



COLLEGE OF  
**EDUCATION**  
TEXAS TECH



**LUBBOCK AREA DISTRICTS**



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## DEAN'S MESSAGE



### Dear Teacher Candidate:

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





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

This reform marks a radical departure from traditional programs that prepare teachers. **TECHTEACH** will engage you in activities that are aimed at developing professionalism, and superior instructional competency. Reformed *coursework* will focus on helping you learn and apply the skills necessary for fostering student achievement. *Clinical experiences*, including extended placements throughout the program and a full year of Student-Teaching, will focus on supporting you in your growth, and transition into your career. Through the use of video-capture technology, you will receive unprecedented feedback about your instructional competency; and through the use of a co-teaching model, gain experience that will find you, upon graduation, with the qualifications and skills equal or above that of a 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.

**Jesse Perez Mendez, Dean**  
College of Education, Texas Tech University







COLLEGE OF  
**EDUCATION**

TEXAS TECH

# Chapter 1

# Summary of Field Experiences





# A. PRE-SERVICE TEACHING BLOCKS

Pre-Service Teaching Blocks refer to the initial semesters of the teacher preparation program at **Texas Tech University**. 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 and active 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).
- Maintaining professional relationships with Mentor Teachers, P-12 students, including verbal interactions, conduct in the classroom, and fulfillment of

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

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



## A. PRE-SERVICE TEACHING BLOCKS

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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, course assignment and Pre-Performance Assessment Cycle, including use of video-capture device.
- Successfully pass state content certification exam (see Introduction to Teaching Course section).
- Successfully complete all certification trainings (see Introduction to Teaching Course section).
- Adhere to the Educator Code Ethics

Attendance and  
active participation  
at placement and  
TTU

Professionalism at  
placement and  
TTU

A&E assignments  
and video capture

Co-Teaching during  
P-12 field site

*Figure 1. 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 days 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 Apply & Evaluation assessments and a minimum of 3 PAs, and completion of edTPA requirements including the use of video-capture device, self-evaluation using the **TAP Rubric**, entry of scores and other data associated with TechTeach.

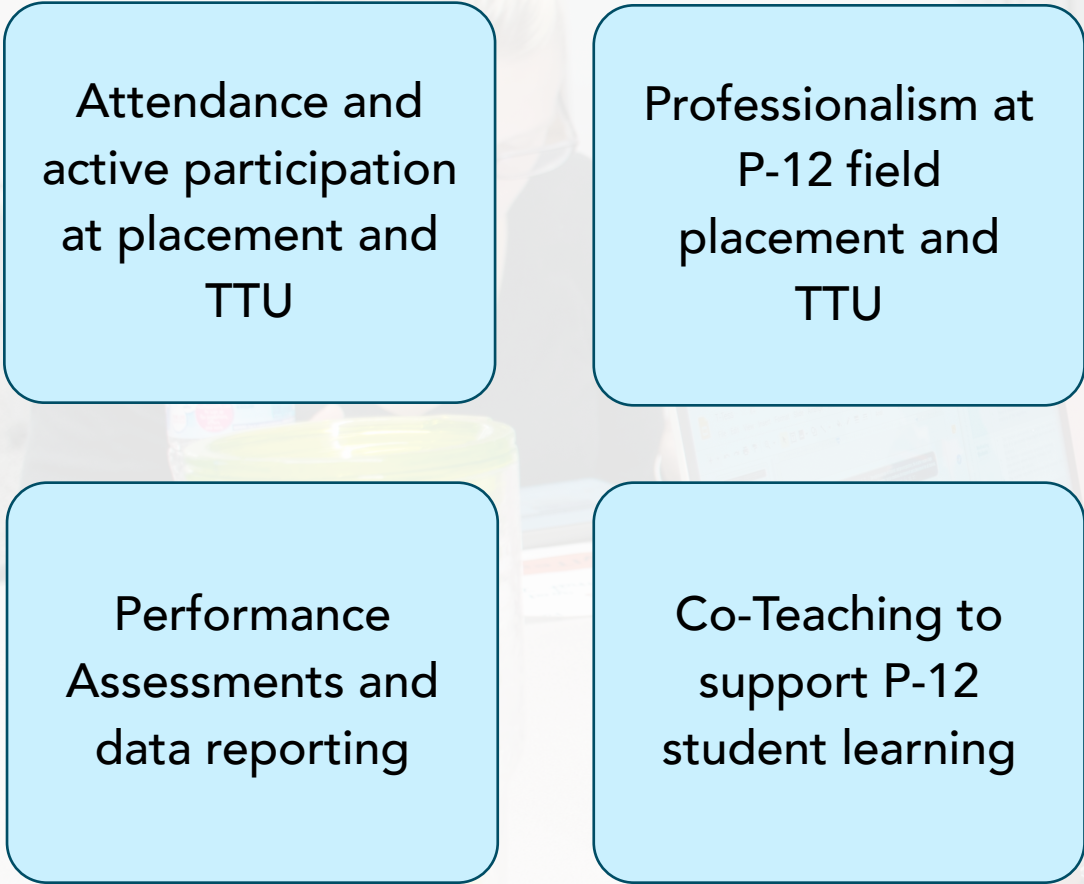


Figure 2. Teacher Candidate Responsibilities during Student-Teaching Blocks





# TEACHER CANDIDATE HANDBOOK





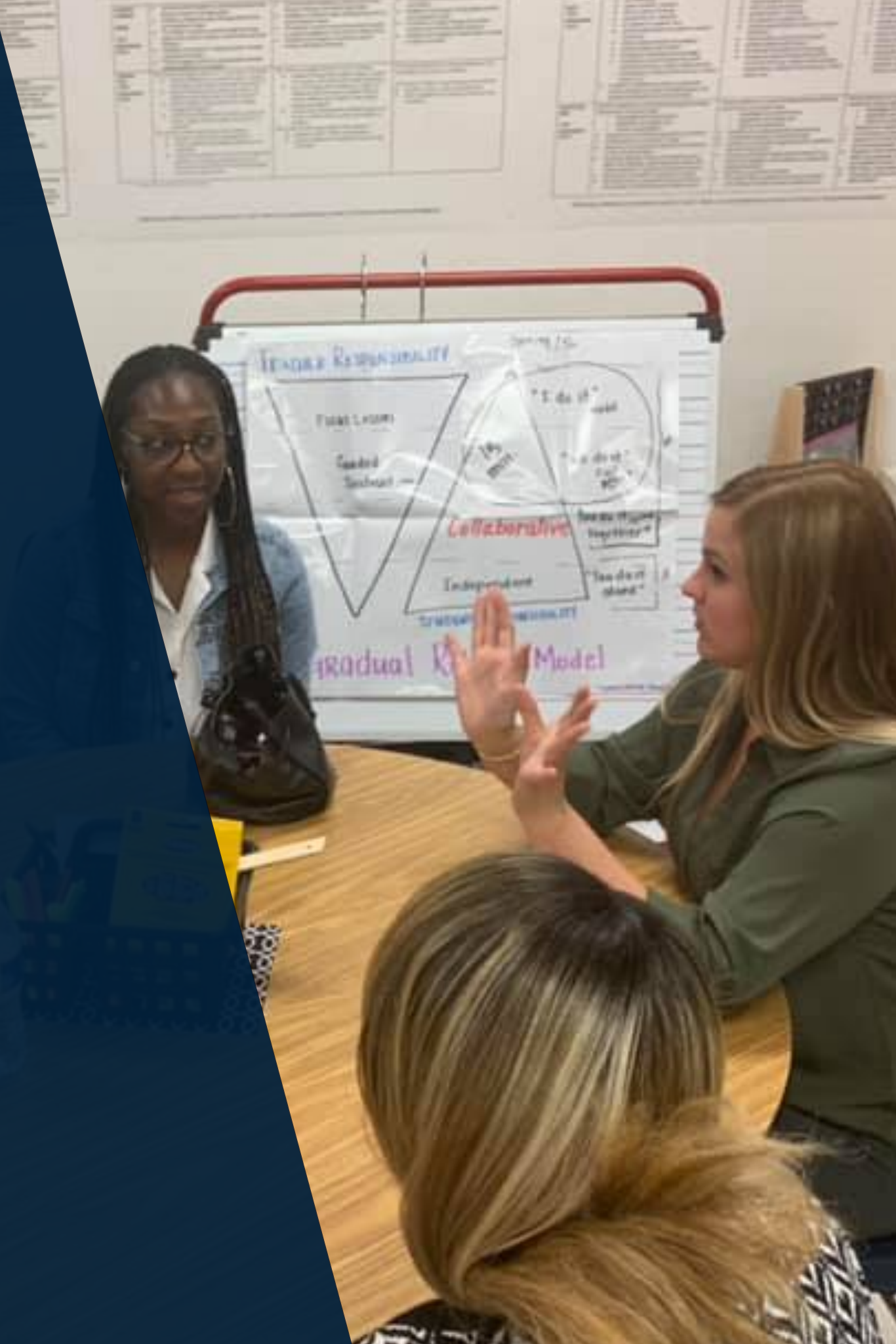


COLLEGE OF  
**EDUCATION**

TEXAS TECH

## Chapter 2

# Field Placement and Expectations for All Teacher Candidates





## A. ASSIGNMENT TO A SITE COORDINATOR

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

A Site Coordinator will be assigned to a 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 Candidate's 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



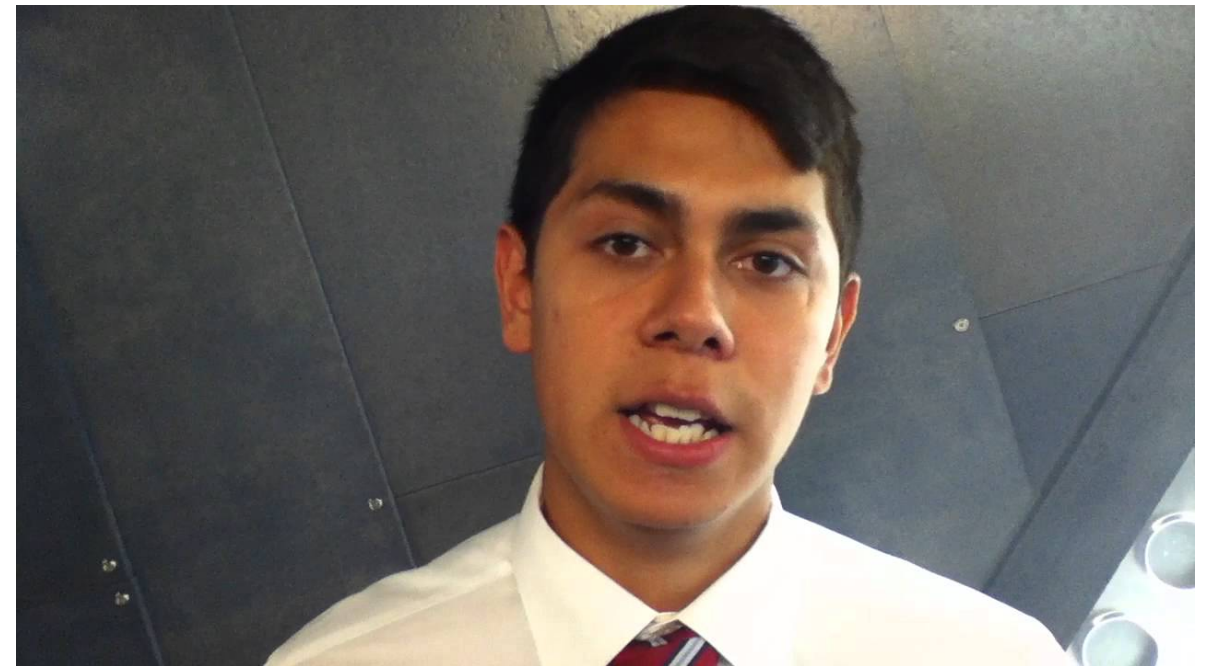
Prior to field placements in early and later blocks, Site Coordinators have met with Mentor Teachers to clearly outline the expectations associated with being a Mentor Teacher, and the expectations that a Teacher Candidate has in the field placement.

### 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 Coordinator, guide improvement of the Teacher Candidate's instructional competency and professionalism through coaching and high-quality feedback.
- Assist with the administration of the SPS.
- Attend Mentor Teacher trainings conducted by the Site Coordinator three times a semester.



## B. EXPECTATIONS OF A MENTOR TEACHER

- Consult informally with the Site Coordinator about Teacher Candidate's progress during walkthroughs.
- Complete surveys 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-SERVICE TEACHING BLOCKS	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 teachers.</li></ul>	Teacher Candidate to have met all standards on the state content certification exam <b>prior</b> to the start of Student-Teaching block (exam must be passed by the second Friday of May).
<ul style="list-style-type: none"><li>• Professional behavior related to appropriate use of technology including but not limited to cell phone and computer.</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 teachers.</li></ul>
<ul style="list-style-type: none"><li>• Professional dress in concordance with TechTeach guidelines.</li></ul>	<ul style="list-style-type: none"><li>• Professional behavior related to appropriate use of technology including but not limited to cell phone and computer.</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>• Professional dress in concordance with TechTeach guidelines.</li></ul>
<ul style="list-style-type: none"><li>• Co-Teaching/Co-Planning in a manner consistent with Teacher Candidate 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 (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.</li></ul>
<ul style="list-style-type: none"><li>• Regular use of 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/Co-Planning in a manner consistent with Teacher Candidate progression through the Teacher Education Program.</li></ul>



# B. EXPECTATIONS OF A MENTOR TEACHER

*Mentor Teachers are expecting:*

PRE-SERVICE TEACHING BLOCKS	STUDENT-TEACHING BLOCKS
<ul style="list-style-type: none"><li>• Discussion of 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>• 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).</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• Greater student achievement gains through the additional support of the Teacher Candidate.</li></ul>





# TEACHER CANDIDATE HANDBOOK

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## C. INTRODUCTION TO TEACHING COURSE

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he “Intro to Teaching” course occurs in Block 1 for Teacher Candidates in the elementary and secondary programs. This course is the initial point of contact between Site Coordinator and the cohort of Teacher Candidates. During these courses, Teacher Candidates will learn about the **TAP Rubric**, professionalism, **co-teaching** approaches, lesson planning, lesson planning, state content certification exam requirements, required certification trainings, and the plan for coordinating A&E assignments across all classes during the semester. In this 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 this course, the Site Coordinator will coordinate Teacher Candidate completion of **Criminal Background Checks** for the districts in which the Teacher Candidate will be assigned.

*\* Teacher Candidates must submit required documentation to the school district prior to the start of field placement.*



## 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**



## C. INTRODUCTION TO TEACHING COURSE

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### Test Ready and Certification Exam Requirements

TAC 228 An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate examination(s) required for certification. An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. The EPP shall grant test approval when the EPP determines the candidate is ready, or if the candidate is a completer. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval one or more years following the academic year of completion of all program requirements.

### The EPP will grant test approval when:

- Candidates have demonstrated readiness by meeting a designated benchmark\*\* using the recommended program for their certification pathway.
- If readiness is NOT demonstrated by meeting the designated benchmark, approval will NOT be given.

### Candidate Responsibilities:

- Candidates MUST attend all required test readiness sessions to work towards meeting the benchmark for approval.
- Candidates are responsible for the cost of all test preparation programs and certification exam fees.
- Candidates must understand and follow the timeline for approval and completion of the TExES exam according to their certification pathway.
- Candidates are required to register and schedule their exam within 30 days of approval, as their demonstrated readiness at the time of approval increases the likelihood of success.



## C. INTRODUCTION TO TEACHING COURSE

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### Test Ready and Certification Exam Requirements

- All designated benchmarks, test deadlines and exam dates will be communicated by the program.

### Progress and Retesting Policy:

- The TExES certification exam must be passed before advancing to student teaching blocks.
- If a candidate is not progressing sufficiently toward readiness, the program will issue a memo to document the concern.
- If a candidate does not pass the exam on the first attempt, a study plan\* is required.
- If a candidate is unsuccessful on any attempt, a state-mandated 30-day waiting period is required before retesting, and EPP approval must be obtained for any additional attempts.

\*Study Plan - This template is designed to help analyze TExES exam results and identify the competencies that need to be addressed. All components of the template are required, along with high-quality deliverables, which will be reviewed during check-ins.

**\*\*Benchmarks and deadlines are subject to change based on state and program requirements.**



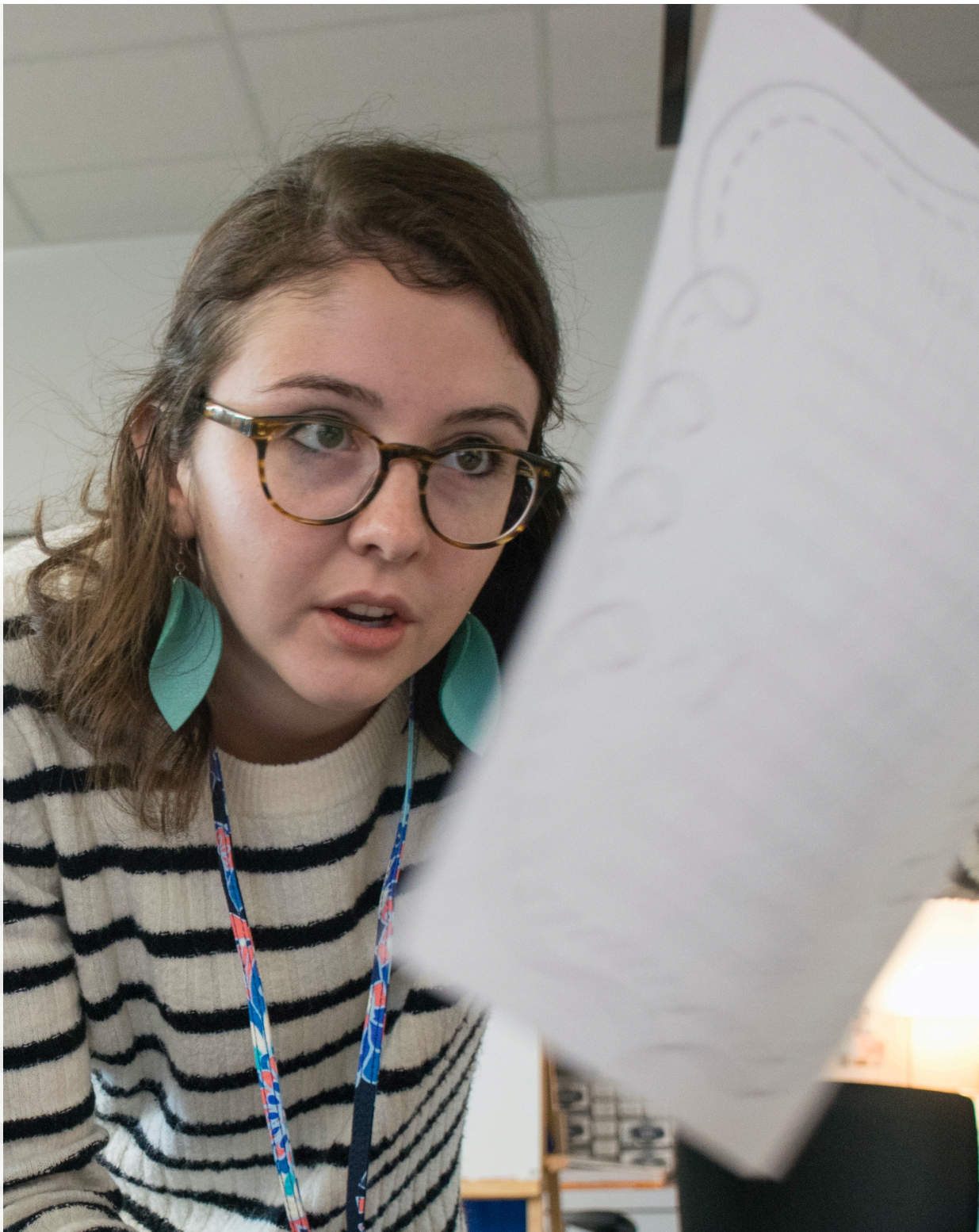
# C. INTRODUCTION TO TEACHING COURSE

## Required Training for Certification

Teacher Candidates must complete the training modules below by the last day of classes for each specified block to complete certification requirements. Training modules will be available in TK20. Site Coordinators will monitor Teacher

Block I	Substance Abuse
Block II	Mental Health
	TEA Ethics Modules 1, 2, 4
Block III	Suicide
	TEA Ethics Module 3
Block IV	Dyslexia
	TEA Ethics Module 5

Candidates as they progress through the modules.





# TEACHER CANDIDATE HANDBOOK

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# 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; (d) attendance, and (e) professional conduct and demeanor.

## 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 in university courses and field

placement(s). This includes interactions with P-12 students, district employees, peers, and TechTeach University faculty and staff.

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 Sections A-C of the **Professionalism Rubric** and “emerging” Section D (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, the TechTeach Teacher Candidate Handbook, 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 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 Pre-Service or Student-Teaching placement.





## D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

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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.





# TEACHER CANDIDATE HANDBOOK





## E. ATTENDANCE POLICY AND DOCUMENTATION

### Monitoring Attendance in the Field Placement

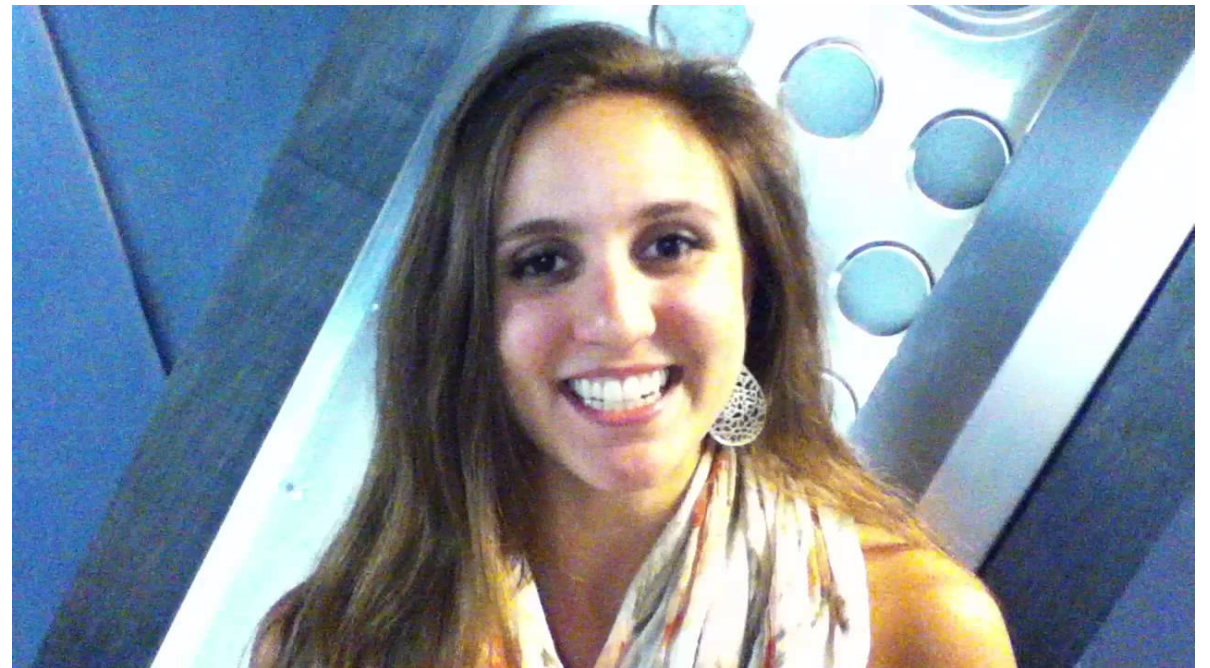


Teacher Candidates must report to, attend, and participate fully in all field placement activities, including maintaining the schedule set at the beginning of the semester with the Site Coordinator and Mentor Teacher. Teacher Candidates are responsible for maintaining an accurate record of their attendance. Teacher Candidate attendance will be monitored by the Site Coordinator through the use of the attendance card, feedback from the Mentor Teacher, and walkthrough data.

### Absence Notification Protocol

In the event of a **planned** absence, the Teacher Candidate must submit an "**Absence Request/Verification**" form (see **Appendix E**) to the Site Coordinator **one week prior** to the requested date of the absence. The Site Coordinator 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**.



Video 5: Being Organized!



## E. ATTENDANCE POLICY AND DOCUMENTATION

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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 Form** (see **Appendix D**).



### Excessive Absences

In the event of a planned or unplanned 3<sup>rd</sup> 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 4<sup>th</sup> planned or unplanned absence will result in the Teacher Candidate's dismissal from the program.

In the event of a planned or unplanned 3<sup>rd</sup> 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 4<sup>th</sup> planned or unplanned absence will result in the Teacher Candidate's dismissal from the program.



## F. APPLY & EVALUATE ASSIGNMENTS (A&ES)



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





## F. APPLY & EVALUATE ASSIGNMENTS (A&ES)

the 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



## F. APPLY & EVALUATE ASSIGNMENTS (A&ES)

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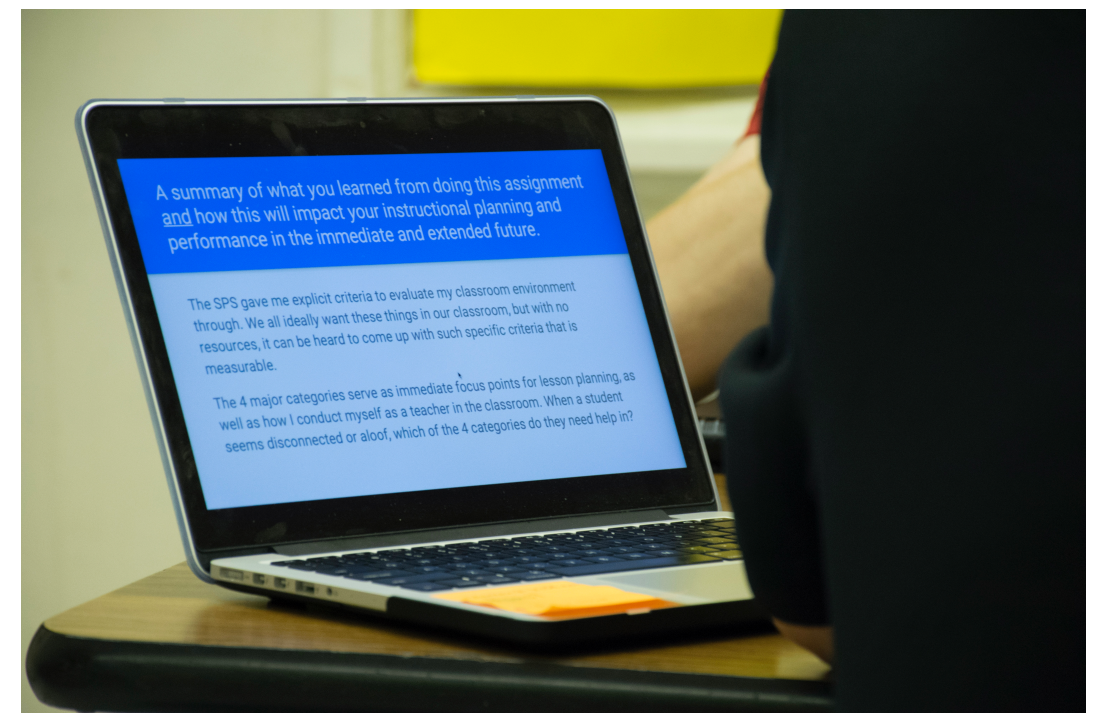
capture; (2) gathering evidence of student learning.

### *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 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 a peer reviewer(s), who (1) review 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.





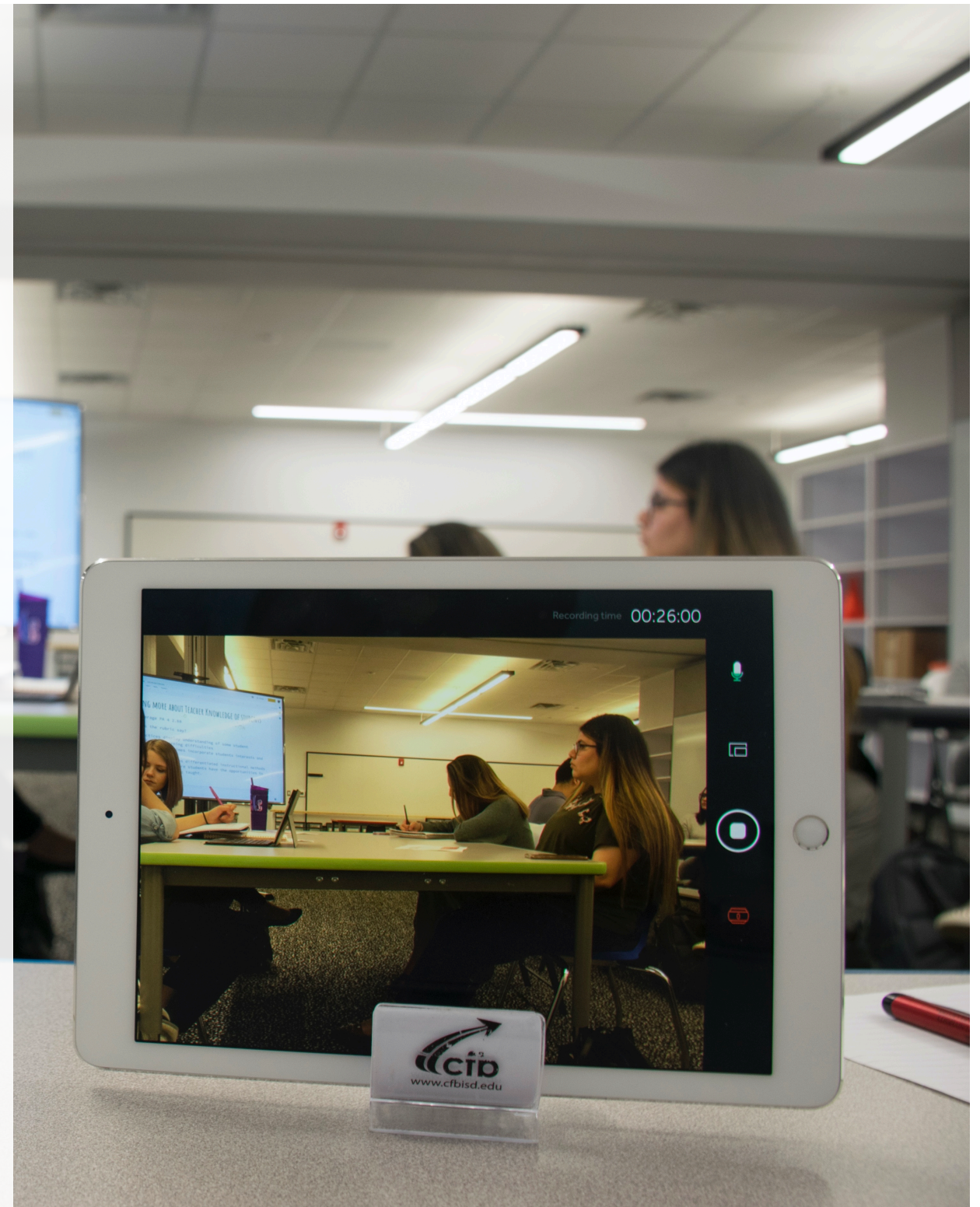
## G. USE OF VIDEO CAPTURE EQUIPMENT



Teacher Candidates will be issued a video-capture account and equipment. Teacher Candidates are responsible for maintenance of the video-capture equipment. If the equipment is lost or damaged, the Teacher Candidate must secure a replacement. Use of this equipment is required both for Pre-Student Teaching courses 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**.

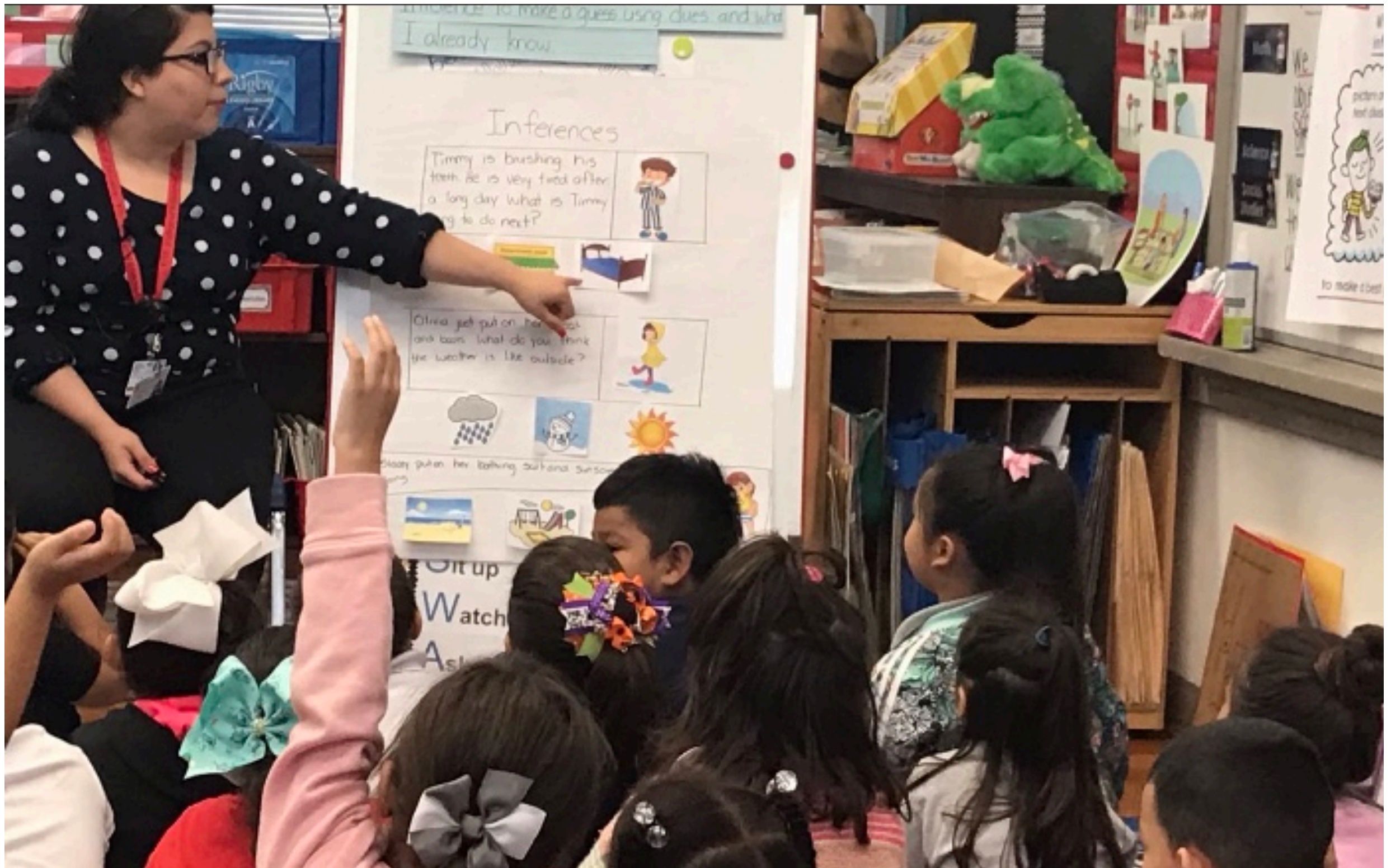
Use of the equipment in a manner inconsistent with the Acceptable Use Affidavit will result in dismissal from the **TechTeach Program**.

Depending on the nature of the inconsistent use, Teacher Candidate may be eligible to re-apply to the program subject to the review of the Director of Teacher Education.





# TEACHER CANDIDATE HANDBOOK







COLLEGE OF  
**EDUCATION**

TEXAS TECH

## Chapter 3

# Support and Evaluation of Teacher Candidates





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

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### Student-Teaching Expectations

In order to successfully complete the student-teaching requirements, Teacher Candidates must attend consecutive days (MTRF) during each of the two consecutive Student-Teaching semesters while adhering to the guidelines set forth in the TechTeach **Attendance Policy** (Section E page 21). The semester begins when the Mentor Teachers report for duty according to the K-12 partnering district's calendar and ends on the last day of classes on the TTU's academic calendar for each of the two consecutive Student-Teaching semesters. If a Teacher Candidate does not meet this requirement due to a **Title IX** issue, has worked with the Title IX office, and communicated all information to the **TechTeach Program** appropriately, the Teacher Candidate may delay Student-Teaching into the next semester. Teacher Candidates are encouraged to contact the Title IX office for any questions at <http://www.depts.ttu.edu/titleix/>.

### Co-Teaching During Pre-Service Teaching Blocks

TechTeach 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.

At the beginning of classes in the school year, the Site Coordinator will inform the Mentor Teacher of 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, **Co-Teaching**/Co-Planning, Professionalism, Performance Assessments, and the Student Perception Survey.



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

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>Co-plan</li> <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>

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>



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

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\* Each Performance Assessment will require One Teach | One Observe with the Teacher Candidate leading instruction so that the

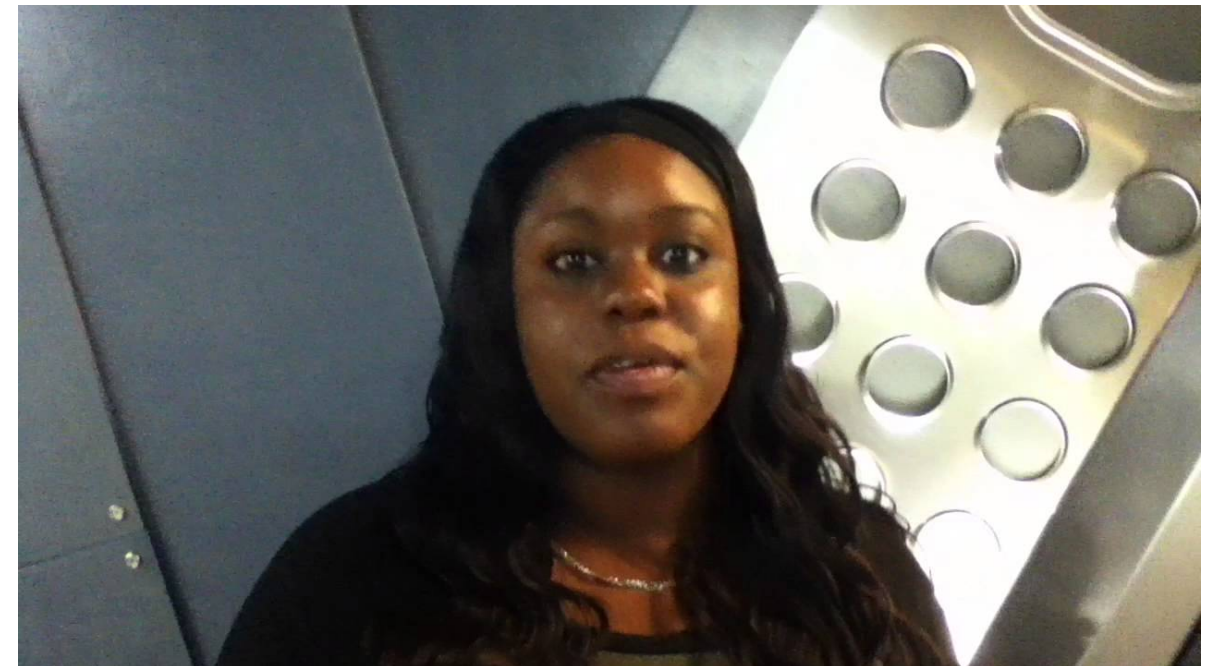
### A&E Assignments

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 consistently complete, self-evaluate and improve their instructional competencies, including record keeping and management will be eligible to enter the Student-Teaching year.



Video 6: Asking Questions



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

### 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 indicators from the **TAP Rubric** adopted by the **TechTeach Program**.

The Site Coordinator will provide oral and/or written feedback to the Teacher Candidate when applicable (see **Appendix G**).

Site Coordinators will utilize walkthrough data in a formative manner to support the Teacher Candidate during his/her time in the P-12 field placement.

In some cases, the Teacher Candidate may have a short conference with the Site Coordinator to identify strategies for improving instructional competency.

### Pre-Performance Assessment

In the semester prior to beginning Student-Teaching, the Teacher Candidate will complete a Pre-Performance Assessment cycle. This will occur in the Pre-Service Block for all Teacher Candidates.





# TEACHER CANDIDATE HANDBOOK





# 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 **TechTeach** 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/SECONDARY 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>	Co-plan and lead in <b>one</b> subject area or class period
10-15	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	Co-plan and lead in <b>two</b> subject area or class periods
16-20	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	Co-plan and lead in <b>three</b> subject area or class periods
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>	Co-plan and lead in <b>all</b> subject area or class periods



# 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 <b>two</b> 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>	Co-plan and lead in <b>three</b> subject area or class periods
10-15	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area/classroom setting</li></ul>	Co-plan and lead in <b>all</b> subject area or class periods

## 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 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.

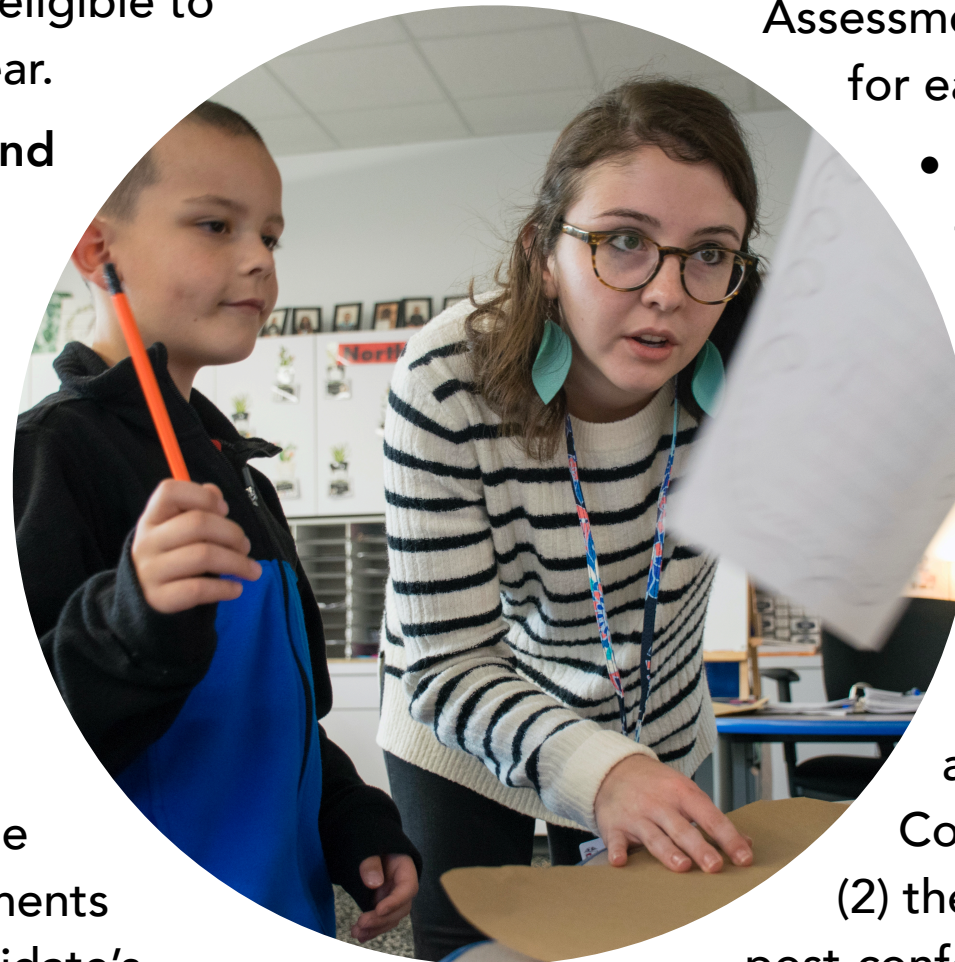


## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Students, who consistently complete, self-evaluate and improve instructional competencies, including record keeping and management, and adhere to all professionalism guidelines will be eligible to complete the Student-Teaching year.

### Performance Assessment Cycle and Walkthroughs

Teacher Candidates are formally evaluated a minimum of three 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 approved secure 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 Performance Assessment, and (3) post-conference (48 hours following instruction) during the "Performance Assessment window."
- b) Create lesson plans for each Performance Assessment and submit to the Site Coordinator



## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

- (and Mentor Teacher, if required) at least 48 hours prior to the Performance Assessment.
- c) Attend a pre-conference lesson review with the Site Coordinator at least 48 hours in advance of the Performance Assessment.
- d) Provide instructions for the Performance Assessment, capture the instructional event using the approved secure app, and upload within 24 hours of the Performance Assessment. Follow appropriate naming conventions as stated by instructor/Site Coordinator. Analyze student work and complete the Student Achievement Chart.
- e) Upload artifacts (lesson plan, student work, Student Achievement Chart, etc.) as attachments to the edited and properly named video.
- f) Review the lesson capture to gather evidence about competency, assign and enter TAP self-scores for each relevant indicator, and identify an indicator for reinforcement and refinement. Submit self-scoring to TTU database. Bring a hard copy or electronic version of scoring to the post-conference. Follow appropriate naming conventions as stated by instructor/Site Coordinator.
- 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





## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

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 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 within the first six weeks 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





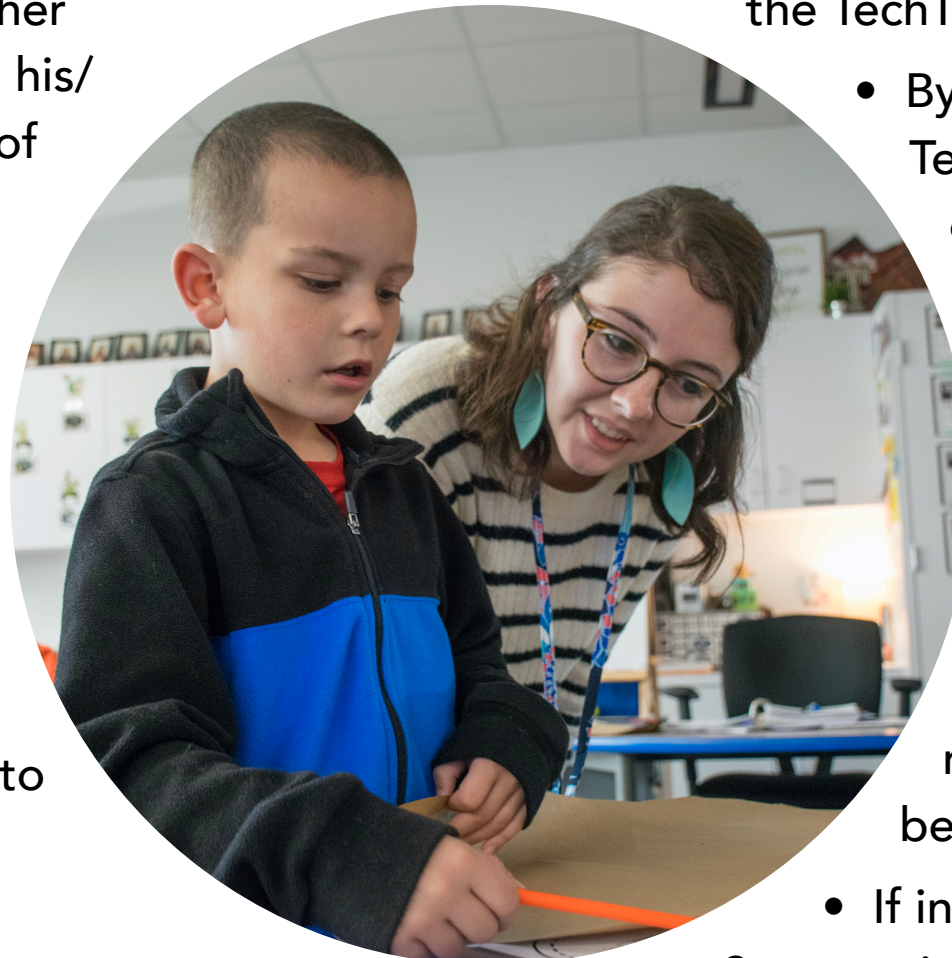
## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

and discuss how the candidate can continue to build on that area of strength in future lessons (*reinforcement*). They then analyze an element of the lesson that could be improved to maximize student learning and discuss how the Teacher Candidate can work to strengthen his/her practice in the identified area of *refinement*.

It is expected that the Site Coordinator 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 Performance Assessment, Teacher Candidates must have scores of 2 or above on the **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 **TAP indicators** on the additional POP Cycle will result in dismissal from the TechTeach program.

- By the final Performance Assessment, Teacher Candidates must score a 3 on the top 10 **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 **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 final Performance Assessment, Teacher Candidate may not drop below a 2 on the same indicator during subsequent Performance Assessments.



## B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

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- 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 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 Performance Assessment (i.e., a significant number of 1's on the first Performance Assessment or 2's on the 3<sup>rd</sup> Performance Assessment), the Site Coordinator should implement the following intervention steps.

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

the Performance Assessment 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 walkthroughs 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.



# TEACHER CANDIDATE HANDBOOK







COLLEGE OF  
**EDUCATION**

TEXAS TECH

# Chapter 4

## Voicing Concerns





## A. VOICING CONCERNS

### Student Complaints

Teacher Candidates should contact the Dean of Students office to voice any concerns.

Please contact the Office of the Dean of Students at (806) 742-2984 or [deanofstudents@ttu.edu](mailto:deanofstudents@ttu.edu).

TTU Student Complaints Site: <https://www.depts.ttu.edu/dos/studentcomplaints.php>

### Concerns with TechTeach Educator Preparation Program

Teacher Candidates should click the link below for more information. <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs>

### Chain of Command

The Site Coordinator is the liaison between the program (i.e. instructor or administration), Teacher Candidate, Mentor Teacher and partnering district. Teacher Candidates should communicate to the Site Coordinator about any concerns throughout the progression of the program. The Site Coordinator's

role is to help guide, support, and advocate for the Teacher Candidate to address any concerns.

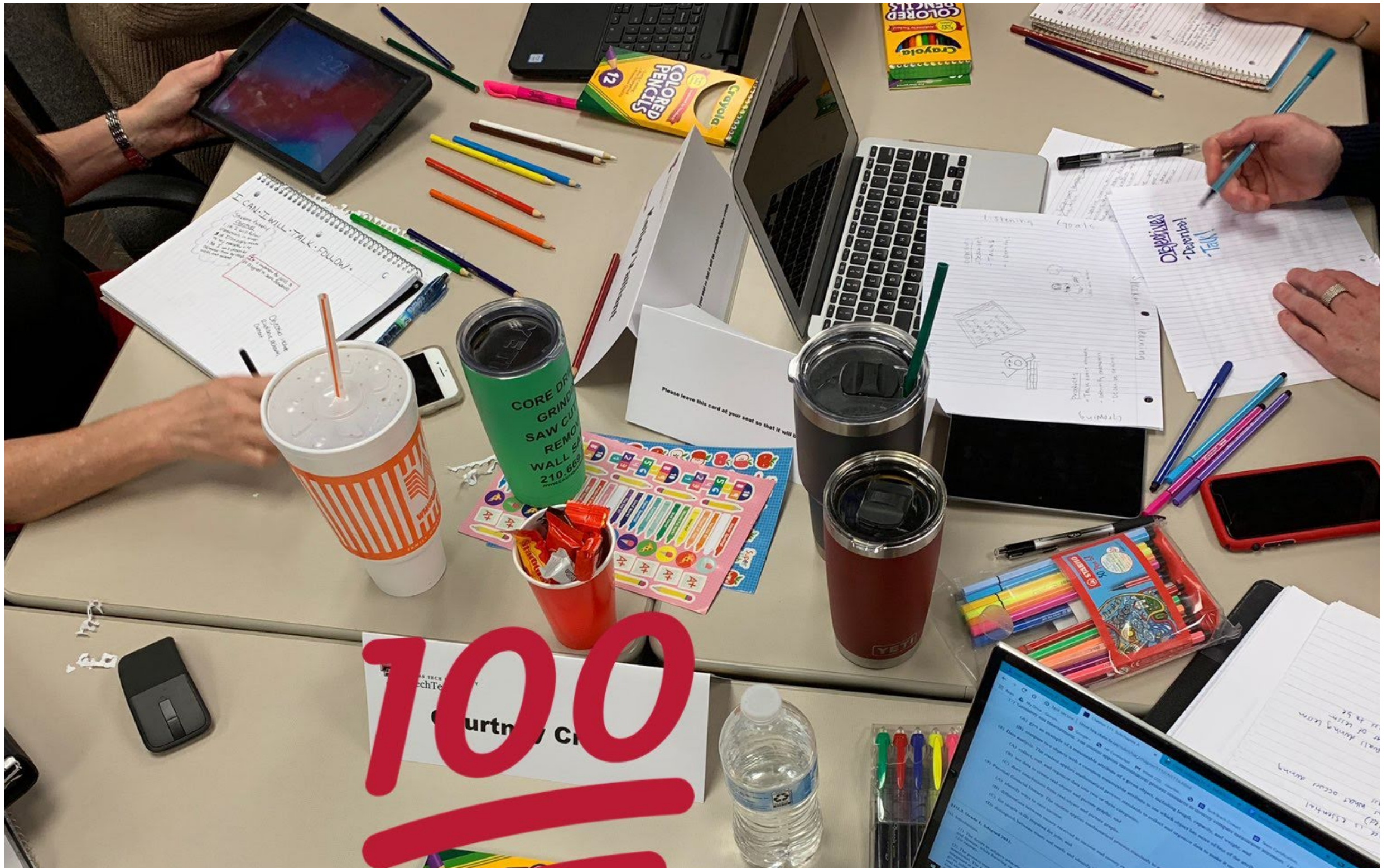
### Town Hall

Town Hall meetings and accompanying surveys will be scheduled each semester. Teacher Candidates should monitor emails for further information and dates.





# TEACHER CANDIDATE HANDBOOK







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TEXAS TECH

# Appendices





# APPENDICES

*You can download a form by clicking each*

Appendix A - Professionalism Rubric	Appendix F - Co-Teaching Strategies
Appendix B - Professional Improvement Plan	Appendix G - Sample Classroom Walkthrough Form
Appendix C - Sample Attendance Card	Appendix H - Teacher Candidate Signature Page
Appendix D - Absence Make-Up	Appendix I - TAP Rubric
Appendix E - Absence Request/Verification Form	





TEXAS TECH UNIVERSITY  
COLLEGE OF EDUCATION

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# Teacher Candidate Handbook Lubbock Area Districts

Contact Us:



[techteach@ttu.edu](mailto: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.

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**Related Glossary Terms**

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**Index**



**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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**Related Glossary Terms**

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# BLOCK

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

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## Related Glossary Terms

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## Index



**CLASSROOM WALKTHROUGH**

A classroom walkthrough 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.

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**Related Glossary Terms**

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**Index**



# 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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## Related Glossary Terms

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## Index



**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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**Related Glossary Terms**

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**Index**



## 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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### Related Glossary Terms

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### Index



**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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**Related Glossary Terms**

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**Index**



**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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**Related Glossary Terms**

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**Index**



# 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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## Related Glossary Terms

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## Index



**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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**Related Glossary Terms**

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**PROFESSIONAL IMPROVEMENT PLAN (PIP)**

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

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**Related Glossary Terms**

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**Index**



**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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**Related Glossary Terms**

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**Index**



**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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**Related Glossary Terms**

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**Index**

**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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**Related Glossary Terms**

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**Index**



# 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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## Related Glossary Terms

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## Index

**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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**Related Glossary Terms**

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**TAP RUBRIC**

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

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**Related Glossary Terms**

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**Index**

**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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**Related Glossary Terms**

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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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Related Glossary Terms

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TEXAS TECH UNIVERSITY (TTU) ID BADGE

The P-12 Teacher Candidate is required to wear a Texas Tech University identification badge while on a P-12 school campus.

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Related Glossary Terms

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