



COLLEGE OF
EDUCATION

TEXAS TECH



TECHTEACH ACROSS TEXAS PROGRAM

A teacher with curly hair, wearing a white shirt and a lanyard, stands in the center of a classroom, smiling and holding a piece of paper. She is addressing a group of diverse students seated at wooden desks. The students are looking towards her, some with attentive expressions. The classroom has a whiteboard in the background and a projector screen to the right.

TABLE OF CONTENTS

Dean’s Message

Chapter 1: Summary of TechTeach Across Texas

A. Summary of Field Experiences	7
B. Test Ready and Certification Exam Requirements	8

Chapter 2: Field Placement Expectations

A. Assignment to a Site Coordinator	12
B. Expectations of a Mentor Teacher	13
C. Co-Teaching During TechTeach Across Texas Program	15
D. Expectations the Mentor Teacher has for a Teacher Candidate	17
E. Attendance Policy and Documentation	18

Chapter 3: Coursework Expectations

A. Coursework Expectations	22
B. Orientation to the TechTeach Across Texas Program	23
C. Introduction to Teaching Course	24

TABLE OF CONTENTS

D. Student Teaching Course - EDEL/EDML 4000	25
E. Apply and Evaluate Assignments (A&E)	26
F. Use of Swivl	29

Chapter 4: Teacher Candidate Support

A. Professionalism and the Professional Improvement Plan	32
B. Minimum Expectations for Supporting Struggling Teacher Candidates	38
C. Voicing Concerns	39

Chapter 5: Evaluation of Teacher Candidates

A. Program Benchmark Requirements	42
B. Performance Assessment Cycle and Walkthroughs	44
C. Classroom Walkthroughs	48
D. Apply and Evaluate Assignments (A&E)	49

Appendices

Appendices	52
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Dean's Message



Dear Teacher Candidate:

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



This revolutionary reform has been prompted by a new vision for teacher preparation in our College that is responsive to your needs as a teacher candidate, the students whom you will serve over the course of your career, our district partners, and

accountability demands of governmental agencies. In the most extreme, I feel that this reform is a matter of highest priority for the future of our nation.

This reform marks a radical departure from traditional programs that prepare teachers. **TECHTEACH** will engage you in activities that are aimed at developing professionalism, and superior instructional competency. Reformed coursework will focus on helping you learn and apply the skills necessary for fostering student achievement. *Clinical experiences*, including extended placements throughout the program and a full year of student teaching, will focus on supporting you in your growth, and transition into your career. Through the use of video-capture technology, you will receive unprecedented feedback about your instructional competency; and through the use of a co-teaching model, gain experience that will find you, upon graduation, with the qualifications and skills equal or above that of a 2nd year teacher.

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

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

Jesse Perez Mendez, Dean

College of Education, Texas Tech University



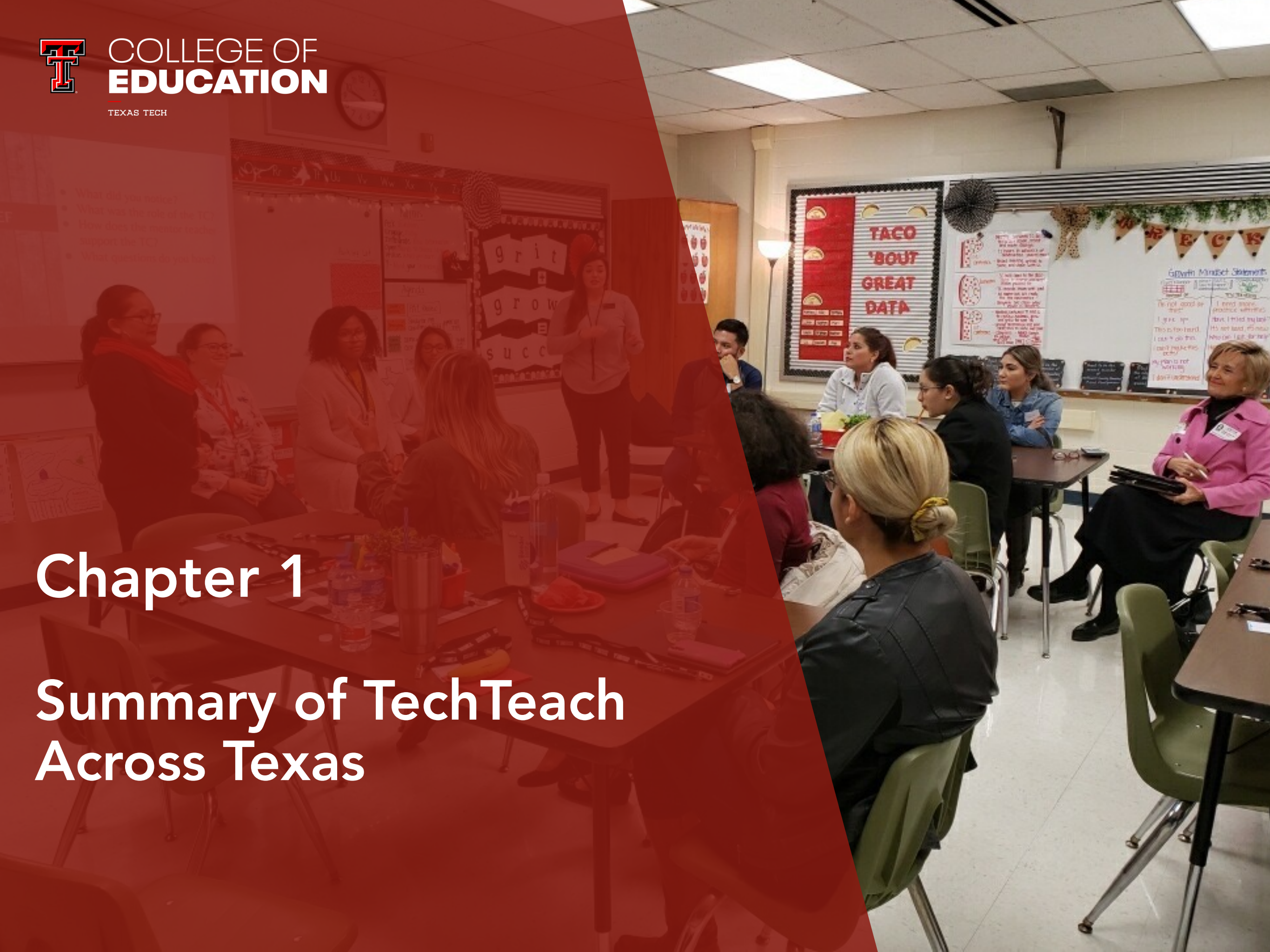


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Chapter 1

Summary of TechTeach Across Texas



A. SUMMARY OF FIELD EXPERIENCES

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

- Regular and full attendance and participation at field placement, student teaching, and in Texas Tech University online and face-to-face meetings.
- Maintain professional relationships with Mentor Teachers, campus administrators, staff, and students, including verbal interactions, conduct in the classroom, and follow-through on responsibilities at the field site and in Texas Tech University online and face-to-face meetings with instructors and peers
- **Co-Teaching** during field placement and student teaching

- Completion of requirements for Apply & Evaluate (A&E) assignments and Performance Assessment Cycle including use of video- capture device.

Please access degree plan **HERE**:



B. TEST READY AND CERTIFICATION EXAM REQUIREMENTS

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.

B. 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.**

TECHTEACH ACROSS TEXAS





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Chapter 2

Field Placement Expectations



A. ASSIGNMENT TO A SITE COORDINATOR



One of the most important ways Teacher Candidates will be supported during their preparation, as a teacher will be through the work of the Site Coordinator. The Site

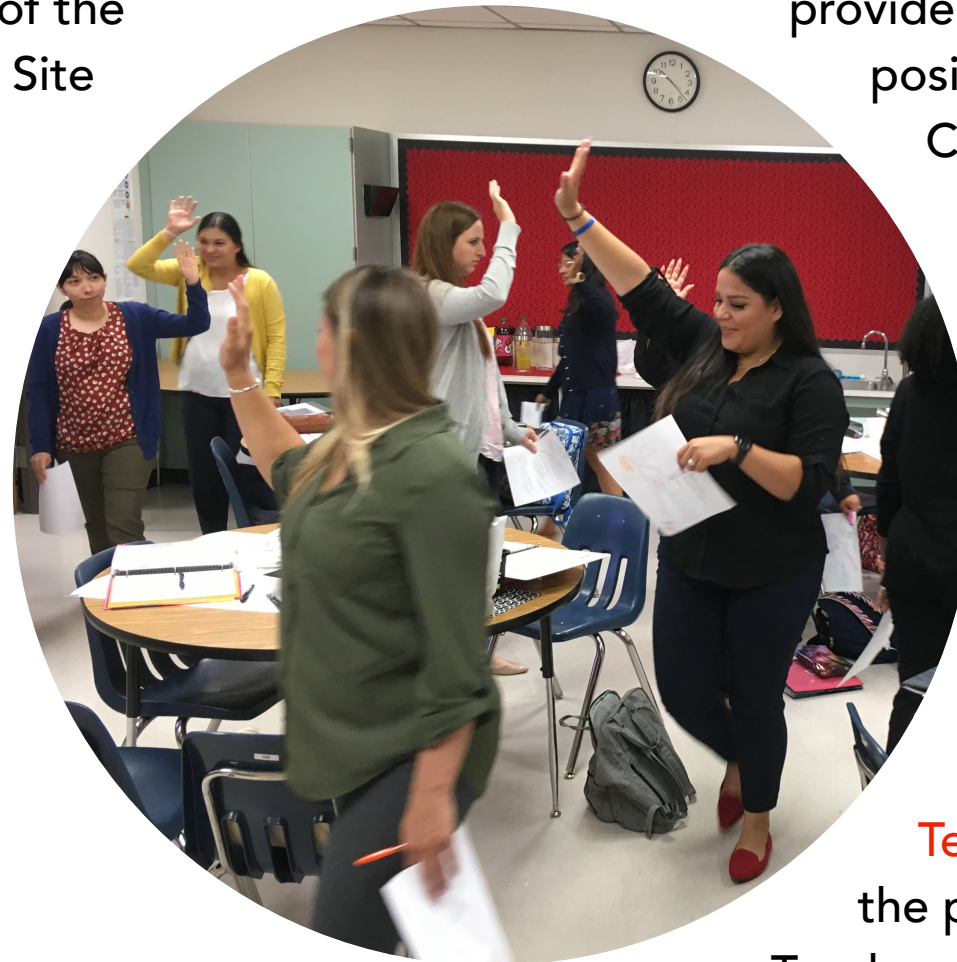
Coordinator (SC) is a Texas Tech University faculty member assigned to supervise, coach, and evaluate teacher candidates throughout the length of their program.

Site Coordinators will be assigned to a cohort of Teacher Candidates and will support the Teacher Candidates during their participation in the TechTeach Across Texas program. This arrangement will enable the Site Coordinators to understand Teacher Candidates' goals and recognize strengths and weaknesses related to instructional competency and professionalism, and then assist the Teacher

Candidates to develop and excel in these important dimensions. Along with the Mentor Teacher, the Site Coordinator will be the person best positioned to provide recommendations when seeking a position as a teacher, and the Site

Coordinator will actively promote the Teacher Candidate for positions in partner districts – on the condition that the Teacher Candidate has satisfied the expectations of the TechTeach Across Texas program.

The Site Coordinator will also be the primary point of contact for communication about the **TechTeach Across Texas** 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

Mentor teachers are expected to: complete an interest survey to determine their willingness to participate as a mentor in the TechTeach Across Texas Program.

Mentors are selected in collaboration with campus principals and leaders to identify teacher leaders with a proven record of effective instruction as measured by student performance and proven capable coaching capabilities.

In advance of your field placements, Site Coordinators have met with your Mentor Teacher to clearly outline the expectations associated with being a Mentor Teacher and the expectations you have as a Teacher Candidate in the field placement.

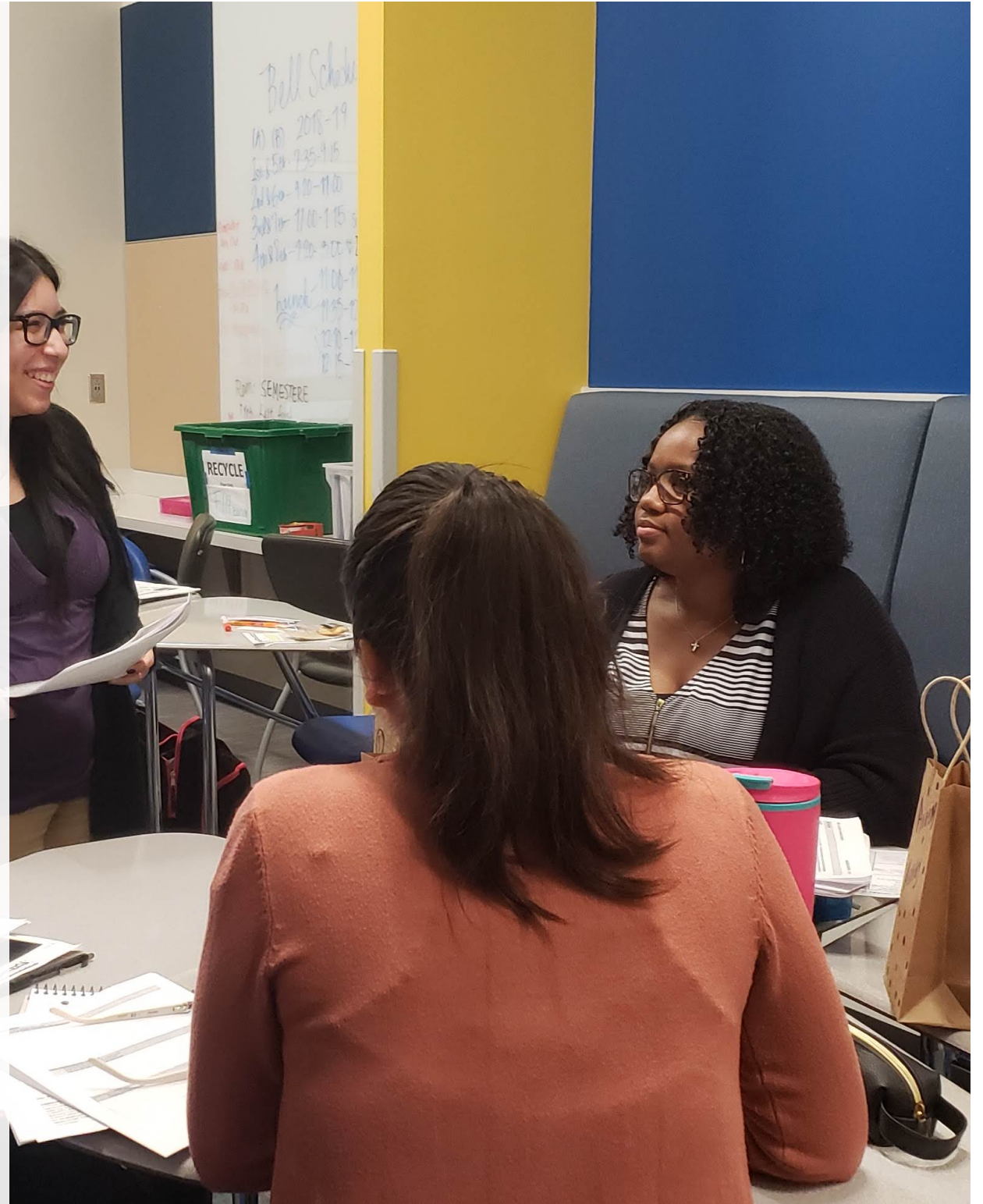
The following information has been communicated to your Mentor Teacher and is available for reference in the Mentor Teacher Handbook.




- Work collaboratively with a Teacher Candidate to plan, deliver and assess instruction **using the Co-Teaching Model** consistent with the Teacher Candidate's progress through the teacher education program.
- Provide time for instructional events during which a Teacher Candidate can conduct Apply & Evaluate (A&E) assignments and Performance Assessments (PAs).
- With the assistance of the Site Coordinator, guide improvement of the Teacher Candidate's instructional competency and professionalism.
- Attend regularly scheduled professional development Mentor Teacher meetings, conducted by the Site Coordinator, (approx. once a month to every 6 weeks)

B. EXPECTATIONS OF A MENTOR TEACHER

- Consult informally with the Site Coordinator about Teacher Candidate's progress during walk-throughs.
- Complete a monthly Mentor Teacher survey concerning the performance of the Teacher Candidate.



C. CO-TEACHING DURING TECHTEACH ACROSS TEXAS PROGRAM

 The College of Education at Texas Tech University has adopted a Co-Teaching model for the field experiences. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities, commensurate with their time in the field, as outlined below.

Before the beginning of classes in the school year, Site Coordinators will meet with Mentor Teachers to review the TechTeach Across Texas Program, expectations for Mentor Teachers, procedures for contacting Site Coordinators, role of the Site Coordinator, and expectations for Teacher Candidates regarding Apply & Evaluate assignments, Performance Assessments, and Co-Teaching.

Teacher Candidate and MT decide which Co-Teach Model to utilize based primarily on student needs and secondly on the Teacher Candidate needs.

Table 1: Co-Teaching During TechTeach Across Texas Program

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
FALL		
1 - 3	<ul style="list-style-type: none"> One teach/one observe One teach/one assist 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (attendance, bell work, dismissal, etc.) Co-plan with Mentor Teacher
4 - 8	Continue above & add: <ul style="list-style-type: none"> Station Teaching Team Teaching 	<ul style="list-style-type: none"> Co-plan with Mentor Teacher Lead small-group activities Lead small-group lesson as appropriate Increase leadership role in teaching

C. CO-TEACHING DURING TECHTEACH ACROSS TEXAS PROGRAM

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
9 - 17	If possible: <ul style="list-style-type: none"> • One teach/one observe • One teach/one assist • Station Teaching • Team Teaching • Parallel Teaching • Alternative Teaching 	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher • Lead small-group activities • Co-plan and lead in one subject area related to the courses TC is enrolled at Texas Tech University • Assume responsibility for whole-group lessons as appropriate • Increase time in role of "Teacher"
SPRING		
1 - 4	<ul style="list-style-type: none"> • One teach/one observe • One teach/one assist • Station teaching • Alternative teaching 	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher • Lead small group activities • Assume responsibility for leading classroom routines (attendance, dismissal, etc.) • Assume responsibility for whole-group lessons as appropriate (increased time in role of "Teacher")

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TC RESPONSIBILITIES
5 - 7	<ul style="list-style-type: none"> • One teach/one observe • One teach/one assist • Station Teaching • Alternative Teaching • Parallel Teaching • Team Teaching 	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher and lead one subject area • Assume responsibility for whole group lessons as appropriate
8 - 9	Utilize the 6 co-teaching strategies as appropriate for student success	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher and lead one subject area • Assume responsibility for whole group lessons as appropriate
9 - 12	Utilize the 6 co-teaching strategies as appropriate for student success	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher and lead one subject area • Assume responsibility for whole group lessons as appropriate
13 - 18	Utilize the 6 co-teaching strategies as appropriate for student success	<ul style="list-style-type: none"> • Co-plan with Mentor Teacher and lead one subject area • Assume responsibility for whole group lessons as appropriate

D. EXPECTATIONS THE MENTOR TEACHER HAS FOR A TEACHER CANDIDATE



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

Mentor Teachers are expecting:

- Professional behavior related to appropriate use of technology including but not limited to cell phone and computer;
- Professional dress in accordance with **TechTeach Across Texas** guidelines;
- Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals;
- Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending after the dismissal of students at the end of the school day;
- Participation of the Teacher Candidate in all in-service trainings at the beginning of the academic year and throughout the year;
- Participation of Teacher Candidate in faculty, staff, grade level, parent teacher conferences, other (ARD, LPAC, RTI) meetings and school wide events (Reading and Math nights);
- **Co-Teaching** in a manner consistent with the Teacher Candidate's progression through the teacher education program;
- Regular use of the **Swivl** technology for Apply & Evaluate assignments and the Performance Assessment Cycle;
- Earnest efforts in the improvement of the Teacher Candidate's instructional competency;
- Participation at **weekly co-planning meetings**; and
- Greater student achievement gains through the additional support of the Teacher Candidate.

E. ATTENDANCE POLICY AND DOCUMENTATION

In order to successfully complete the student teaching requirements, Teacher Candidates **must attend 19 consecutive weeks during each of the two semesters based on the partnering district's academic calendar** while adhering to the guidelines set forth in the TechTeach Across Texas Attendance Policy. The semester begins when the Mentor Teachers report according to the K-12 partnering district's calendar and ends on the last day of classes on the TTU's academic calendar.

If a Teacher Candidate has difficulty meeting this requirement due to a Title IX issue, received support from 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. <http://www.depts.ttu.edu/titleix/>

Monitoring Attendance in the Field Placement

Teacher Candidates must report to, attend, and participate fully in all field placement activities, including maintaining the schedule set at the beginning of the semester with the Site Coordinator and Mentor Teacher.

Teacher Candidates are responsible for maintaining an accurate record of their attendance using the school's sign-in/out log. The Site Coordinator through the use of the school sign-in log, attendance card, feedback from the Mentor Teacher, and **Walkthrough** Data will monitor Teacher Candidate's attendance.



E. ATTENDANCE POLICY AND DOCUMENTATION

Absence Notification Protocol

In the event of a planned absence, the Teacher Candidate must submit an “**Absence Request/Verification**” form to the Site Coordinator **one week prior** to the requested date of the absence. The Site Coordinator will either grant or deny the absence request. If the absence request is granted, the Teacher Candidate must inform the Mentor Teacher and Campus Administration of the planned absence.

In the event of an unplanned absence (e.g., illness), the Teacher Candidate must notify the Mentor Teacher and/or Site Coordinator (per Site Coordinator’s instructions) prior to the beginning of the school day and submit the “**Absence Request/Verification**” form to the Site Coordinator **within 24 hours**. It is the responsibility of the Teacher Candidate to send lesson plans (if needed) to the Mentor Teacher on the day of absence.

ALL absences must be documented and factored into the total number of days required for completion (see Section G, for absences related to **Title IX**).

In order to complete the program and certification requirements in the **TechTeach Across Texas** Program every student must meet the technical and academic standards outlined by the program with or without accommodations.

Excessive Absences During the Program

In the event of a planned or unplanned **2nd absence** occurring in **any semester during field placement** the Teacher Candidate will receive a memorandum and the Site Coordinator will visit (via phone or in person) to document the absences.

In the event of a planned or unplanned **3rd absence** occurring **any time during the program semester**, the Teacher Candidate will be placed on a **PIP** and **the Site Coordinator will visit (via phone or in person) to discuss the absences**. The Teacher Candidate will receive a reduction of points for the Introduction to Teaching and/or Student Teaching Course.

The 4th planned or unplanned absence may result in the Teacher Candidate’s dismissal from TechTeach Across Texas Program.

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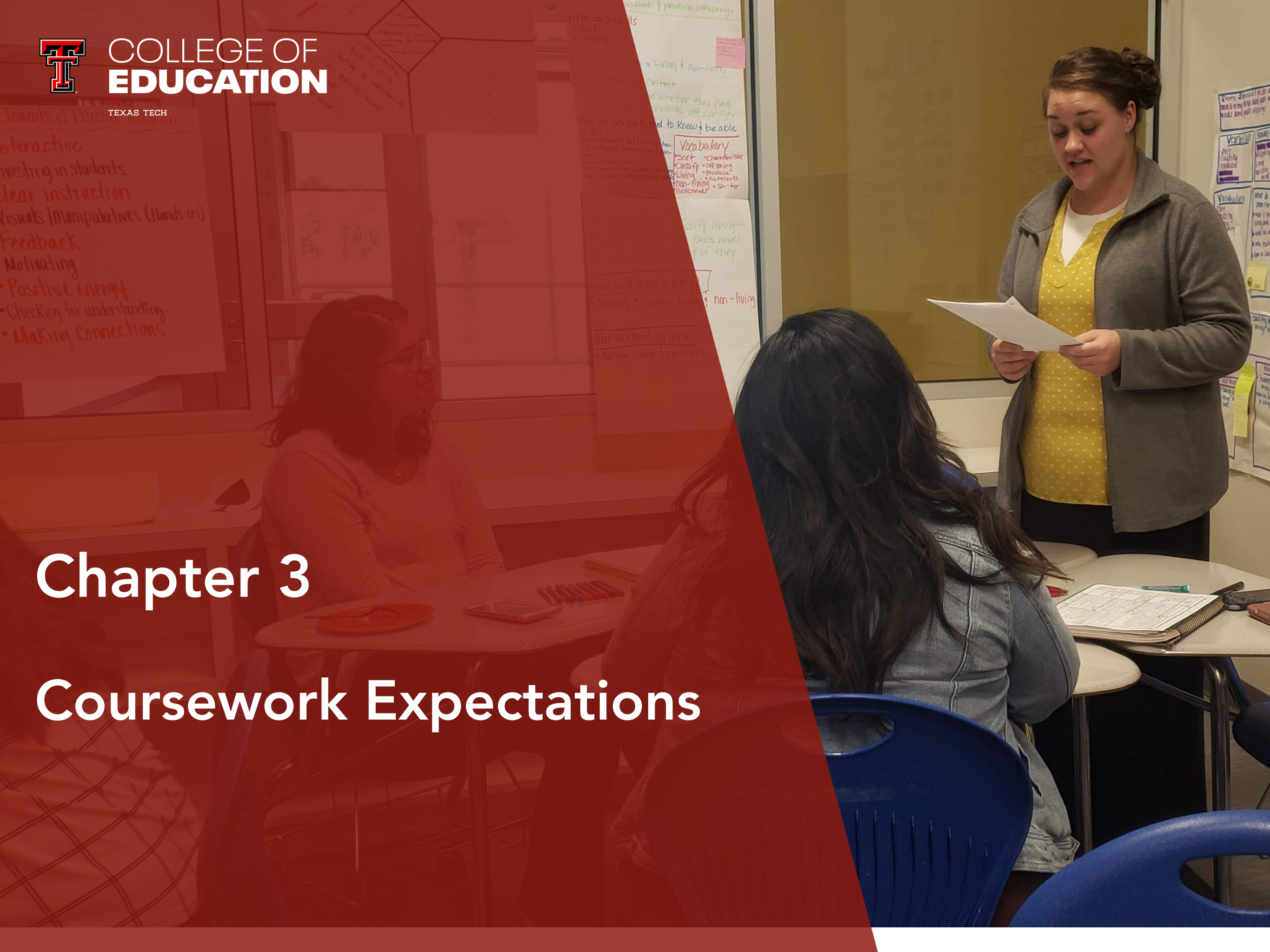


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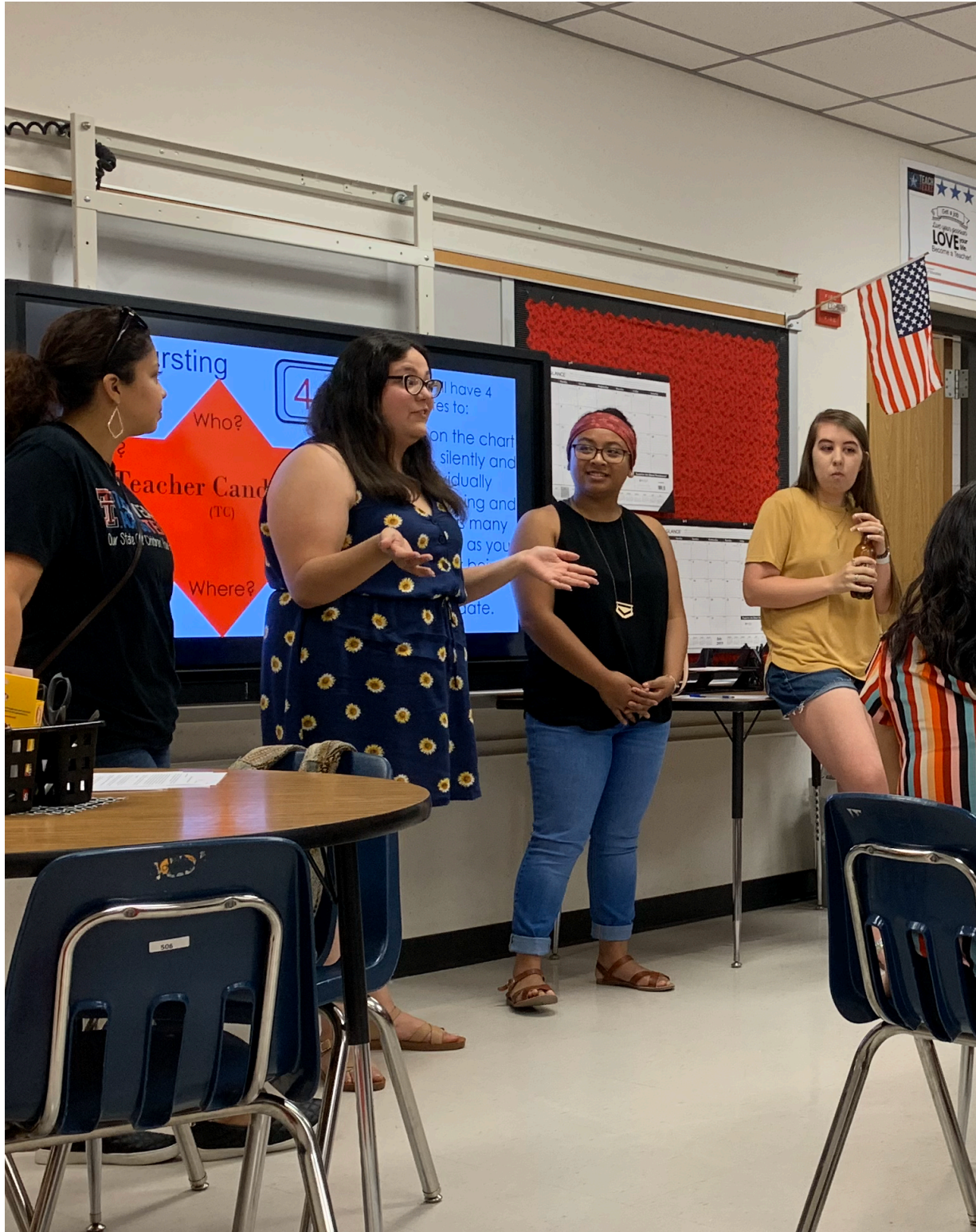
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Chapter 3

Coursework Expectations



A. COURSEWORK EXPECTATIONS



In the **TechTeach Across Texas** Program, students are expected to maintain a grade of a C or above in all required courses. If a student receives a failing grade of D or F, in any of the required coursework, this will result in, candidates repeating any failed courses, an extended program completion date or possible dismissal from the **TechTeach Across Texas** Program.

In order to complete the program and certification requirements in the TechTeach Across Texas Program every student must meet the technical and academic standards outlined by the program with or without accommodations.

B. ORIENTATION TO THE TECHTEACH ACROSS TEXAS PROGRAM

Attendance during Orientation of the **TechTeach Across Texas** Program is vital to the Teacher Candidate's success in the year long journey. During Orientation, Teacher Candidates will engage in learning to provide a foundation upon which the remainder of the program will be built. Content of Orientation will include the fundamentals related to the running of the program, expectations for professionalism, and attendance guidelines. Additionally, Orientation is an opportunity for Teacher Candidates to begin building rapport with their Site Coordinator and peers.

Attendance and professional dress are required.



C. INTRODUCTION TO TEACHING COURSE



The Introduction to Teaching course occurs during the Teacher Candidate's first semester/session in the elementary and middle level **TechTeach Across Texas** Program. This course is the initial point of contact between Site Coordinators and their cohort of Teacher Candidates. During this course, Teacher Candidates will learn about the NIET Best Practices (BPC) Rubric, expectations for professionalism (face-to-face, online, and virtual), lesson planning, managing student behavior, co-teaching, the plan for coordinating Apply & Evaluate assignments across all classes during each semester, and the competencies assessed on the TExES examination. In this course, the Site Coordinator will teach Teacher Candidates the procedures and skills needed to successfully complete all evaluations

associated with their performance in the field setting including how to "script" lessons, identify evidence, and assign ratings using the **NIET BPC rubric**.



In addition to the curriculum of this course, the Site Coordinator will coordinate the Teacher Candidate completion of **Criminal Background Checks** for the districts in which the Teacher Candidate will be assigned. Teacher Candidates must submit required documentation to the school district prior to their first field placements. Failure to submit the required documents will result in the Teacher Candidate being removed from the Teacher

Education Program. Teacher Candidates, who are removed for not providing paperwork, can re-apply to the program in the following year.

D. STUDENT TEACHING COURSE - EDEL/EDML 4000

During the fall semester, Teacher Candidates will meet face-to-face with Site Coordinators for class EDEL 4000 for approximately 3 hours each week. This face to face weekly course is designed to provide Teacher Candidates in the TTAT Program with an overview of district and placement expectations and begin developing skills for the classroom.

Knowledge and skills acquired in this course will be used throughout the program to connect knowledge of the university and its support system with the goal of creating students prepared for the teaching workforce.

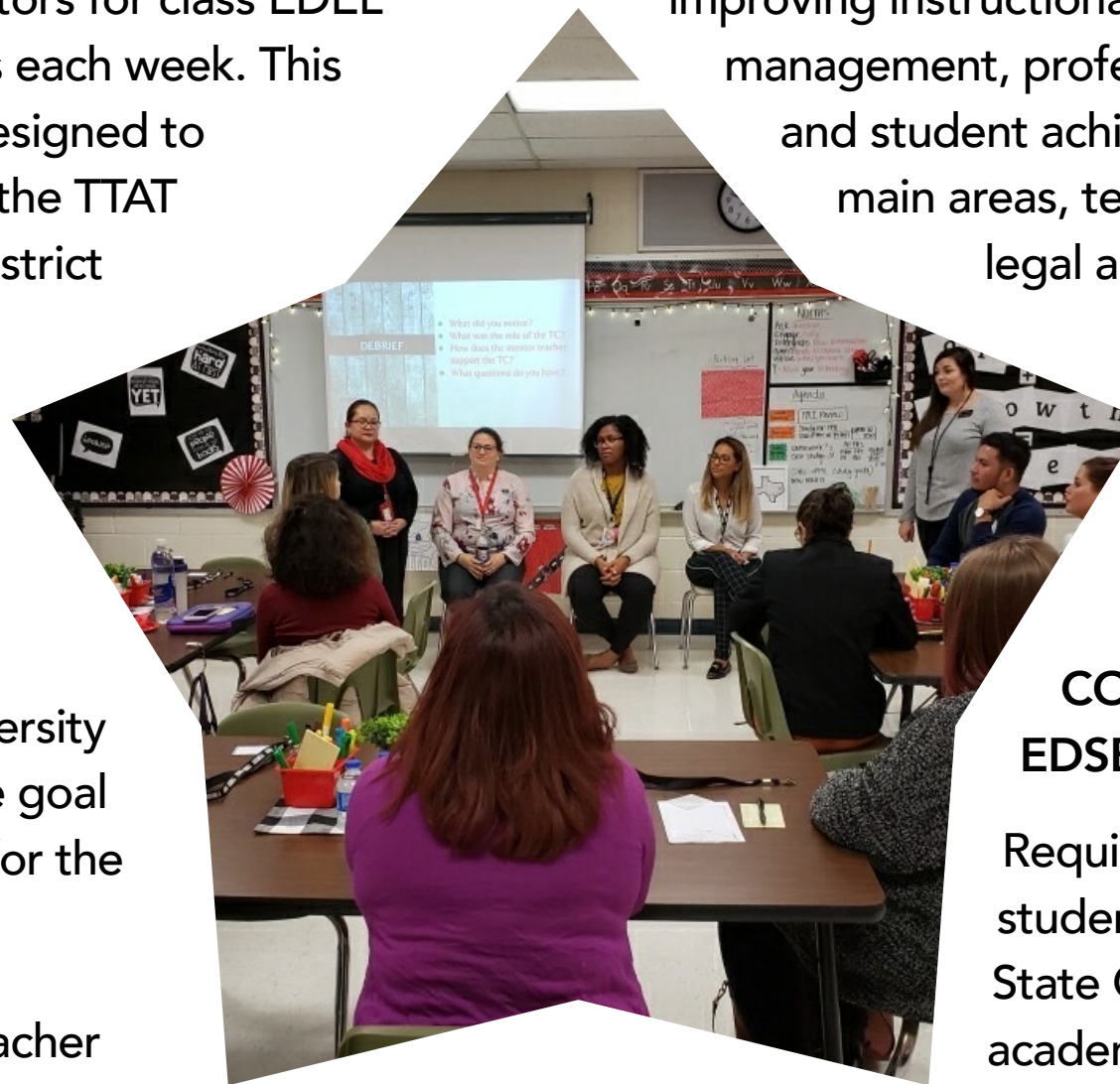
During the spring semester, Teacher Candidates will meet face-to-face with Site Coordinators for class EDEL 4000 for approximately 3 hours each week. The purpose of this course is to provide a setting in which teacher candidates in the student teaching blocks can receive

support from the site coordinator for the purposes of improving instructional practice, classroom management, professionalism, student engagement and student achievement. In addition to these main areas, teacher candidates will also review legal and ethical issues, be supported in working with parents, extension of co-teaching strategies, and be coached (in the final semester) about interviewing and job seeking.

CORE Content Test Prep Course EDSE 4399

Required prep test course for those students with fewer than 2 sections on State Content Exam, and in good academic standing. This course begins in the SPR Semester and is required for students to continue in the TTAT Program.

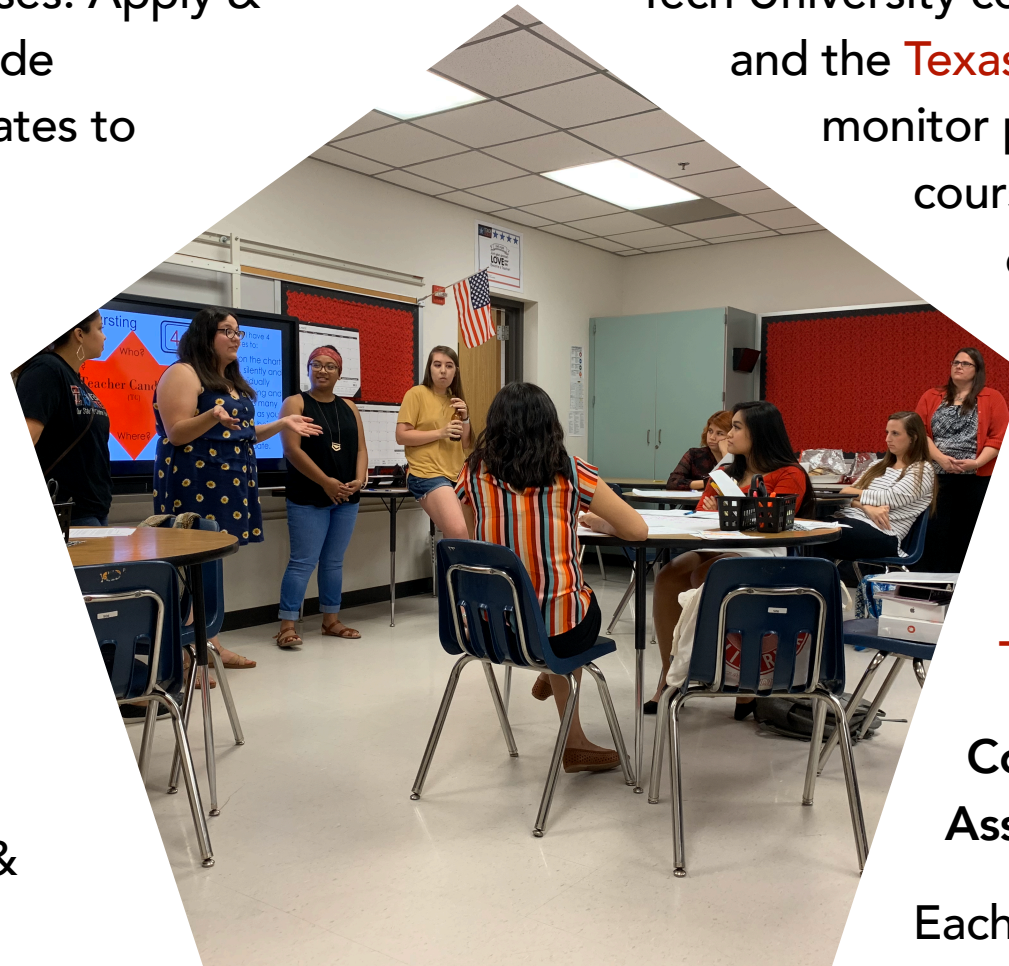
Expectations for attendance are outlined in the **Attendance Policy**.



E. APPLY & EVALUATE ASSIGNMENTS (A&E)



This is the name given to assignments completed for course credit in Texas Tech University education courses. Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from Texas Tech instructors and apply those strategies with students in EC-6 classrooms. As part of the Apply & Evaluate assignment, Teacher Candidates will use technology to video capture their teaching when they are exhibiting the strategies targeted by the particular Apply & Evaluate assignment, review that video, and share the video (on the **Swivl** website) for peer and instructor evaluation. Prior to capturing the strategies on video, Teacher Candidates should practice and hone their skills during the field placement.



Evaluation and grading of Apply & Evaluate assignments will take place within the context of Texas Tech University courses, but both Site Coordinators and the **Texas Tech University** instructors will monitor progress toward proficiency during courses. Teacher Candidates who consistently complete, self-evaluate, and improve their instructional competencies (including record keeping and management) will be eligible to continue in the **TechTeach Across Texas** Program.

Components of the A&E Assignments

Each course in the **TechTeach Across Texas** program has at least one Apply & Evaluate assignment associated with the content of the course. Although there may be variation within courses, each assignment includes the following components:

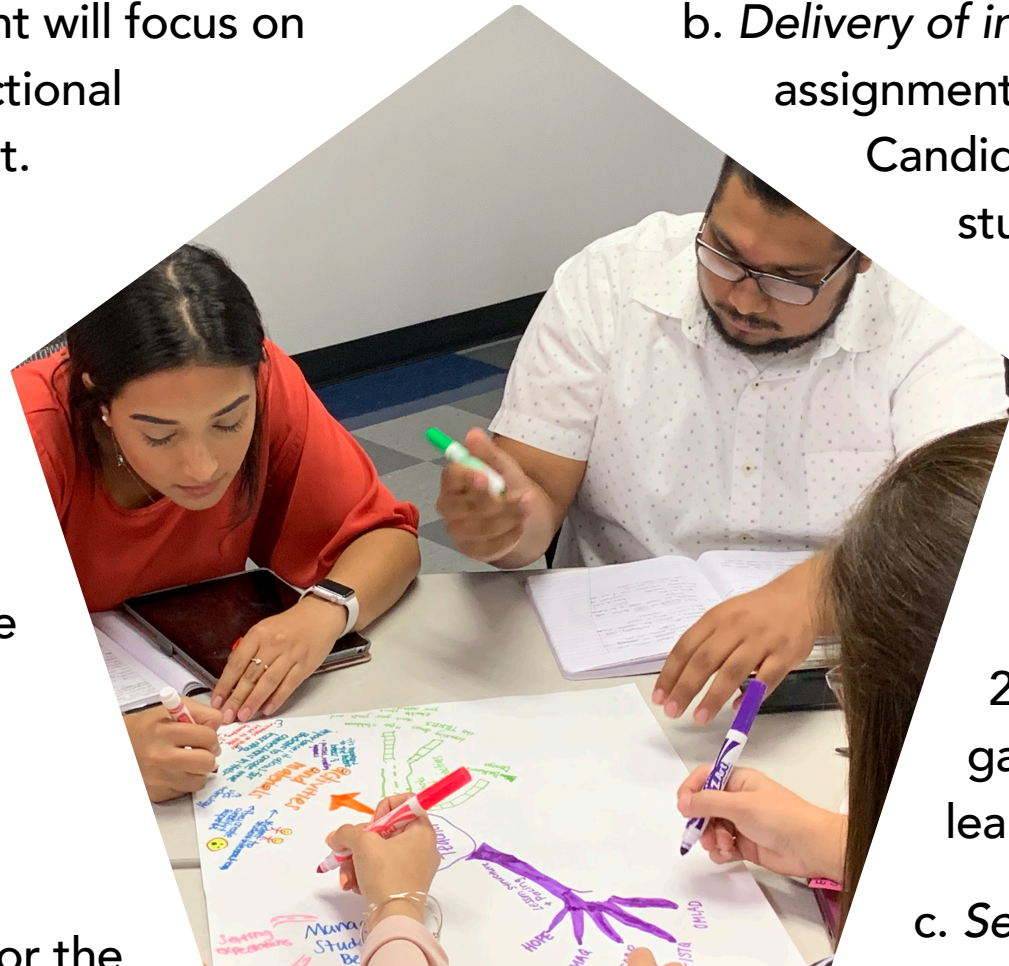
E. APPLY & EVALUATE ASSIGNMENTS (A&E)

Application

a. Planning the lesson and preparing materials:

This portion of the assignment will focus on getting ready for the “instructional event” during field placement.

Preparation will include completing a detailed lesson plan that contains all elements of the program’s lesson planning template, activities and materials that are appropriate for the instructional context (e.g., small group, tutoring, whole group, length of time), and aligned with the lesson objective(s) and appropriate for the age of the students. Teacher candidates should reference the selected NIET BPC Rubric 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.

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

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/commenting” of specific segments

E. APPLY & EVALUATE ASSIGNMENTS (A&E)

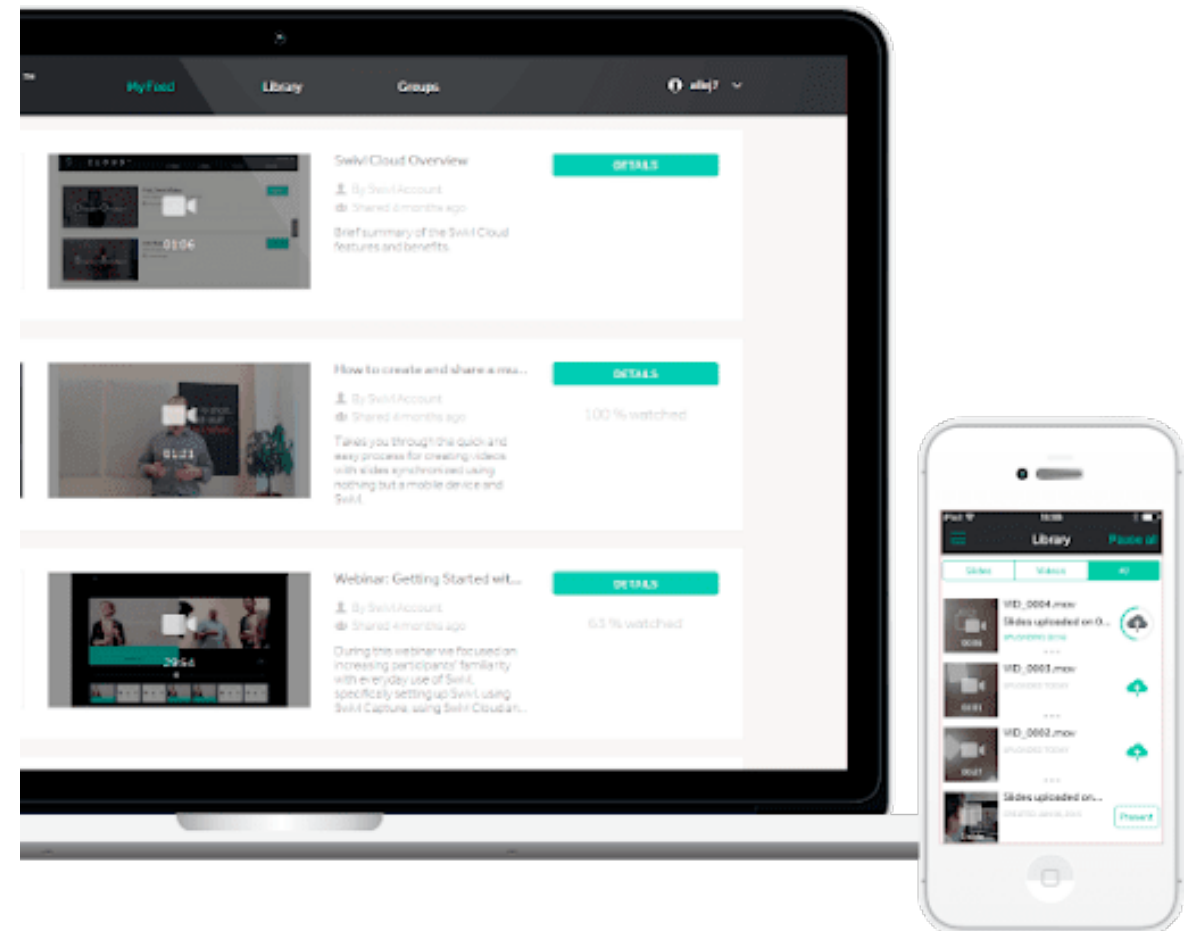
of film that correspond to the required NIET BPC Rubric indicators, and (2) “sharing” the video with peer reviewers (A&E only) and instructor.

- a. *Peer evaluation:* Each instructional event will also be reviewed by peer reviewers, who (1) review the video on the **Swivl website**, (2) record through scripting evidence relevant to the selected indicators, (3) assign a rubric rating for the selected NIET BPC Rubric indicators or other standards identified by the instructor, and (4) “discuss” evidence and ratings with peers. Instructors will provide more detailed instructions.
- b. *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.



F. USE OF SWIVL

All Teacher Candidates will be issued a **Swivl** account that is connected to their TTU email address and iPad at the beginning of the TechTeach Across Texas Program. Maintenance of this equipment is the responsibility of the Teacher Candidate and an affidavit of use in the field placement will accompany the issuing of this equipment. Use of this equipment is required both for Apply & Evaluate assignments and Performance Assessments (PAs) to promote reflection on teaching practices. Use of the equipment in a manner inconsistent with the affidavit will result in dismissal from the **TechTeach program**. Depending on the nature of the inconsistent use, Teacher Candidates may be eligible to re-apply to the program in the following year subject to the review of the Director of Teacher Education at **Texas Tech University**.



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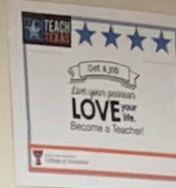
Chapter 4

Teacher Candidate Support

Stations

Find the people in the room who have the same candy bar as you. This will be your group for the station activities.

- Photo Booth – Take your ID picture and Photo Booth Pictures
- Letter to My Future Self – Write a letter to yourself that you will read at this time next year.
- Name Tents – Create and decorate your name tent. Find quotes that inspire you, and write them on the inside.
- Let's Get Together – Create a pennant about you, decorate it. Including your name and picture or birthday, favorite drinks and snacks on the back.



A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

During the **TechTeach Across Texas** year, Site Coordinators will also support Teacher Candidates in developing characteristics of a professional educator.

Although these characteristics are many, the Teacher Candidate will be guided in explicit development of (a) communication with colleagues and peers in the school; (b) communication with students; (c) communication with online instructors (face-to-face and virtual); (d) communication with Site Coordinator; and (e) attendance, including the maintenance of an accurate attendance sign-in log/attendance card.

Expectations for Professionalism

Teacher Candidates will be evaluated on their “professional conduct” that coincides with each of

the candidate’s four Performance Assessments. This evaluation will be informed by input from Mentor Teachers and by observations conducted by the Site Coordinator during **walkthroughs**, interactions during meetings, and instructional sessions, both face-to-face and online. Teacher Candidates are expected to exhibit professionalism in all interactions with students, instructors, colleagues, administrators, school staff, peers, and parents.

In the initial portion of the program, candidates are expected to receive ratings on the **Professionalism Rubric**

indicating that professional characteristics in all categories and responsibilities are “emerging.” By the final semester of the TechTeach Across Texas



A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

program, candidates are expected to exhibit behaviors indicating that professionalism standards are being “applied” in all categories of responsibilities and interactions except Home School Communication.

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

Professionalism: Virtual Synchronous Meetings

Teacher Candidates are expected to maintain professionalism whether in face-to-face or virtual synchronous meetings with Site Coordinators, instructors or peers. When in virtual synchronous meetings, the Teacher Candidate is expected to: sign up with full name, be on time, find a quiet, non-distracting place to participate in the meeting, keep video on so that the host can see faces, have camera at eye level showing shoulders up, always enter and maintain microphone on mute unless requested otherwise by host, participate and maintain focus on the meeting by not carrying on conversations on other electronics or those who might be in the room with you, and conduct self in same manner you would in a professional face-to-face meeting.



A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

Table 2: Expected performance levels of students in the TechTeach Across Texas program

Elements	Fall Semester	Wintermester	Spring	Summer I
Section A: Showing Professionalism	Emerging	Emerging	Applying	Applying
Section B: Growing and Developing Professionally	Emerging	Emerging	Applying	Applying
Section C: Maintaining Accurate Records	May not apply, depending on field experience-placement	May not apply, depending on field experience-placement	Applying	Applying
Section D: Home-School Communication	May not apply, depending on field experience-placement	May not apply, depending on field experience-placement	Applying	Applying

A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

Professionalism: Email Communications

Teacher candidates are expected to maintain professionalism when communicating through email with colleagues and peers, instructors, site coordinators, mentor teachers, and other **Texas Tech** and district personnel. All email communications should be written using the formal register with appropriate punctuation and should include an appropriate greeting and closing. Additionally, emails should be written with a positive tone.

Professional Improvement Plan

Teacher Candidates who are found to be in need of further support in professionalism at any time during the TechTeach Across Texas program will be placed on a **Professional Improvement Plan** (PIP).

The PIP process may be found in **Appendix C**. When a Teacher Candidate is identified for a PIP, Site Coordinators will notify their Professional Development Facilitator (PDF) to receive support, if necessary, and submit signed paperwork to the PDF following the meeting. To complete a PIP, Site

Coordinators will gather evidence from Mentor Teacher (through survey or personal contact), administrators, walkthroughs, program faculty and personal observation.

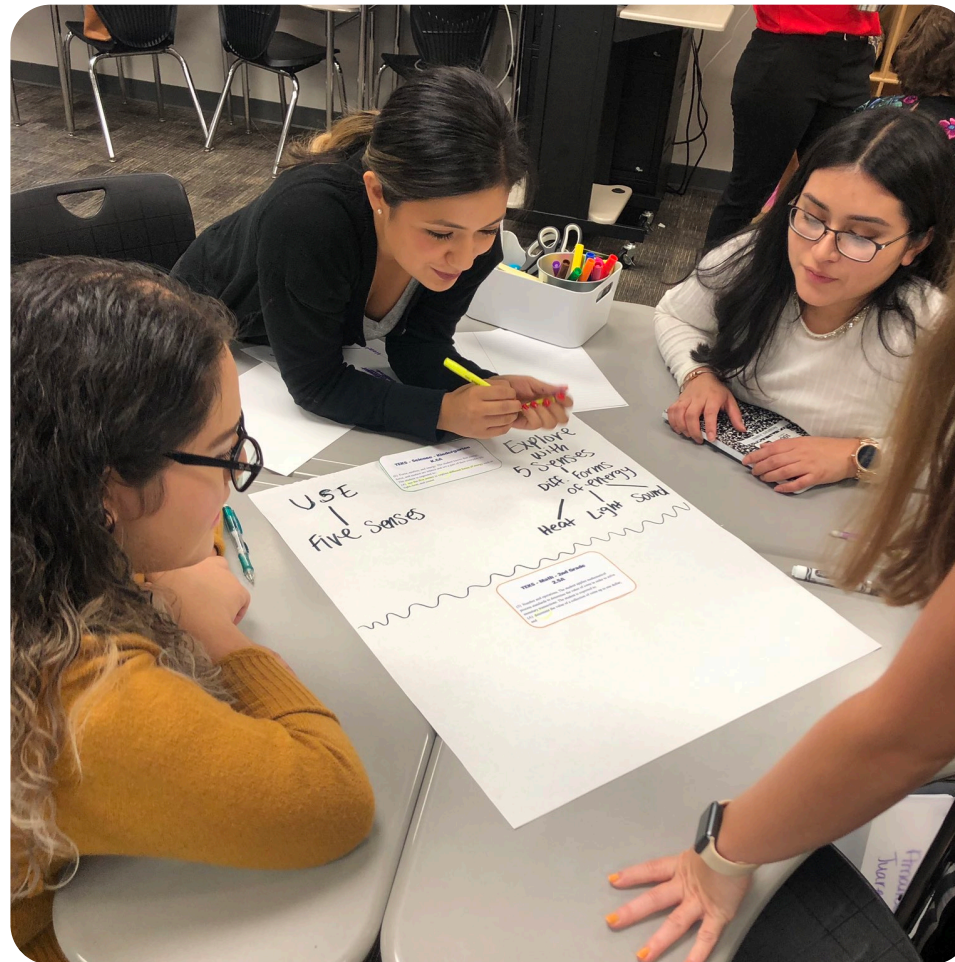
The Professional Development Facilitator will follow-up with the Site Coordinator to monitor the progress of the Teacher Candidate. The Site Coordinator will schedule a second meeting with the PDF no later than 2 weeks following the initial PIP meeting. At that time, a decision will be made about whether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

Dismissal of Teacher Candidates from TechTeach Across Texas

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

A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

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



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

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

A. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

by the Office of the Registrar, the grade will be administratively changed to an (F).

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

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

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

If the petition is approved, the Teacher Candidate will be required to meet with the Director, Certification

Officer, and current Site Coordinator to develop a **Professional Improvement Plan** (PIP) outlining expectations for continued professional growth and academic development.

In the event that the Teacher Candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, **Texas Tech University**, and/or the law while on a PIP for unprofessional behavior, the Teacher Candidate will be **disqualified** from the **TechTeach Across Texas** 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.

B. MINIMUM EXPECTATIONS FOR SUPPORTING STRUGGLING TEACHER CANDIDATES

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

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

- a. If improvement is noted during the walkthrough, the Site Coordinator, Mentor Teacher, and Teacher Candidate should identify another area of refinement and set a timeframe for improvement and another follow-up walkthrough. Continue with weekly follow-up walkthroughs until the Teacher Candidate is performing at desired levels.
- b. If improvement is NOT evident during the first or subsequent follow-up walkthroughs, the Site

Coordinator and Teacher Candidate should meet during office hours to complete an **Outcome MAP (Minimum Adequate Progress)** that clearly describes the actions, knowledge, and skills the Teacher Candidate needs to successfully improve his/her instructional performance or professionalism.

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

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

C. VOICING CONCERNS

Student Complaints. Please access the link below with concerns regarding the Teacher Education Program. <https://www.depts.ttu.edu/education/student-resources/undergraduate/documents/Complaint-Process-2.pdf>

Student Complaint Resolution. Students seeking assistance with a complaint can get help in the Dean of Students Office.

Please use the link below to access more information.

<https://www.depts.ttu.edu/dos/studentcomplaints.php>

Concerns with Tech Teach 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.

TECHTEACH ACROSS TEXAS





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TEXAS TECH

Chapter 5

Evaluation of Teacher Candidates



A. PROGRAM BENCHMARK REQUIREMENTS

Student progress is monitored throughout the entire program to assure that students who are advanced in the program have demonstrated the prerequisite skills necessary to be successful at the next level. Students who are not progressing in academic or other professional requirements will consult with the Site Coordinator and/or other program personnel to identify a plan for achieving success in the program. **(Program Benchmark Requirements)**

Program Benchmark	Performance Expectation	Expected Completion/ Semester/Passing Date	Proactive Supports	Impact of not completing/ passing the performance gate	Impact of not meeting additional supports/ guidance or coaching
Performance Assessment Cycle 2	By the second Performance Assessment, Teacher Candidates must have scores of 2 or above on NIET Rubric indicators.	Fall – December	Additional POP Cycle and Coaching	Failure to achieve this standard will result in a Professional Improvement Plan and the completion of an additional POP Cycle. Possibility of failing Fall Student Teaching Course.	Failure to obtain scores of 2 or above on the NIET Rubric on an additional POP Cycle will result in dismissal from the TechTeach program
Performance Assessment Cycle 4	Teacher Candidates must score a 3 on all NIET Rubric Indicators	Spring – May	Additional POP Cycle and Coaching	Failure to achieve this standard will result in a Professional Improvement Plan and completion of an additional POP Cycle. Possibility of failing Spring Student Teaching Course.	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.

A. PROGRAM BENCHMARK REQUIREMENTS

Program Benchmark	Performance Expectation	Expected Completion/ Semester/Passing Date	Proactive Supports	Impact of not completing/ passing the performance gate	Impact of not meeting additional supports/ guidance or coaching
Coursework	Duration of educator preparation program	In the TechTeach Across Texas Program, students are expected to maintain a grade of a C or above in all required courses.	Teacher Candidates are responsible for knowing and tracking the standards and requirement for all required coursework. Candidates that have difficulty meeting course requirements will receive a professional improvement plan.	If a student receives a failing grade of D or F, in any of the required coursework, this will result in, candidates repeating any failed courses, will result in an extended program completion date or possible dismissal from the TechTeach Across Texas Program.	
Professionalism	Assessed in conjunction with PA Cycles- Professional Characteristics and Responsibilities	PA Cycles 1-2 – Students must receive a rating of “emerging” in all areas. PA Cycles 3-4 – Students must receive a rating of “applied” in all areas. *Home Communication is an exception	Teacher candidates that do not meet performance gates for professionalism are placed on an improvement plan. Candidates may also receive additional coaching and support from their Site Coordinator as outlined in improvement plan.	The Improvement Plan is a 4-phase approach to provide intervention and coaching for candidates that have difficulty meeting professional standards. Teacher Candidates that receive a Phase 4 PIP, may be dismissed from TTAT.	

B. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

Teacher Candidates can be formally evaluated three to four times per year by the Site Coordinator (once in each of the following content areas for EC-6 Teacher Candidates; English Language Arts Reading, Mathematics, Science, Social Studies). **Middle Level Math Teacher Candidates** are evaluated three - four times per year, in Middle Level Math class. Monthly surveys completed by the Mentor Teacher, and **Walkthroughs**, completed by the Site Coordinator, and are formative assessments used to support Teacher Candidates' growth in overall teaching performance between Performance Assessments.

Logistical requirements.

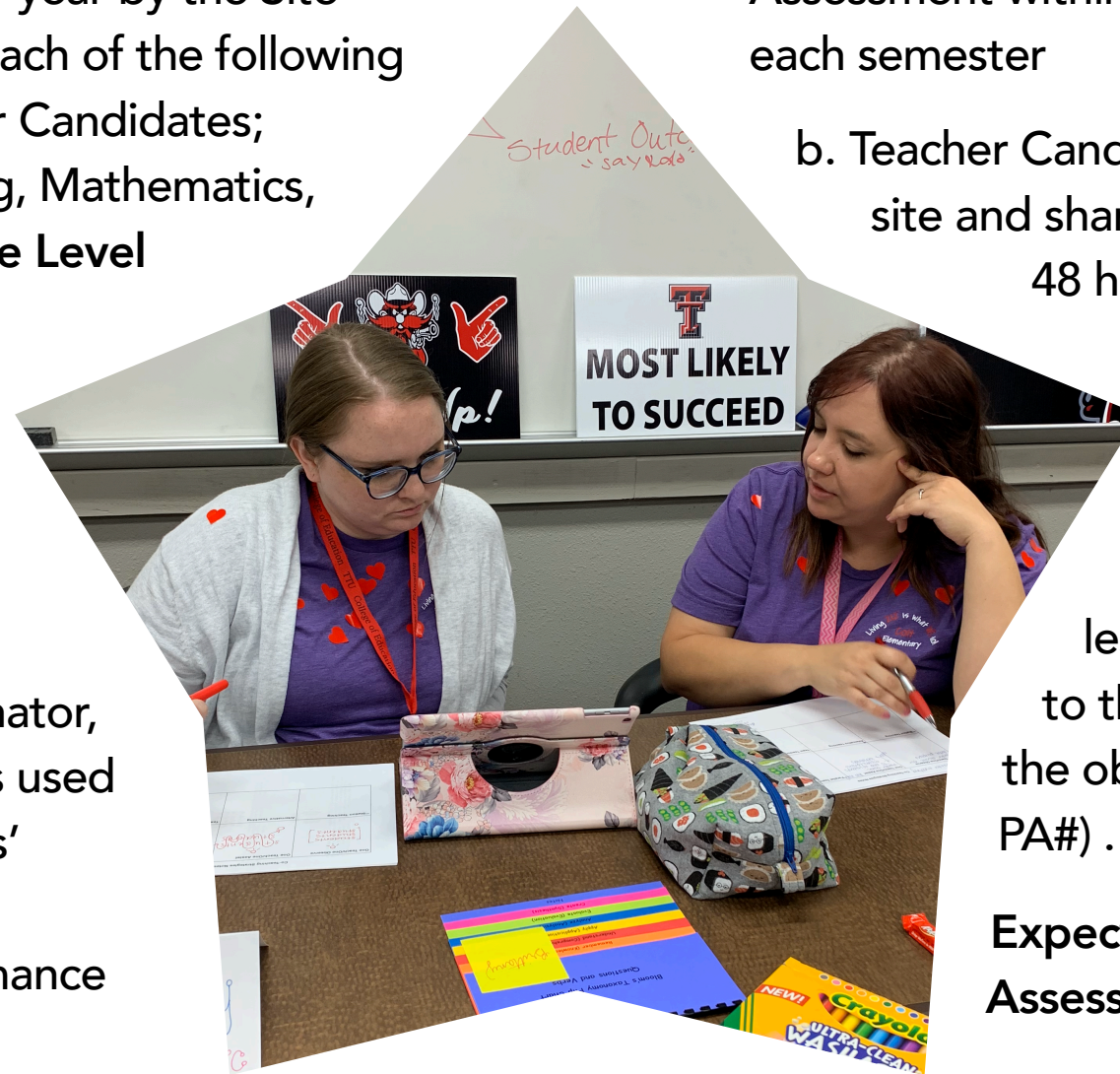
The Teacher Candidate will ensure the following:

- Teacher Candidate conducts the Performance Assessment within the windows designated for each semester
- Teacher Candidates upload video to the **Swivl** site and share with Site Coordinator within 48 hours of the observation
- Teacher Candidates enters NIET BPC ratings and uploads required documents and artifacts associated with the lesson within the prescribed time to the TK20 System 48hours after the observation (TAP Self-Evaluation PA#) .

Expectations for the Performance Assessment Cycle (POP Cycle).

For the Teacher Candidate, the Performance Assessment Cycle consists of 5 steps:

1. Schedule with the Site Coordinator a time for pre-conference (review of the lesson plan and



B. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

related materials) and the time for observing the specific lesson recording the conference and then uploading and sharing video with Site Coordinator in **Swivl**;

2. Provide *instruction* on the appointed day, including the use of video-capture device;

3. Uploads video to **Swivl** and shares with Site Coordinator, views the lesson to self-observe, script, gather evidence, and score (in PA Packet) based on the NIET BPC Rubric indicators;

4. Enter NIET BPC rating scores (and completion of TAP Self-evaluation form) by the Teacher Candidate within 48 hours after the observation into the TK20 System; and

5. Hold Post-conference with the Site Coordinator to review evidence, identify areas for reinforcement and refinement recording the conference and then uploading and sharing video with Site Coordinator in **Swivl**.

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 *reinforcement* and *refinement* identified during the performance assessment.

Pre-Conference:

Teacher Candidates submit lesson plans to the Mentor Teacher and Site Coordinator 72 hours in advance of the observation. Both the Mentor Teacher and Site Coordinator should review the lesson plan and provide the Teacher Candidate with suggestions/strategies/questions designed to improve the lesson.

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 6 and the final assessment occurring at the end of the spring semester. After each Performance Assessment, the Site Coordinator and Mentor Teacher provide feedback to

B. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

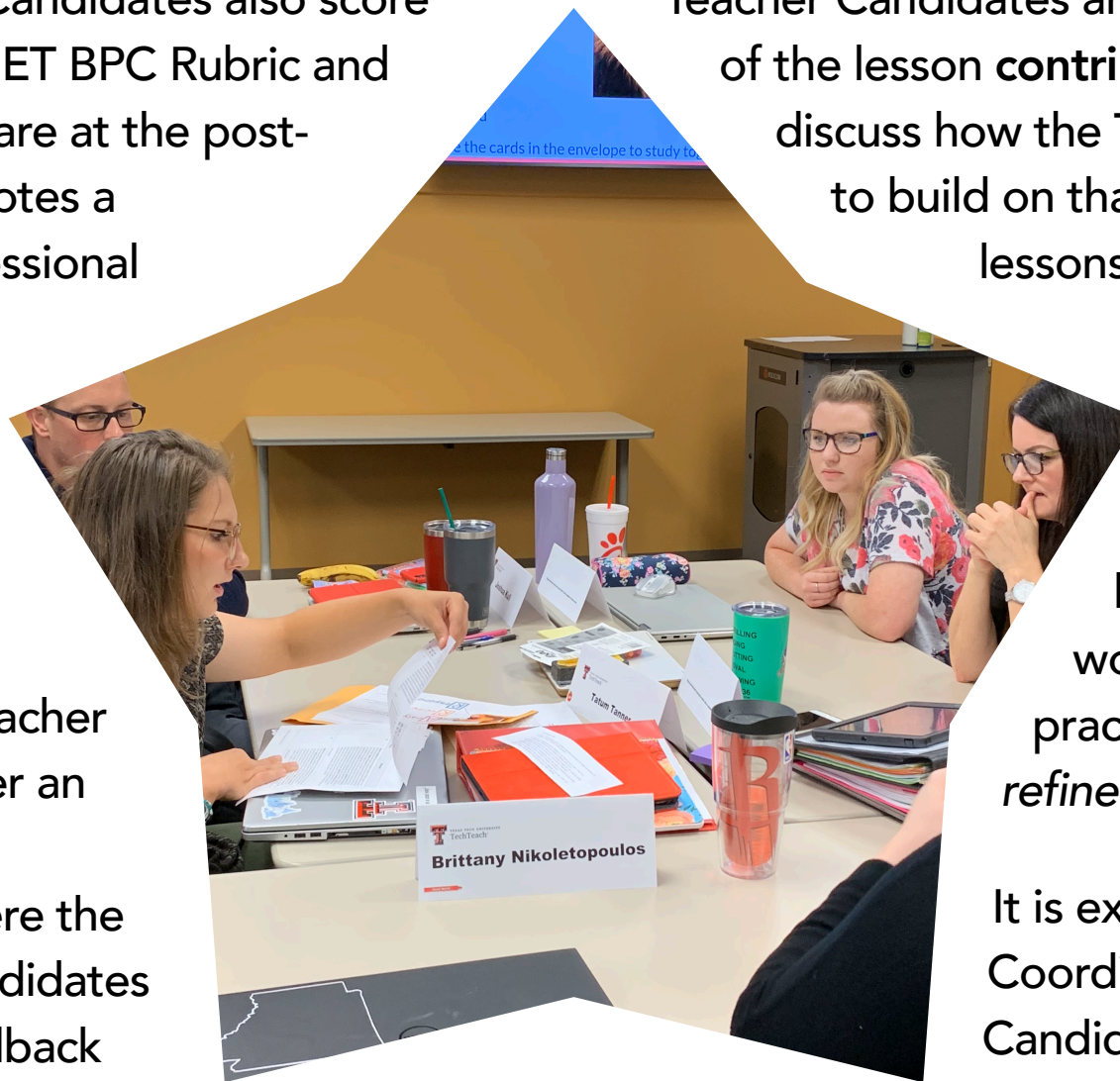
the Teacher Candidate on the lesson observed using the NIET BPC Rubric. Teacher Candidates also score their own teaching using the NIET BPC Rubric and bring their self-evaluation to share at the post-conference. This practice promotes a reflective attitude toward professional performance and gives Teacher Candidates a structured way to gauge growth in effective teaching practices.

Post-Conference:

Site Coordinators meet with Teacher Candidates 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 from the NIET BPC Rubric.

During the post conference, Site Coordinators and Teacher Candidates analyze how a particular strength of the lesson **contributed to student learning** and discuss how the Teacher Candidate can continue to build on that area of strength in future lessons (*reinforcement*). They, then, analyze an element of the lesson that could be **improved to maximize student learning** and discuss how the Teacher Candidate can work to strengthen his/her practice in the identified area of *refinement*.

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



B. PERFORMANCE ASSESSMENT CYCLE AND WALKTHROUGHS

Follow-up Support:

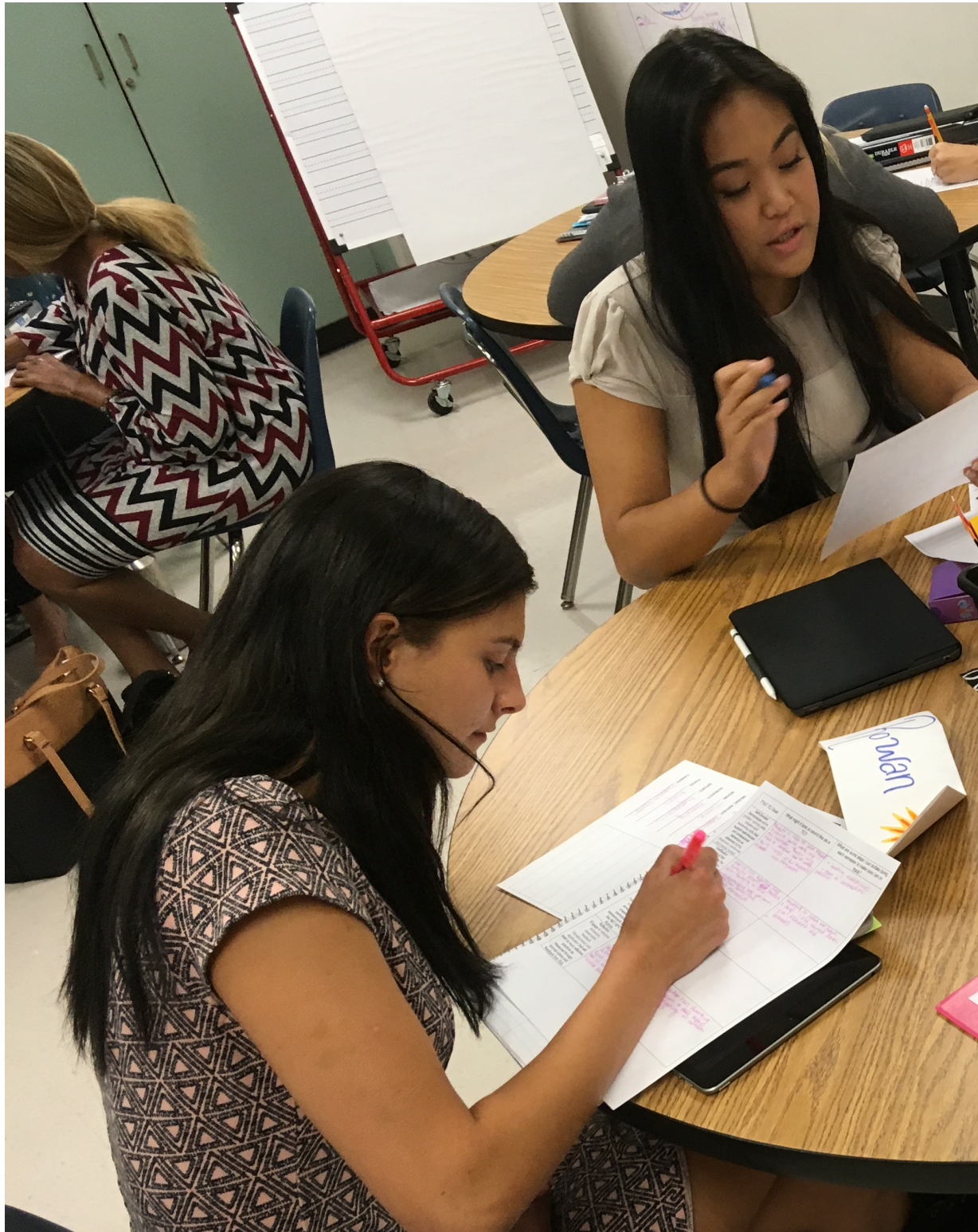
Site Coordinators and Mentor Teachers provide Teacher Candidates with follow-up support after the post conference by conducting walkthroughs/on-the-spot coaching, demonstration lessons, or modeling teaching strategies in university coursework.

Minimum Expectations for Supporting Struggling Teacher Candidates.

Program Benchmark Performance Assessments 2 and 4. 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 all NIET Rubric 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 all NIET Rubric 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.
- Teacher Candidates who fail to achieve or maintain ratings in this manner are required to complete one additional POP Cycle to reach standard

C. CLASSROOM WALKTHROUGHS



Site Coordinators will begin supervising Teacher Candidates during the three-day/week field placement. In the early weeks, supervision will focus on (a) observation of Co-Teaching, and (b) in the case where the Teacher Candidate is actively involved, the indicators from the NIET BPC Rubric adopted by the TechTeach Across Texas program. After each visit, the Site Coordinator will complete a **walkthrough form** in the TK20 System. A **copy of the walkthrough** will be available to the Teacher Candidate's via the TK20 System for her/his records and to complete weekly reflections.

D. APPLY & EVALUATE ASSIGNMENTS (A&E)

Apply & Evaluate (A&E) assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from their Tech instructors and “try out” those strategies with students in P-12 classrooms. As part of the assignment, Teacher Candidates will use technology to video capture their teaching when they are exhibiting the strategies targeted by the particular Apply & Evaluate assignment, review that video, and share the video (on the [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. Teacher Candidates who consistently complete, self-evaluate, and improve their instructional competencies, including record keeping and management will be eligible to enter the 5-day per week, student-teaching semester.



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Appendices



APPENDICES

You can download a form by clicking each

Appendix A - Course Meeting between Mentor and Candidate	Appendix G - Teacher Candidate Outcome MAP
Appendix B - Professionalism Rubric	Appendix H - Attendance Card
Appendix C - Professionalism Improvement Plan	Appendix I - Swivl Upload
Appendix D - Absence Request Verification Form	Appendix J - Year at Glance in TechTeach Across Texas
Appendix E - Co-Teaching Strategy Definitions and Examples	Appendix K - Teacher Candidate Handbook Acknowledgement Form
Appendix F - Classroom Walkthrough Form	



TEXAS TECH UNIVERSITY COLLEGE OF EDUCATION

Teacher Candidate Handbook TechTeach Across Texas Program

Contact Us:



techteach@ttu.edu



806.834.1916

APPLY AND EVALUATION ASSIGNMENTS (A&E'S)

This is the name given to assignments completed for course credit in Texas Tech University online 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 “try out” those strategies with students in P-12 classrooms receiving academic feedback from both their Tech instructors and their peers.

Related Glossary Terms

Index

ATTENDANCE CARD

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

Related Glossary Terms

Index

ATTENDANCE LOG

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

Related Glossary Terms

Index

CLASSROOM WALK-THROUGH (WT)

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

Related Glossary Terms

Index

COHORT

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

Related Glossary Terms

Index

MENTOR TEACHER (MT)

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

Related Glossary Terms

Index

NIET BPC

An instructional rubric designed by the National Institute for Excellence in Teaching as part of the Teacher Advancement Program (TAP). TechTeach Across Texas 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 Across Texas.

Related Glossary Terms

Index

PERFORMANCE ASSESSMENT (PA)

Performance Assessments are the evaluation process used in TechTeach. A PA “cycle” consists of:

- (a) a pre-conference with a Site Coordinator (SC) to review the Teacher Candidate’s lesson;
- (b) observation and scripting of lesson done by both the Teacher Candidate and a Site Coordinator to gather evidence for evaluation;
- (c) post-conference meeting between the Teacher Candidate and a Site Coordinator to review evidence, coach, and assign ratings; and
- (d) the timely uploading of video capture and entry of ratings by the Teacher Candidate and Site Coordinator into the TAP database.

A minimum of four Performance Assessments are conducted, two during the Teacher Candidate’s first semester in the program and two during the second or student teaching semester. A Teacher Candidate teaches one lesson in each of the following content areas; English Language Arts, Mathematics, Science, and Social Studies. At least three of the lessons should be whole class lessons.

Related Glossary Terms

Index

PODS

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

Related Glossary Terms

Index

PROFESSIONAL DEVELOPMENT FACILITATOR (PDF)

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

Related Glossary Terms

Index

PROFESSIONAL IMPROVEMENT PLAN (PIP)

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

Related Glossary Terms

Index

PROGRAM FACULTY

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

Related Glossary Terms

Index

SITE COORDINATOR (SC)

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

Related Glossary Terms

Index

STUDENT TEACHING BLOCKS

A sequence of courses that are taken throughout the Teacher Candidate’s year of the TechTeach Across Texas program. Teacher Candidates will have a three-day per week field placement in the Fall, four-day per week field placement in the Spring, and four-day per week field placement in Summer I. Teacher Candidates will also participate in online Texas Tech University classes, a weekly face-to-face class, and a weekly face-to-face study class with their Site Coordinator.

Related Glossary Terms

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 to promote reflection.

Related Glossary Terms

Index

TEACHER CANDIDATE (TC)

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

Related Glossary Terms

Index

TECHTEACH ACROSS TEXAS

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

Related Glossary Terms

Index

TEXAS TECH UNIVERSITY (TTU) ID BADGE

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

Related Glossary Terms

Index