations for All Teacher Candidates



## A. ASSIGNMENT TO A SITE COORDINATOR

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**O**ne 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 block of Teacher Candidates in Block I. 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.
- Assist with the administration of the Student Engagement Survey
- Attend Mentor Teacher trainings conducted by the Site Coordinator three times a semester

## B. EXPECTATIONS OF A MENTOR TEACHER

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- 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 has also been communicated to Mentor Teacher about what he/she should expect of a Teacher Candidate.



## B. EXPECTATIONS OF A MENTOR TEACHER

Mentor Teachers are expecting:

PRE-STUDENT TEACHING BLOCK	STUDENT-TEACHING BLOCKS
<ul style="list-style-type: none"> <li>Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Candidate to have met all standards on the state content certification exam prior to the start of student teaching block</li> </ul>
<ul style="list-style-type: none"> <li>Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals</li> </ul>	<ul style="list-style-type: none"> <li>Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of students</li> </ul>
<ul style="list-style-type: none"> <li>Co-Teaching in a manner consistent with your progression through the Teacher Education Program</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Regular use of the Swivl technology for Apply &amp; Evaluate assignments and the Performance Assessment Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals</li> </ul>
<ul style="list-style-type: none"> <li>Earnest efforts in the improvement of Teacher Candidate instructional competency</li> </ul>	<ul style="list-style-type: none"> <li>Co-teaching in a manner consistent with your progression through the Teacher Education Program</li> </ul>
<ul style="list-style-type: none"> <li>Participation in co-planning and discuss any issues related to professionalism</li> </ul>	<ul style="list-style-type: none"> <li>Regular use of the Swivl technology for Apply &amp; Evaluate assignments and the Performance Assessment Cycle</li> </ul>
<ul style="list-style-type: none"> <li>Greater student achievement gains through the additional support of the Teacher Candidate</li> </ul>	<ul style="list-style-type: none"> <li>Earnest efforts in the improvement of Teacher Candidate instructional competency</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>Greater student achievement gains through the additional support of the Teacher Candidate</li> </ul>

## C. INTRODUCTION TO TEACHING COURSE

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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, co-teaching approaches, lesson planning, 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 Swivl equipment, including setting up accounts, setting up and using equipment, and uploading video.



*Video 3: Teaching Involves Many Rules*

In addition to the curriculum of these 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

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Failure of the check or failure to submit the required documents will result in the Teacher Candidate being removed from the TechTeach 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 TechTeach 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 instructors; 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.

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. 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

ELEMENTS	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
<b>Section A:</b> Showing Professionalism	Emerging	Emerging	Applying	Applying
<b>Section B:</b> Growing and Developing Professionally	Emerging	Emerging	Applying	Applying
<b>Section C:</b> Maintaining Accurate Records	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Applying	Applying
<b>Section D:</b> 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 included in [Appendix B](#).

### Dismissal of Teacher Candidates from Tech Teach

All teacher candidates enrolled in Texas Tech University's TechTeach 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 Pre-Service and Student-Teaching.



In the event of request for dismissal from the Pre-Service or Student-Teaching 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 Department Chairperson and Certification Officer and other college representative as determined by the Department Chair to discuss the reasons for request

## D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

for dismissal from 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 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, 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 field experience 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 experience.

If the petition is approved, the Teacher Candidate will 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.

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



## 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. 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 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. In the event of an unplanned absence (e.g., illness), the Teacher Candidate must notify the Mentor Teacher and 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



*Video 5: Being Organized!*

## E. ATTENDANCE POLICY AND DOCUMENTATION

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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 Form (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. 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 block(s), 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.

## 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 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



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

course. Although there will be variation within courses, each assignment includes the following components:

### ***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 Swivl App and uploading to the website within 24-hours of capture; (2) gathering evidence of student learning.

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

### *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 video that correspond to the required TAP indicators, and (2) "sharing" the video with your peer reviewers and instructor.



d. Peer evaluation: Each instructional event may also be reviewed by peer reviewers, who (1) reviews the video on the [Swivl 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.

e. Self-reflection: The final portion of this assignment involves reflection by the Teacher Candidate about the instructional event, self-ratings and feedback provided by peers.

## G. USE OF SWIVL EQUIPMENT



Teacher Candidates will be issued a Swivl account and equipment. 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 reapply to the program in the following semester subject to the review of the Director of Teacher Education.



## Chapter 3

# Support and Evaluation of Teacher Candidates



# A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

## Co-Teaching During Pre-Service Teaching Blocks



echTeach has adopted a co-teaching model for field experiences (see [Appendix F](#)).

Teacher Candidates are required to be actively engaged in as many of the

elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities, commensurate with their experience 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.

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
<b>Semester 1</b>		
5 to 7	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> </ul>
8 to 10	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Alternative teaching</li> <li>• Station teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan</li> <li>• Lead small-group activities</li> <li>• Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.</li> </ul>
11 to 15	<ul style="list-style-type: none"> <li>• If possible ...</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan</li> <li>• Lead small-group activities</li> <li>• Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.</li> </ul>

# A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
<b>Semester 2</b>		
1 to 4	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan</li> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> </ul>
5 to 10	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Alternative teaching</li> <li>• Station teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan</li> <li>• Lead small-group activities</li> <li>• Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.</li> </ul>
11 to 15	<ul style="list-style-type: none"> <li>• If possible ...</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan</li> <li>• Lead small-group activities</li> <li>• Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Mentor Teacher.</li> </ul>

\* Each Performance Assessment will require one teach | one observe with the Teacher Candidate leading instruction so that the Mentor Teacher can provide feedback about the Teacher Candidate instructional competency.

## 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 [Swivl 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. Students, who

## A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

consistently complete, self-evaluate and improve their instructional competencies, including record keeping 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 eight indicators from the TAP rubric adopted by the Tech Teach program. At each visit, the Site Coordinator will complete a walkthrough form (see [Appendix G](#)) 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



*Video 7: Asking Questions*

identify strategies for improving instructional competency.

### Pre-Performance Assessment

In the semester prior to beginning student teaching, the Teacher Candidate will complete a Pre-

## A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

Performance Assessment cycle. This will occur in the pre-service block for all Teacher Candidates.





## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

### Co-Teaching During Student Teaching Blocks



echTeach has adopted a co-teaching model for the Field experiences (see [Appendix F](#)).

Teacher Candidates are required to be actively engaged in as many of the

elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities, commensurate with their experience 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.

### ELEMENTARY/MIDDLE LEVEL BLOCKS III & IV

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

## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

### SECONDARY BLOCK IV

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

### A&E Assignments

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 [Swivl 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

## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

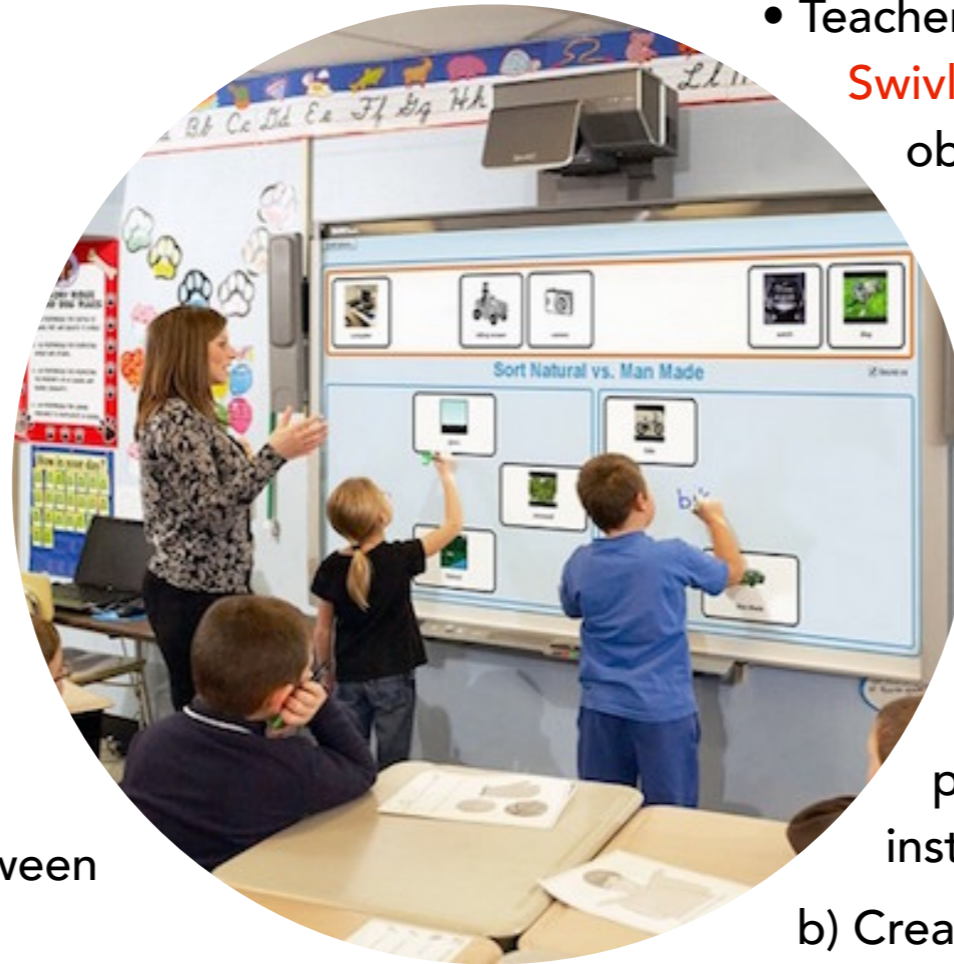
and management will be eligible to complete the student-teaching year.

### Performance Assessment Cycle and Walkthroughs

Teacher Candidates are formally evaluated four times per year by the Site Coordinator using the Performance Assessment cycle. Surveys, completed by the Mentor Teacher, and weekly or bi-monthly walkthroughs (see [Appendix G](#)), completed by the Site Coordinator, are formative assessments used to support the Teacher Candidate's 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 **Swivl site** within 24 hours of the observations
- Teacher Candidate enters TAP ratings within the prescribed time ***Expectations for the POP cycle.***  
*The teacher candidate will*
  - a) Schedule with the site coordinator (1) the pre-conference, (2) the PA and (3) post-conference (48 hours following instruction) during the "PA window."
  - b) Create lesson plans for each Performance Assessment, and then submit to the site coordinator (and mentor teacher, if required) at least 48 hours prior to the PA. Begin the Lesson Analysis Form, if required, using information for your lesson plan.



## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

- c) Attend a pre-conference lesson review with the Site Coordinator at least 48 hours in advance of the PA.
- d) Provide instructions for the PA, capture the instructional event using the Swivel app, and upload within 24 hours of the PA. Complete the Lesson Analysis Form, if required, including the “student achievement chart.”
- e) Upload artifacts to your PA capture in Swivl (i.e., lesson plan, assessments, “Lesson Analysis” form), and edit video information.
- f) Review the lesson capture to gather evidence about competency, assign and enter TAP self-scores for each relevant indicator, and identify and indicator for reinforcement and refinement. *Submit* the “Lesson Analysis” form, if



required, and bring a hard copy of the completed form with you to the post-conference.

- g) Attend a post-conference lesson review with the Site Coordinator after having completed all requirements in “f.”

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.

Pre-Conference: The Teacher Candidate submits a lesson plan to the Mentor Teacher and Site Coordinator **48 hours in advance of the observation.** Both the Mentor Teacher and Site

## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Coordinator should review the lesson plan and provide the Teacher Candidate with suggestions/strategies/questions designed to improve the lesson.

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 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.

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

## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

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.

Teacher Candidates are expected to exhibit growth in instructional competencies such that:

- By the second PA, Teacher Candidates must have scores of 2 or above on the Great 8 TAP indicators. Failure to achieve this standard will result in a Professional Improvement Plan and the completion of an additional POP Cycle. Failure to obtain scores of 2 or above on the Great 8 TAP indicators on the additional POP Cycle will result in dismissal from the Tech Teach program.



- By the fourth PA, Teacher Candidates must score a 3 on the Great 8 TAP indicators. Failure to achieve this standard will result in a Professional Improvement Plan and completion of an additional POP Cycle. Failure to obtain scores of 3 or above on the Great 8 TAP indicators on the additional POP Cycle will result in the Teacher Candidate not being recommended for certification.
  - If instruction consistent with a rating of 3 on any indicator is achieved prior to the 4th PA, Teacher Candidate may not drop below a 2 on the same indicator during subsequent performance assessments.
  - Teacher Candidates who fail to achieve or maintain ratings in this manner are required to complete one additional POP Cycle to reach standard.

Follow-up Support: The Site Coordinator and the Mentor Teachers provide the Teacher Candidate with

## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

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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 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 complete a follow-up walkthrough to determine if the Teacher Candidate is progressing in the area of refinement as identified in the PA and provide support in the area of refinement.

- 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 including additional support. Continue with

weekly follow-up walk-throughs and support 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 will place the Teacher Candidate on a Professional Improvement Plan (See [Appendix B](#)) that clearly describes the actions, knowledge, and skills the Teacher Candidate needs to successfully improve his/her instructional performance or professionalism.

# Appendices





# APPENDICES

*You can download a form by clicking each title.*

<a href="#">Appendix A - Professionalism Rubric</a>	<a href="#">Appendix F - Sample Classroom Walk-through Form</a>
<a href="#">Appendix B - Professional Improvement Plan</a>	<a href="#">Appendix G - Co-Teaching Strategies</a>
<a href="#">Appendix C - Sample Attendance Card</a>	<a href="#">Appendix H - Teacher Candidate Signature Page</a>
<a href="#">Appendix D - Absence Request / Verification Form</a>	<a href="#">Appendix I - TAP Rubric</a>
<a href="#">Appendix E - Absence Make-Up Form</a>	



TEXAS TECH UNIVERSITY  
COLLEGE OF EDUCATION

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# Teacher Candidate Handbook Lubbock Area Districts

Contact Us:



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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.

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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.

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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.

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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 G for an example of a classroom walkthrough form.

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## 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.

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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.

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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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