COLLEGE OF
EDUCATION

TEXAS TECH



TECHTEACH HANDBOOK

TECHTEACH HANDBOOK

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DEAN'S MESSAGE

Dear Resident:



In the College of Education, our approach to educator preparation is driven by a bold vision for teacher development—one that is responsive to the evolving needs of teacher candidates, the P–12 students and communities they will serve, our school district partners across Texas, and the increasing accountability demands placed on educator preparation programs. At its core, this work reflects our belief that preparing exceptional teachers is among the most important investments we can make in the future of our communities, our state, and our nation.

As a student in the program, you will engage in a clinically rich, practice-based experience designed to develop not only instructional excellence, but also the professionalism, resilience, cultural responsiveness, and leadership required of educators in today's schools. Our curriculum has been intentionally reimagined to bridge theory and practice—equipping you with the knowledge, dispositions, and instructional skills necessary to accelerate student learning and positively impact diverse learners.

A distinguishing feature of TECHTEACH is our commitment to immersive clinical practice. Beginning early in your preparation, you will participate in sustained field-based experiences, including extended placements in partnership schools and a year-long student teaching residency. These experiences are designed to support your development while building authentic relationships with students, families, and school communities—including those in rural and high-need districts across West Texas and beyond.

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Through innovative tools such as video-based coaching, performance feedback systems, and collaborative co-teaching models, you will receive individualized support that helps refine your instructional practice in real time. Our goal is not simply to help you complete a program, but to prepare you to enter the profession with the confidence, competence, and classroom readiness often associated with educators who have already spent years in the field. Just as importantly, we are committed to preparing you to be Teacher Incentive Allotment (TIA) ready—equipping you with the instructional expertise, data literacy, reflective practice, and student-impact mindset necessary to thrive in performance-based systems and distinguish yourself as a highly effective educator from the very beginning of your career.

By combining rigorous coursework, intentional coaching, immersive clinical experiences, and strong school partnerships, TECHTEACH is preparing a new generation of educators who are ready to lead, serve, and transform lives. We are committed to ensuring that our graduates are among the most effective, impactful, and profession-ready new teachers in the State of Texas.

I warmly welcome you to the TECHTEACH community and thank you for answering the call to serve as an educator. The work you are preparing to do will shape lives, strengthen communities, and influence the future of education for generations to come.

Kamau Oginga Siwatu, Dean
College of Education, Texas Tech University



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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 Residents in all blocks associated with coursework, professionalism, attendance, completion of assignments, and the use of technology.

Regardless of certification level, Resident 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 Host 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

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

- Co-teaching and Co-planning with Host Teacher during the P-12 field placement.
- Completion of Apply & Evaluate assignments, course assignment and Pre Formal Observation, 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

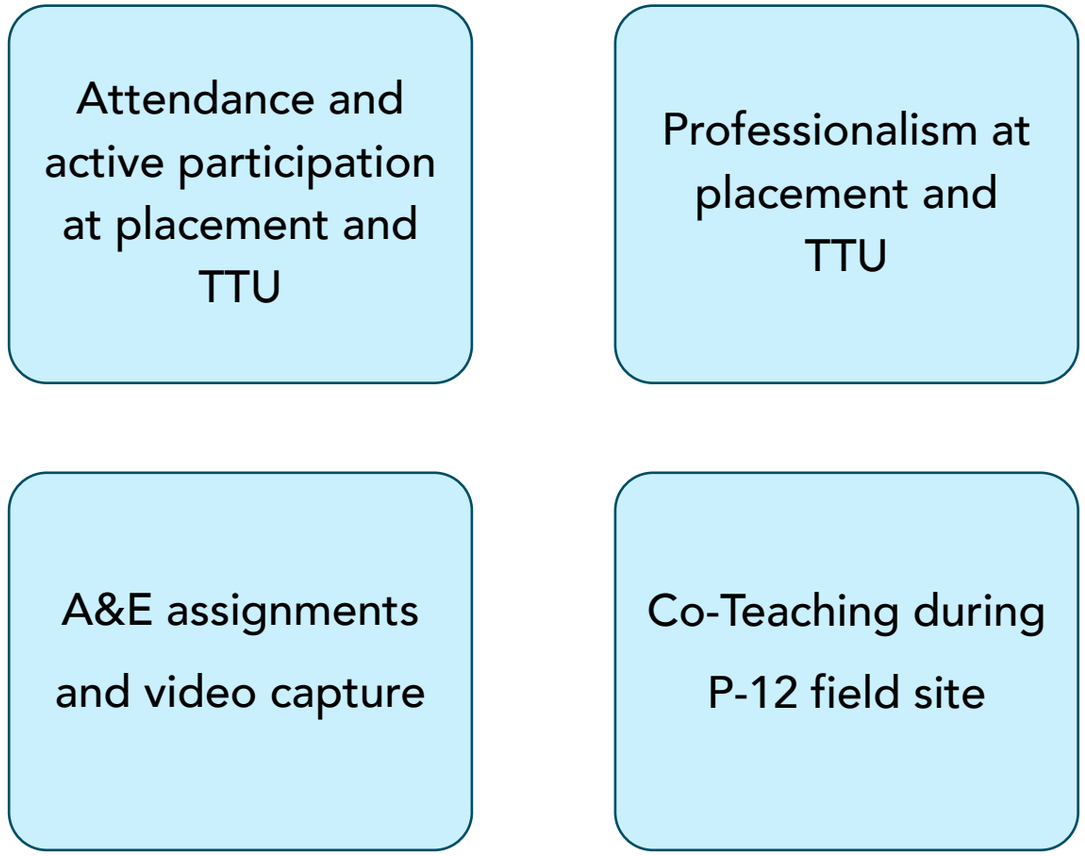


Figure 1. Resident Responsibilities during Pre-Service Blocks

B. STUDENT-TEACHING BLOCKS

Student-Teaching Blocks refer to the final two semesters of the teacher preparation program at Texas Tech University. For Residents 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 Residents in Student-Teaching Blocks associated with coursework, professionalism, attendance, completion of assignments, and the use of technology.

Regardless of certification level, Residents 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 Resident 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. Field Supervisor communicates expectations for appropriate attire to Residents.
- Maintaining professional relationships with Host 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 Host Teacher.

B. STUDENT-TEACHING BLOCKS

- Completion of Apply & Evaluation assessments and a minimum of 4 Formal Observations, and completion of requirements including the use of video-capture device, self-evaluation using the NIET rubric, entry of scores and other data associated with TechTeach.

Attendance and active participation at placement and TTU

Professionalism at P-12 field placement and TTU

Formal Observations and data reporting

Co-Teaching to support P-12 student learning



Figure 2. Resident Responsibilities during Student-Teaching Blocks

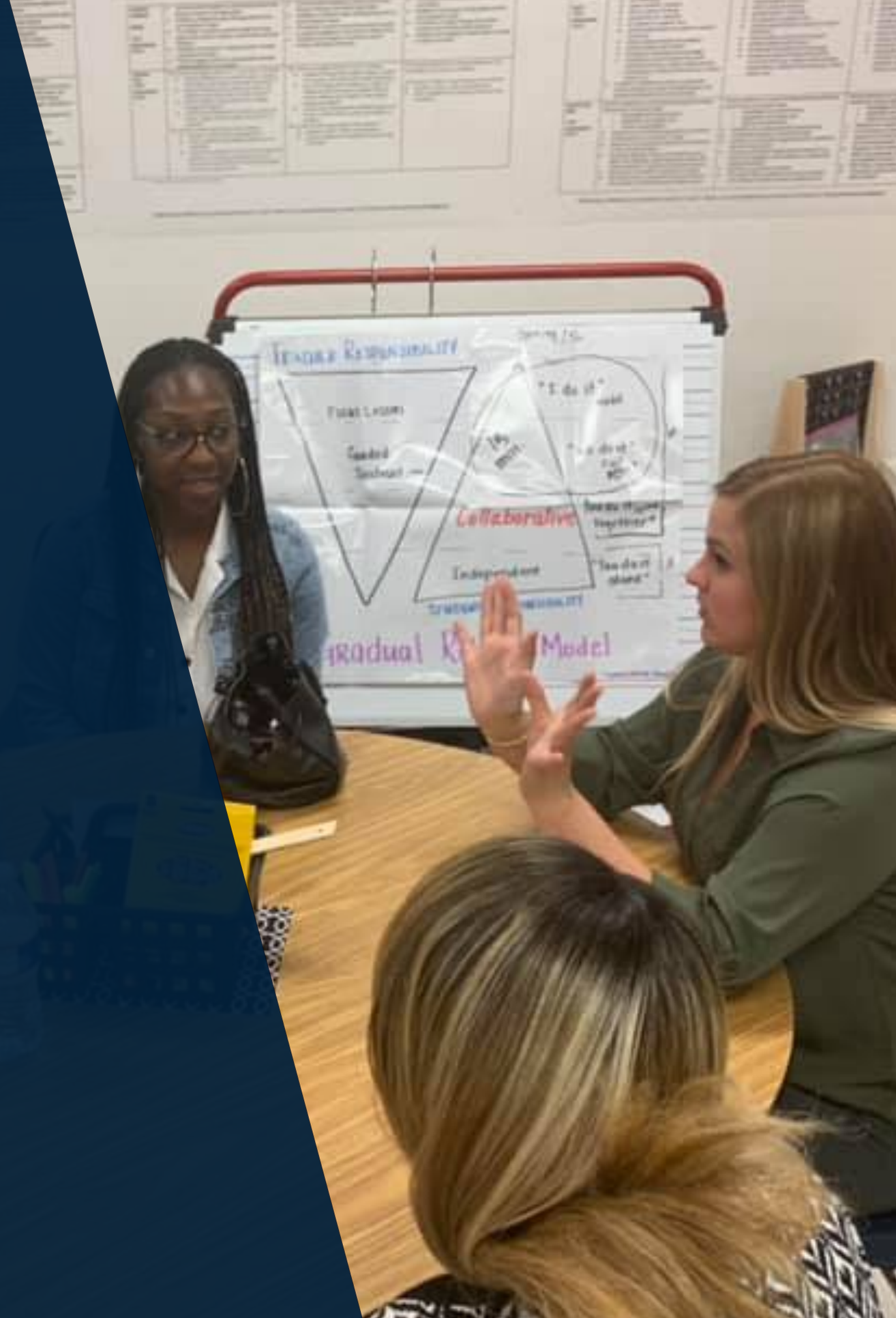

Possible Pre/Post Assessments
Think Sheet
Thinking more about Teacher Knowledge of Students
Why? Average PA 4 2.88
What does the rubric say?
T practices display understanding of some student anticipated learning difficulties
T practices sometimes incorporate students interests and cultural heritage
T sometimes provides differentiated instructional methods and content to ensure students have the opportunities to master what is being taught.

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Chapter 2

Field Placement and Expectations for All Residents

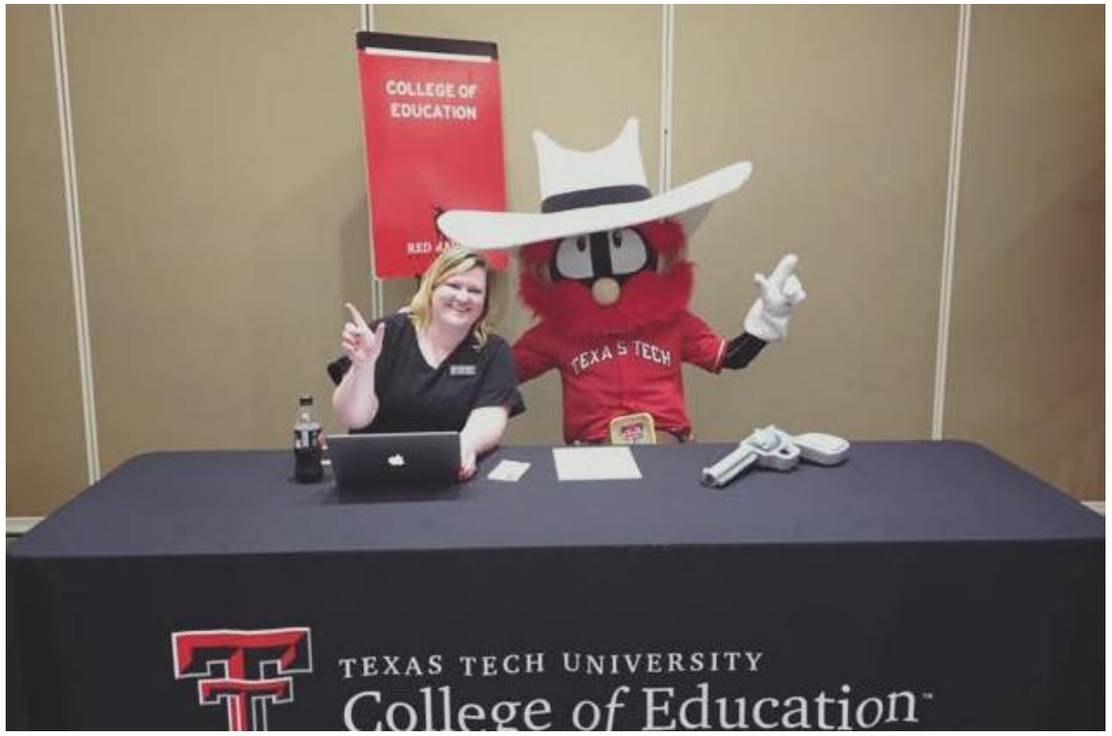


A. ASSIGNMENT TO A FIELD SUPERVISOR

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

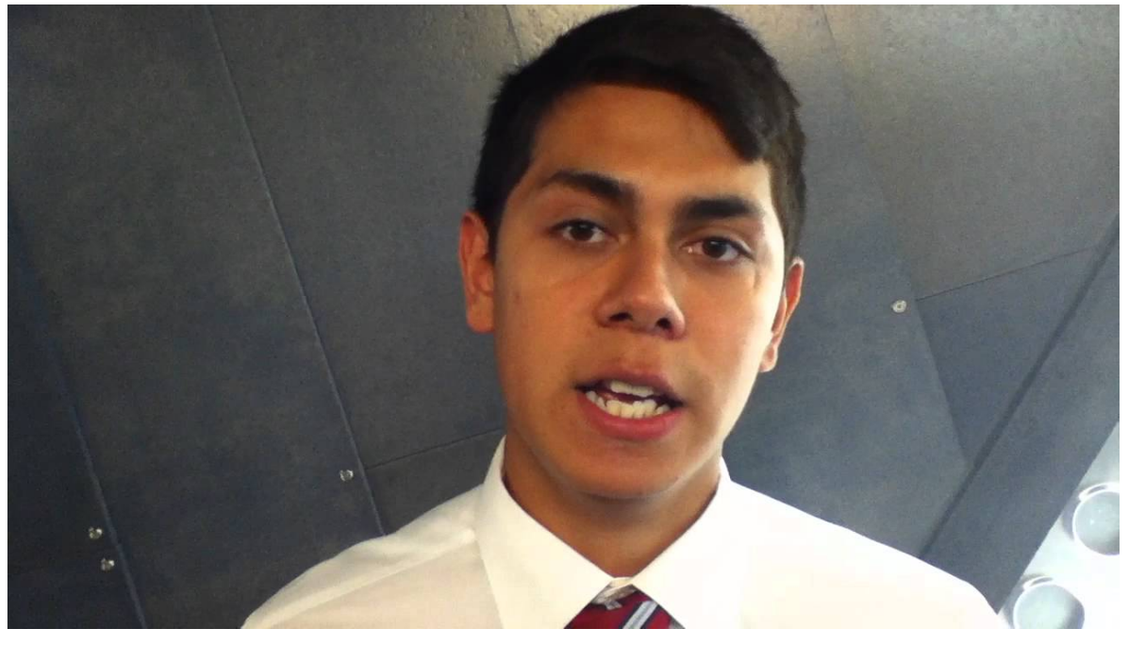
A Field Supervisor will be assigned to a block of Residents in Block I. This arrangement will enable the Field Supervisor to understand Resident goals and recognize strengths and weakness related to instructional competency and professionalism, and then assist the Resident to develop and excel in these important dimensions. Along with your Host Teacher, the Field Supervisor will be the person best positioned to provide recommendations when seeking a position as a teacher. The Field Supervisor will actively promote Resident's positions in partner districts – on the condition that the Resident has satisfied the expectations of the TechTeach program.

The Field Supervisor will also be the Resident's primary point of contact for communication about the TechTeach program, and the point of contact for the Host Teacher. To the extent possible, all communication will flow through the Field Supervisor.



B. EXPECTATIONS OF A HOST TEACHER

Prior to field placements in early and later blocks, Field Supervisors have met with Host Teachers to clearly outline the expectations associated with being a Host Teacher, and the expectations that a Resident has in the field placement.



***Video 2*: Communicating with Your Host Teacher**

Expectations of a Host Teacher

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

Host Teachers are expected to:

- Work collaboratively with Residents to plan, deliver, and assess instruction using the co-teaching model consistent with the Resident's progress through the Teacher Education Program.
- Provide time for instructional events during which a Resident can conduct Apply & Evaluate assignments and Formal Observations.
- With the assistance of the Field Supervisor, guide improvement of the Resident's instructional competency and professionalism through coaching and high-quality feedback.
- Assist with the administration of the SPS.
- Attend Host Teacher trainings conducted by the Field Supervisor three times a semester.

B. EXPECTATIONS OF A HOST TEACHER

- Consult informally with the Field Supervisor about Resident's progress during walkthroughs.
- Complete surveys concerning the performance of the Resident.

Expectations the Host Teacher Has for a Resident

- The following information has also been communicated to Host Teacher about what he/she should expect of a Resident.



B. EXPECTATIONS OF A HOST TEACHER

Host Teachers are expecting:

PRE-SERVICE TEACHING BLOCKS	STUDENT-TEACHING BLOCKS
• Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of teachers.	• Resident to have met all standards on the state content certification exam **prior** to the start of Student-Teaching block.
• Professional behavior related to appropriate use of technology including but not limited to cell phone and computer.	• Prompt, consistent, reliable attendance in the field placement, beginning prior to the start of the school day and ending with the dismissal of teachers.
• Professional dress in concordance with TechTeach guidelines.	• Professional behavior related to appropriate use of technology including but not limited to cell phone and computer.
• Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals.	• Professional dress in concordance with TechTeach guidelines.
• Co-Teaching/Co-Planning in a manner consistent with Resident progression through the Teacher Education Program.	• Participation of the Resident in all Host Teacher in-service trainings (Monday through Friday, excluding Wednesdays during the TTU semester) 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.
• Regular use of Swivl technology for Apply & Evaluate assignments and the Formal Observation.	• Adherence to the district calendar pertaining to Professional Development dates, holidays, and early dismissals.
• Earnest efforts in the improvement of Resident instructional competency.	• Co-Teaching/Co-Planning in a manner consistent with Resident progression through the Teacher Education Program.

B. EXPECTATIONS OF A HOST TEACHER

Host Teachers are expecting:

PRE-SERVICE TEACHING BLOCKS	STUDENT-TEACHING BLOCKS
• Discussion of any issues related to professionalism.	• Regular use of the Swivl technology for Apply & Evaluate assignments and the Formal Observations.
• Greater student achievement gains through the additional support of the Resident.	• Earnest efforts in the improvement of Resident instructional competency.
• Resident 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).	• 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.
	• Greater student achievement gains through the additional support of the Resident.

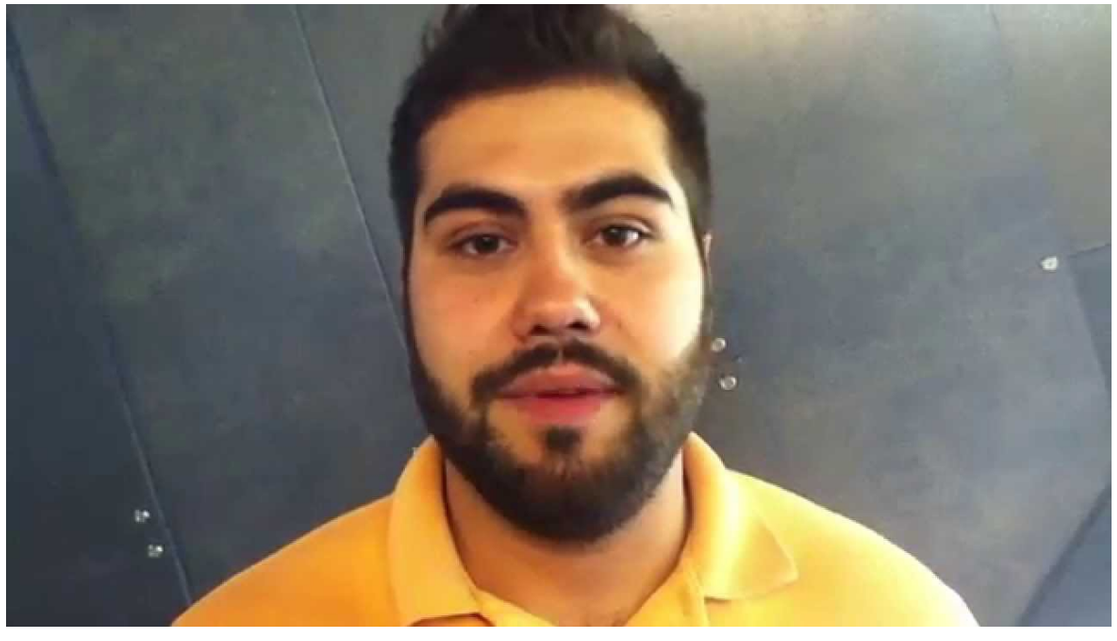



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C. INTRODUCTION TO TEACHING COURSE

The "*Intro to Teaching*" course occurs in Block 1 for Residents in the elementary and secondary programs. This course is the initial point of contact between Field Supervisors and the cohort of Residents. During these courses, Residents will learn about the NIET 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 Field Supervisors will teach Residents 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 Rubric, expectations for professionalism, and completion of A&E assignments as needed. Field Supervisors will also support Residents in the use of Swivl equipment, including setting up accounts, setting up and using equipment, and uploading video.

In addition to the curriculum of this course, the Field Supervisor will coordinate Resident completion of



***Video 3*: Teaching Involves Many Rules**

Criminal Background Checks for the districts in which the Resident will be assigned.

** Residents must submit required documentation to the school district prior to the start of field placement.*

Failure of the check or failure to submit the required documents will result in the Resident being removed from the TechTeach program. A Resident 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

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

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 initiate a documented meeting.
- 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.

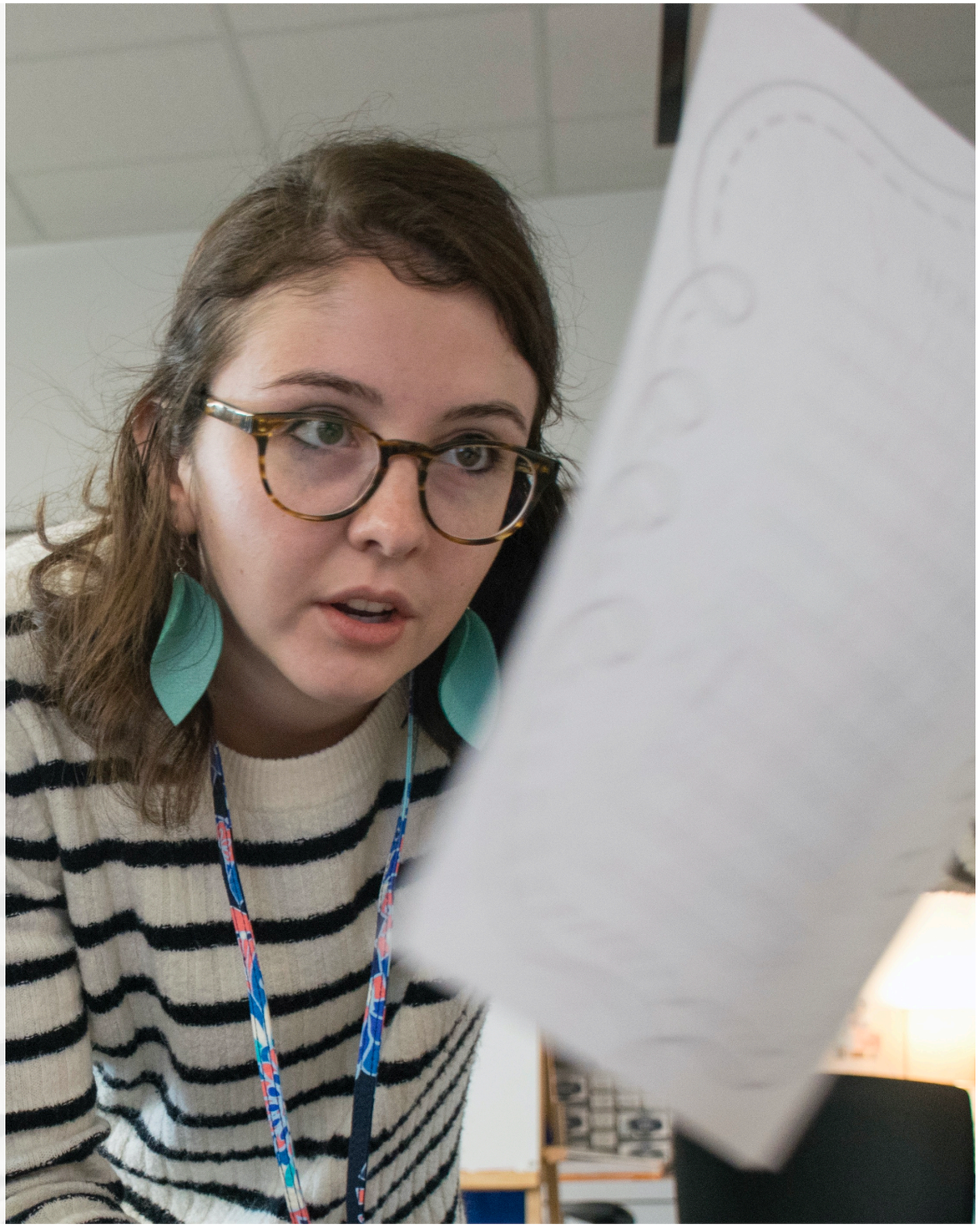
**Benchmarks and deadlines are subject to change based on state and program requirements.

C. INTRODUCTION TO TEACHING COURSE

Required Training for Certification

Residents must complete the training modules below by the last day of classes for each specified block to complete certification requirements. Field Supervisors will monitor Residents as they progress through the modules.

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




TECH Teaching
and Learning

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

During the TechTeach Program blocks, Field Supervisors will support Residents in developing characteristics of a professional educator. Although these characteristics are many, the Resident will be guided in explicit development of (a) communication with colleagues and peers in the school; (b) communication with students; (c) communication with Field Supervisors 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 Formal Observation. This evaluation will be informed by input from Host Teachers, and by observations conducted by the Field Supervisors during walkthroughs, interactions, and during meetings and instructional sessions. Residents 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, residents 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). Residents 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
Section A: Showing Professionalism	Emerging	Emerging	Applying	Applying
Section B: Growing and Developing Professionally	Emerging	Emerging	Applying	Applying
Section C: Maintaining Accurate Records	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Applying	Applying
Section D: Home-School Communication	May not apply, depending on field experience placement	May not apply, depending on field experience placement	Emerging	Emerging

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

Professional Improvement Plan

Teacher Candidates who are found to be in need of further support in professionalism at any time during the semester will be placed on a Professional Improvement Plan. 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 Residents from Tech Teach

All Residents enrolled in Texas Tech University's TechTeach Program must follow the TTU Student Code of Conduct, the TechTeach Resident 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 Resident and the Certification Officer in writing of the reason(s) for the requested dismissal within three working days. The Resident 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

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 Resident:

- 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 Resident 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 Resident 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 Resident 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 Resident submits a petition to OSS for consideration to repeat the field experience and concurrent coursework for the semester following the dismissal, the Resident 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 Resident will be required to meet with the Director, Certification Officer, and current Site Coordinator to develop a Professional Improvement Plan outlining expectations for continued professional growth and academic development.

D. PROFESSIONALISM AND THE PROFESSIONAL IMPROVEMENT PLAN

In the event that the Resident violates the rules, policies, or procedures for conduct established by the school, district, local education agency, TTU, and/or the law while on a Professional Improvement Plan for unprofessional behavior, the Resident will be disqualified from the TechTeach Program. Residents 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.




Guns Up!
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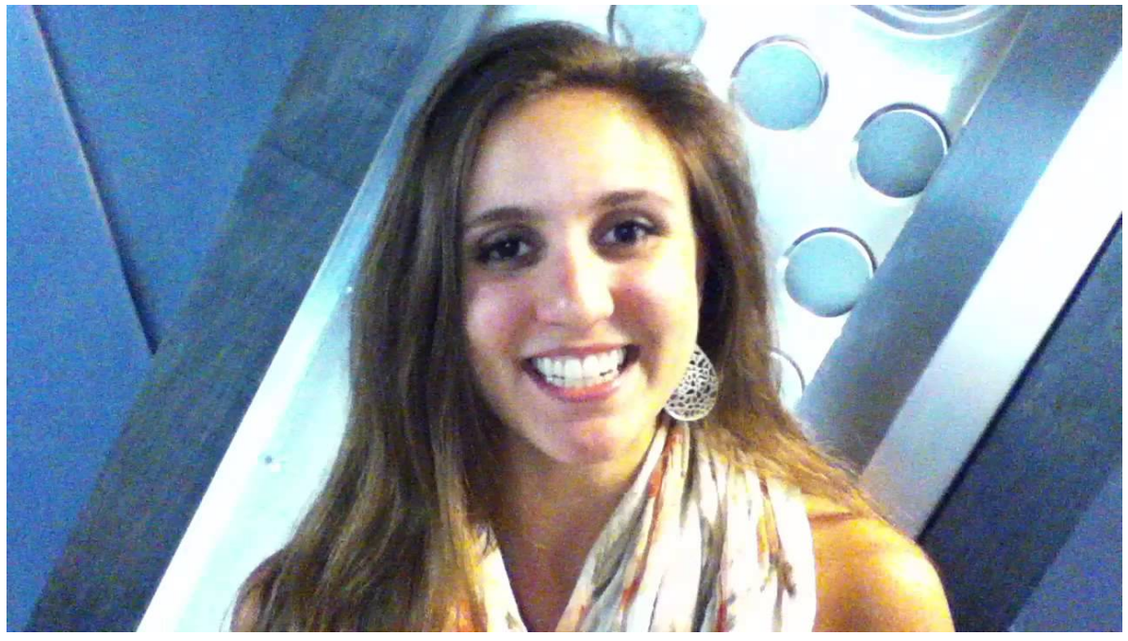
E. ATTENDANCE POLICY AND DOCUMENTATION

Monitoring Attendance in the Field Placement

Residents 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 Field Supervisor and Host Teacher. Residents are responsible for maintaining an accurate record of their attendance. Resident attendance will be monitored by the Field Supervisor through the use of the attendance card, feedback from the Host Teacher, and walkthrough data.

Absence Notification Protocol

In the event of a **planned** absence, the Resident must submit an "Absence Form" (see Appendix D) to the Field Supervisor **one week prior** to the requested date of the absence. The Field Supervisor and Host Teacher will either grant or deny the absence request. If the absence request is granted, the Resident must inform the Host Teacher and Campus Administration of the planned absence. In the event of an **unplanned** absence (e.g., illness), the Resident must notify the Host Teacher and Field Supervisor (per Field Supervisor's instructions) prior to the beginning of the school day and submit the form to the Field Supervisor **within 24 hours.**



Video 5: Being Organized!

E. ATTENDANCE POLICY AND DOCUMENTATION

It is the responsibility of the Resident to send lesson plans (if needed) to the Host Teacher on the day of absence. **ALL** absences must be documented and made up at the end of the current semester. The Resident is responsible for making arrangements with the Host Teacher, notifying the Field Supervisor of the make-up days, and submitting an Absence Form (see Appendix D).



Excessive Absences

During the residency, residents are permitted up to three days of absence from their residency placement per semester. In the event of a planned or unplanned third absence during the residency term, the resident and field supervisor will meet to discuss the absences and next steps. A fourth planned or unplanned absence will extend completion by an additional semester.

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 Residents 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, Residents 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, Residents should practice and hone their skill during the field placement.



Evaluation and grading of Apply & Evaluate assignments will take place within the context of Texas Tech University courses, but progress toward proficiency during courses does have an impact on eligibility of Student-Teaching. Students, who consistently complete, self-evaluate and improve their instructional competencies, including record keeping and management will be eligible to enter the Student-Teaching year.

Components of the Apply & Evaluate Assignments

Each course in TechTeach has at least one Apply & Evaluate assignment associated with the content of the course. Although there will be variation within

F. APPLY & EVALUATE ASSIGNMENTS (A&ES)

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. Residents should reference the selected NIET indicators for this assignment and other standards identified by the instructor. Course instructors will "conference" with each Resident 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 Resident in providing instruction to students. This instructional event will occur during the field placement day and includes the following components: (1) video capture of the instructional event (up to 45 minutes) using the Swivl App and uploading to the website within 24-hours of capture; (2) gathering evidence of student learning.

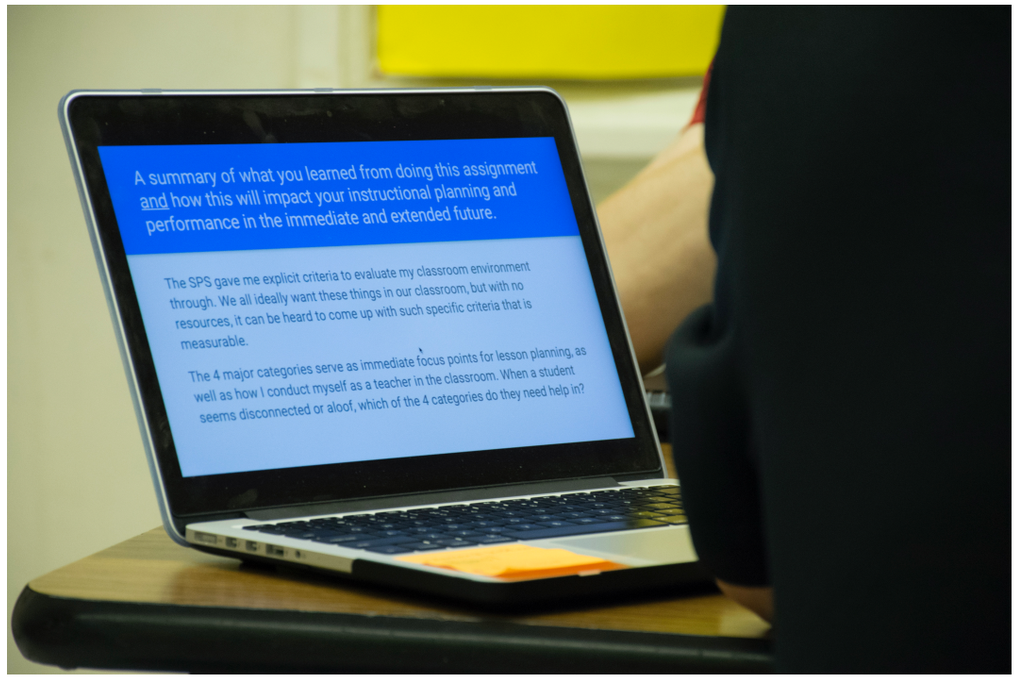
F. APPLY & EVALUATE ASSIGNMENTS (A&ES)

Evaluation and Reflection

c. *Self-observation and evaluation*: Residents 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 NIET 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 NIET 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 Resident about the instructional event, self-ratings and feedback provided by peers.

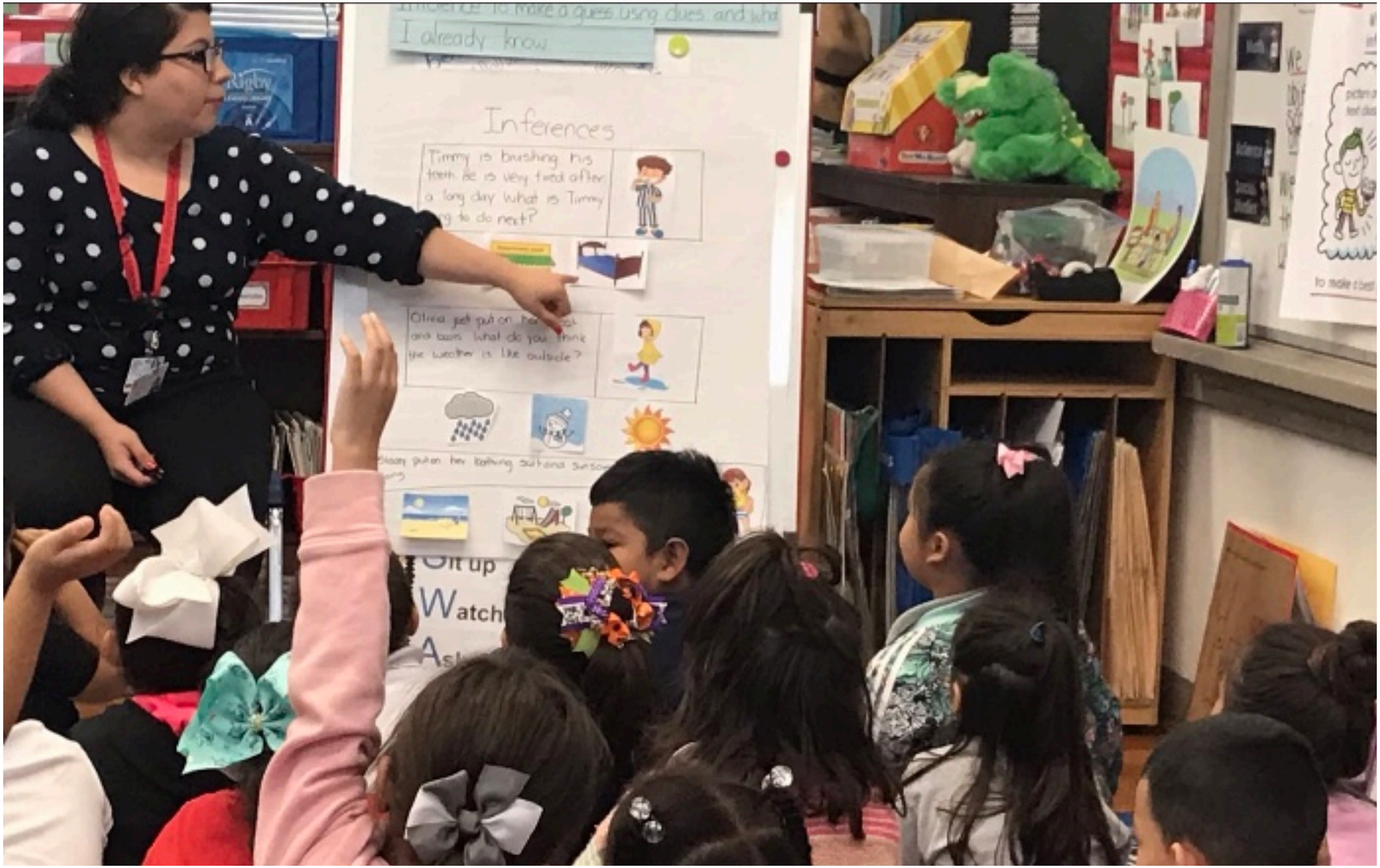


G. USE OF VIDEO CAPTURE EQUIPMENT

Residents will be issued a video-capture account and equipment. Residents are responsible for maintenance of the video-capture equipment. If the equipment is lost or damaged, the Resident 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 Resident 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, Resident may be eligible to re-apply to the program subject to the review of the Director of Teacher Education.




I already know
Inferences
Timmy is brushing his teeth. He is very tired after a long day. What is Timmy going to do next?
Olivia just put on her
and boots. What do you think the weather is like outside?
Sit up
Watch
Ask

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Chapter 3

Support and Evaluation of Residents



A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

Student-Teaching Expectations

In order to successfully complete the student-teaching requirements, Residents must attend consecutive days (MTRF) during each of the two consecutive Student-Teaching semesters while adhering to the guidelines set forth in the TechTeach Handbook. The semester begins when the Host Teachers report for duty according to the K-12 partnering district's calendar and ends on the last day of classes on the district's calendar for each of the two consecutive Student-Teaching semesters. If a Resident 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 Resident may delay Student-Teaching into the next semester. Residents are encouraged to contact the Title IX office for any questions at TTU Title IX Website

Co-Teaching During Pre-Service Teaching Blocks

TechTeach has adopted a co-teaching model for field experiences (see Appendix E). Residents are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Residents should assume greater responsibilities, commensurate with their experience as a Pre-Service Resident, as outlined below.

At the beginning of classes in the school year, the Field Supervisor will inform the Host Teacher of the TechTeach Program, expectations for Host Teachers, procedures for contacting the Field Supervisor, role of the Field Supervisor, and expectations for Residents 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
Semester 1		
5 to 7	• One teach | One Observe • One teach | One Assist	• Co-plan • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)
8 to 10	• Above as well as • Alternative teaching • Station teaching	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Host Teacher.
11 to 15	• If possible... • Parallel teaching • Team teaching	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Host Teacher.

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
Semester 2		
1 to 4	• One teach | One Observe • One teach | One Assist	• Co-plan • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)
5 to 10	• Above as well as • Alternative teaching • Station teaching	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Host Teacher.
11 to 15	• If possible … • Parallel teaching • Team teaching	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate with purposeful observation and assisting by the Host Teacher.

A. CANDIDATE EVALUATION DURING PRE-SERVICE TEACHING BLOCKS

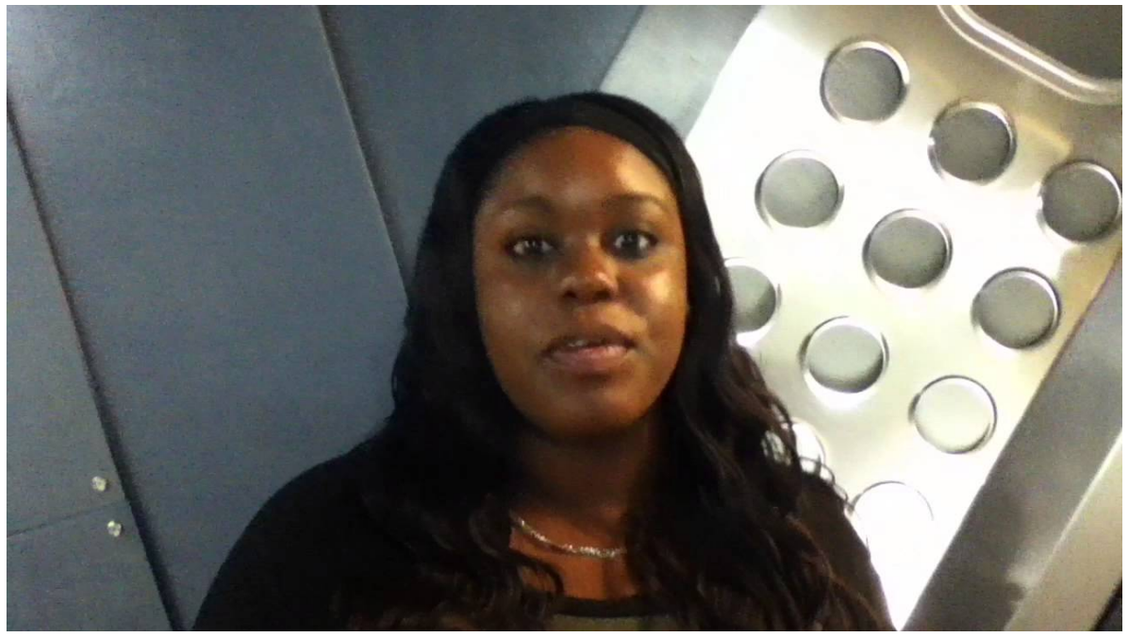
* Each Formal Observation will require One Teach | One Observe with the Resident leading instruction so that the Host Teacher can provide feedback about the Residents instructional competency.

A&E Assignments

Apply & Evaluate (A&E) assignments provide opportunities for Residents 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, Residents 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

Informal Observation

Field Supervisors will supervise Residents 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 Resident is actively involved, the indicators from the NIET Rubric adopted by the TechTeach Program.

The Field Supervisor will provide oral and/or written feedback to the Resident when applicable (see Appendix F).

Field Supervisors will utilize walkthrough data in a formative manner to support the Resident during his/her time in the P-12 field placement.

In some cases, the Resident may have a short conference with the Field Supervisor to identify strategies for improving instructional competency.

Pre Formal Observation

In the semester prior to beginning Student-Teaching, the Resident will complete a Formal Observation. This will occur in the Pre-Service Block for all Residents.



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 E). Residents are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Residents should assume greater responsibilities, commensurate with their experience as a student teacher, as outlined below.

Before the beginning of classes in the school year, Field Supervisors will meet with Host Teachers to review the TechTeach Program, expectations for the Host Teacher, procedures for contacting the Field Supervisor, role of the Field Supervisor, and expectations for Residents regarding A&E assignments and co-teaching.

ELEMENTARY/MIDDLE LEVEL/SECONDARY BLOCKS III & IV

WEEKS	CO-TEACHING STRATEGIES	MINIMUM TEACHER CANDIDATE RESPONSIBILITIES
1-4	• One Teach I One Observe • One Teach I One Assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities
5-9	• Above as well as • Station teaching • Parallel teaching • Team teaching	Co-plan and lead in **one** subject area or class period
10-15	• Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in **two** subject area or class periods
16-20	• Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in **three** subject area or class periods
21-30 and beyond	• Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in **all** 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	• One Teach I One Observe • One Teach I One Assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities • and lead in **two** subject areas or class periods
5-9	• Above as well as • Station teaching • Parallel teaching • Team teaching	Co-plan and lead in **three** subject area or class periods
10-15	• Any co-teaching strategy appropriate for the subject area/classroom setting	Co-plan and lead in **all** subject area or class periods

A&E Assignments

Apply & Evaluate (A&E) assignments provide opportunities for Residents 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 Resident 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.

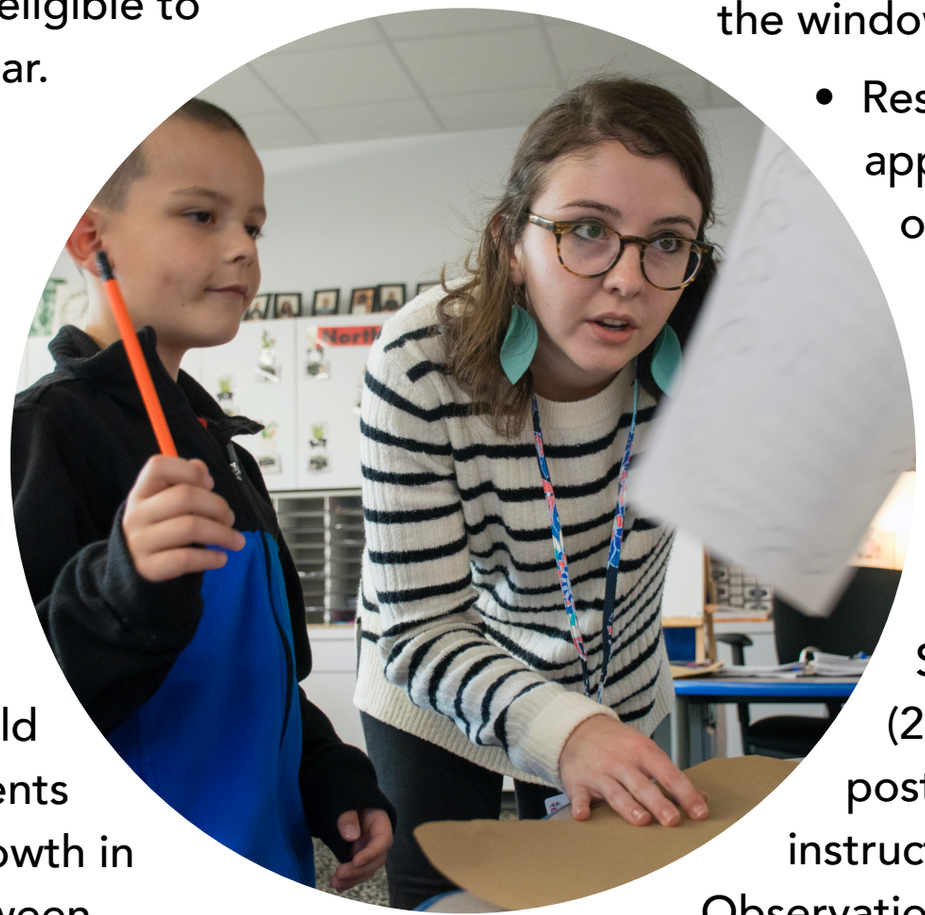
Evaluation and grading of Apply & Evaluate assignments will take place within the context of Texas Tech University courses, but progress toward proficiency during courses does have an impact on successful completion of Student-Teaching.

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.

Formal Observation Cycle and Informal Observations

Residents are formally evaluated a minimum of three times per year by the Field Supervisor using the Performance Assessment cycle. Surveys, completed by the Host Teacher, and weekly or bi-monthly walkthroughs (see Appendix F) completed by the Field Supervisor are formative assessments used to support the Resident's growth in overall teaching performance between Formal Observations.



Logistical requirements. The Resident will ensure the following:

- Resident conducts the Formal Observation within the windows designated for each block.
- Resident uploads video to the approved secure site within 24 hours of the observations.
- Resident enters NIET ratings within the prescribed time.

Expectations for the POP cycle.

The Resident will:

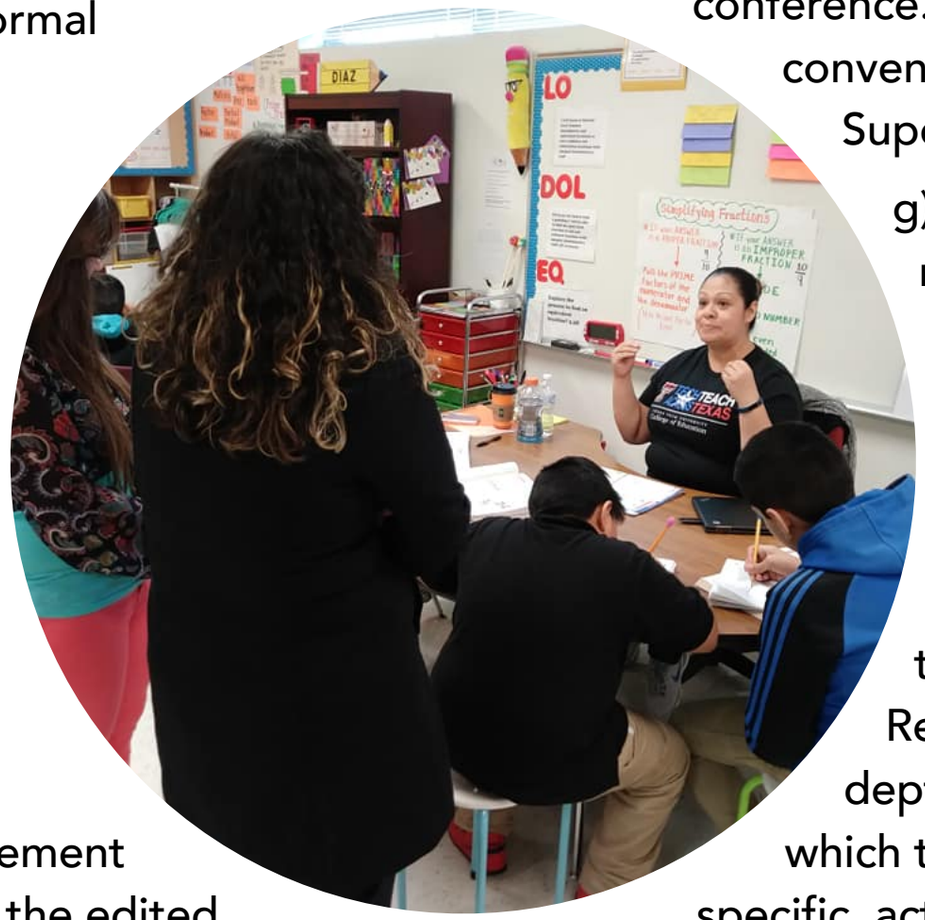
a) Schedule with the Field Supervisor (1) the pre-conference, (2) the Formal Observation, and (3) post-conference (48 hours following instruction) during the "Formal Observation window."

b) Create lesson plans for each Formal Observation and submit to the Field Supervisor (and Host Teacher, if required) at least 48 hours prior to the Formal Observation.

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

c) Attend a pre-conference lesson review with the Site Coordinator at least 48 hours in advance of the Formal Observation.

d) Provide instructions for the Formal Observation, capture the instructional event using the approved secure app, and upload within 24 hours of the Formal Observation. Follow appropriate naming conventions as stated by instructor/Field Supervisor. 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 NIET 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/Field Supervisor.

g) Attend a post-conference lesson review with the Field Supervisor after having completed all requirements in "F."

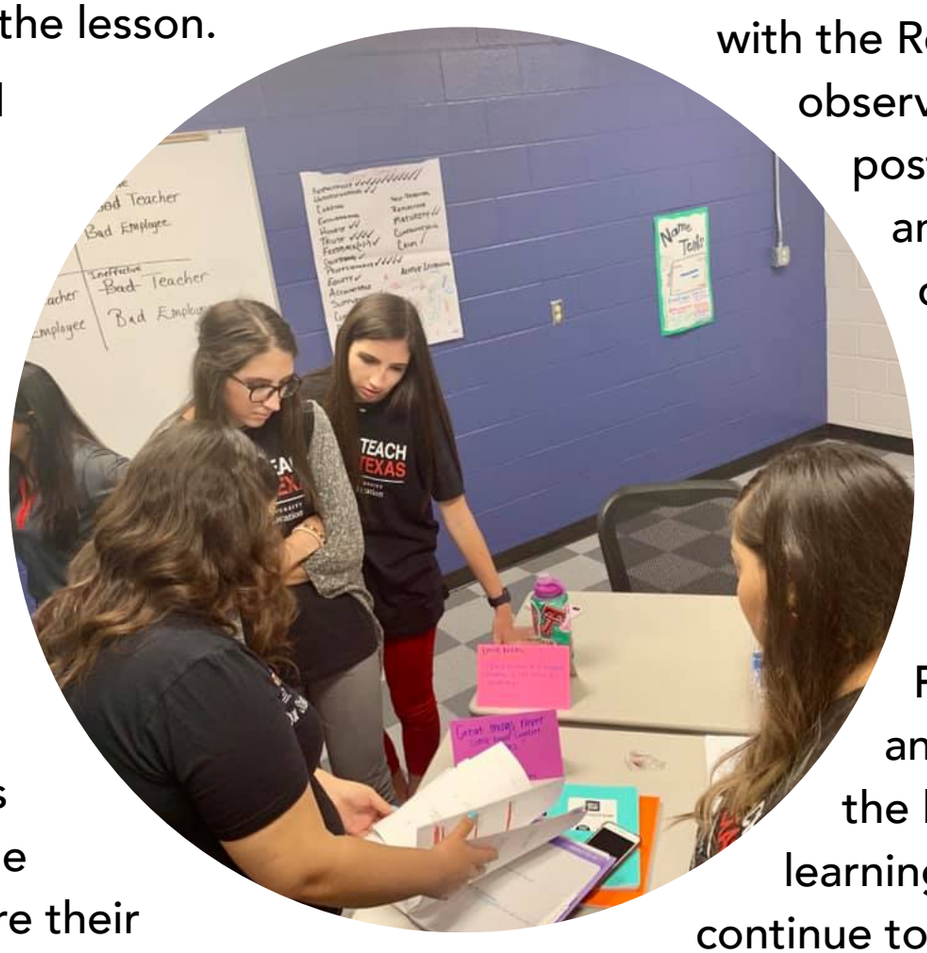
Formal observations of teaching performance are preceded by a pre-conference meeting between the Field Supervisor and the Resident and are followed by an in-depth post-conference meeting in which the Field Supervisor provides specific, actionable feedback to the Resident in areas of *refinement* and *reinforcement* identified during the Formal Observation.

Pre-Conference: The Resident submits a lesson plan to the Host Teacher and Field Supervisor 48 hours in

B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

advance of the observation. Both the Host Teacher and Field Supervisor should review the lesson plan and provide the Resident with suggestions/strategies/ questions designed to improve the lesson.

Formal Observations: The Field Supervisor, Host Teacher, and Resident 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 Formal Observation, the Field Supervisor scores the Resident's lesson on a 1-to-5 scale using the NIET Rubric. Residents also score their own teaching using the NIET Rubric and bring their self-evaluation to share at the post-conference. This practice promotes a reflective attitude toward professional performance and gives Residents a structured way to gauge growth in effective teaching practices.



Post-Conference: The Field Supervsior meets with the Resident within 48 hours after an observation has taken place to conduct a post-conference where the lesson is analyzed. Residents 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 NIET Rubric.

During the post-conference, the Field Supervisor and the Resident analyze how a particular strength of the lesson contributed to student learning 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

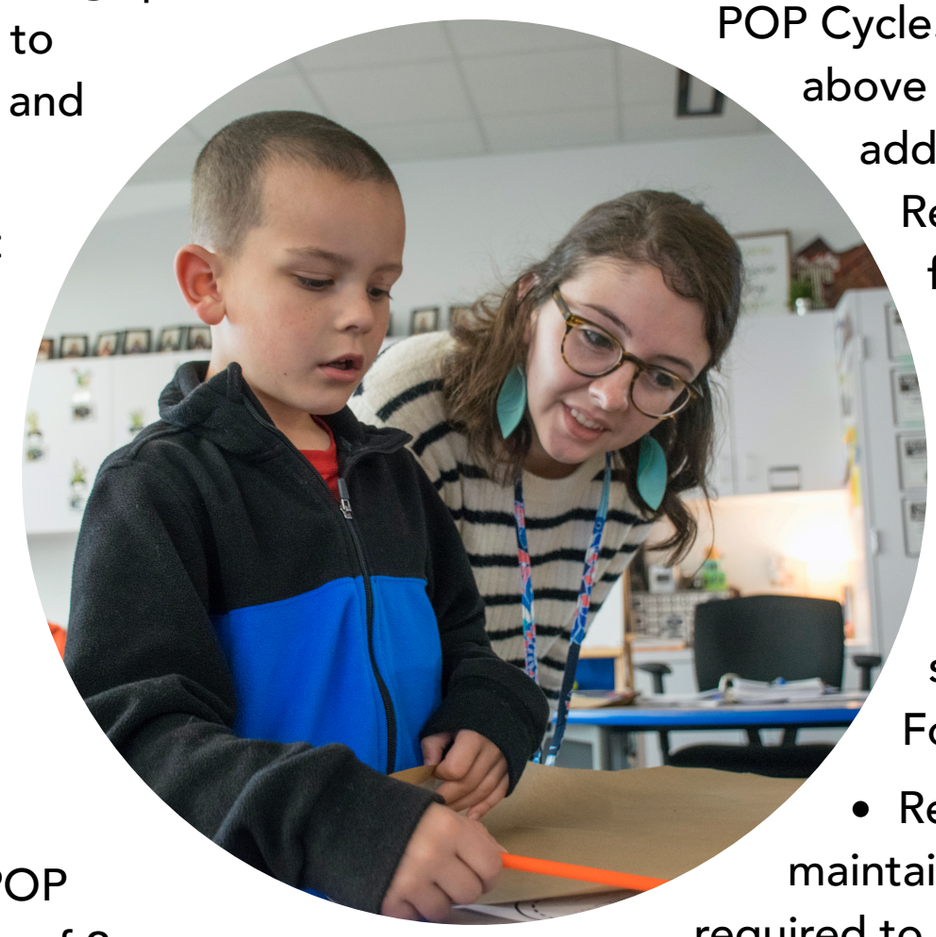
B. CANDIDATE EVALUATION DURING STUDENT-TEACHING BLOCKS

Resident can work to strengthen his/her practice in the identified area of *refinement*.

It is expected that the Field Supervisor provides the Resident with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement.

Residents are expected to exhibit growth in instructional competencies such that:

- By the second Formal Observation, Residents must have scores of 2 or above on the NIET 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 NIET Indicators on the additional POP Cycle will result in dismissal from the TechTeach program.



- By the final Formal Observation, Residents must score a 3 on the top 10 NIET indicators. Failure to achieve this standard will result in a Professional Improvement Plan and completion of an addition POP Cycle. Failure to obtain scores of 3 or above on the NIET Indicators on the additional POP Cycle will result in the Resident not being recommended for certification.
    - If instruction consistent with a rating of 3 on any indicator is achieved prior to the final Formal Observation, Resident may not drop below a 2 on the same indicator during subsequent Formal Observations.
    - Residents 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 Field Supervisor and the Host Teachers provide the Resident 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 Resident. In cases where Residents have a low score on a Formal Observation (i.e., a significant number of 1's on the first Formal Observation or 2's on the 3rd Formal Observation), the Field Supervisor should implement the following intervention steps.

Within one week of the Formal Observation, the Field Supervisor will complete a follow-up informal observation to determine if the Resident is progressing in the area of refinement as identified in the Formal Observation and provide support in the area of refinement.

a. If improvement is noted during the informal observation, the Field Supervisor, Host Teacher, and Resident should identify another area of refinement and set a timeframe for improvement and another follow-up informal observation including additional support. Continue with weekly follow-up informal observations and support until the Resident is performing at desired levels.

b. If improvement is **NOT** evident during the first or subsequent follow-up informal observations, the Field Supervisor will place the Resident on a Professional Improvement Plan (See Appendix B) that clearly describes the actions, knowledge, and skills the Resident needs to successfully improve his/her instructional performance or professionalism.

TEACHER CANDIDATE HANDBOOK



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Chapter 4

Voicing Concerns



A. VOICING CONCERNS

Student Complaints

Residents 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.

Texas Tech Student Complaints Website

Concerns with TechTeach Educator Preparation Program

Residents should click the link below for more information. TEA Website: Complaints Against Educator Preparation Programs

Chain of Command

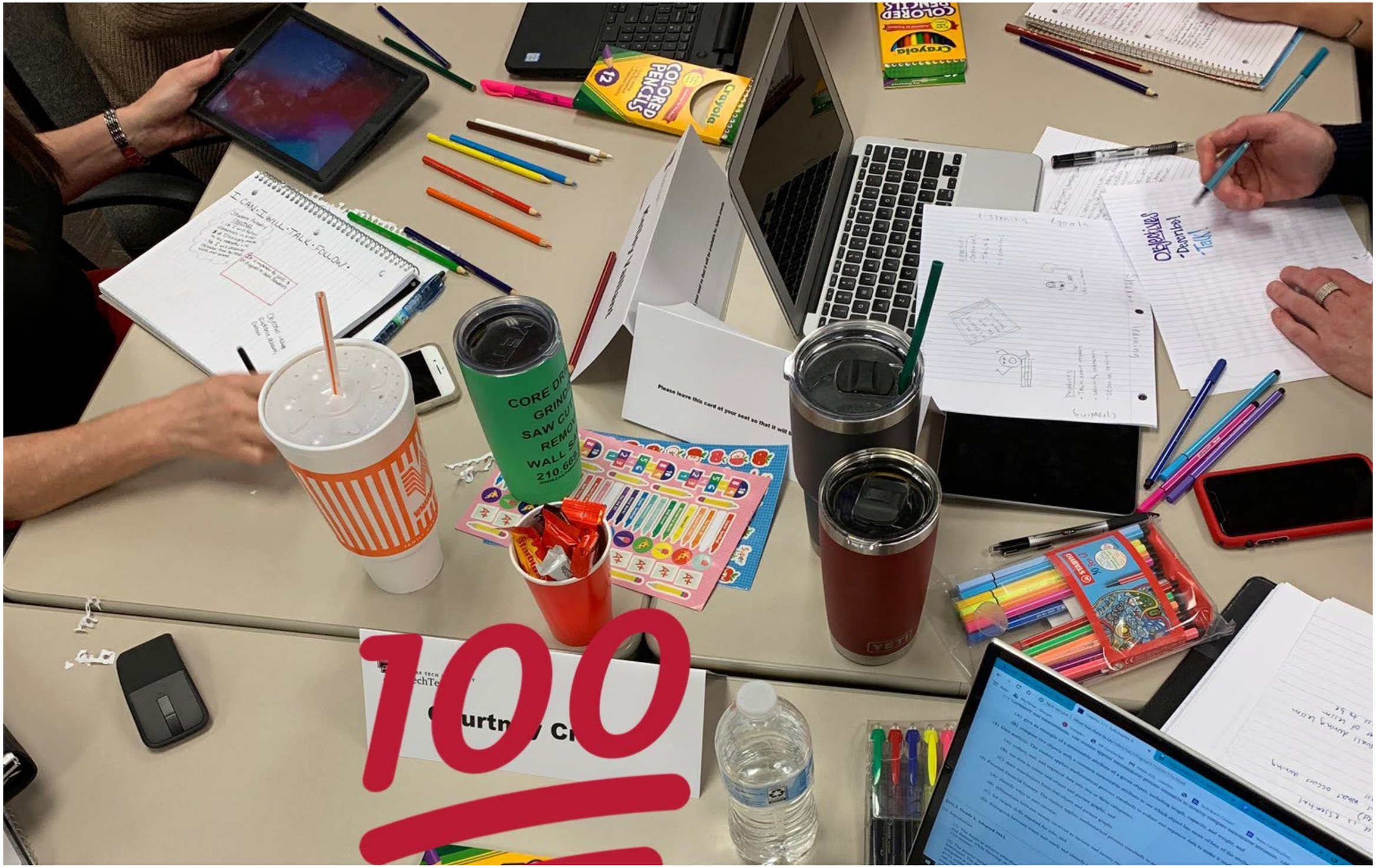
The Field Supervisor is the liaison between the program (i.e. instructor or administration), Resident, Host Teacher and partnering district. Residents should communicate to the Field Supervisor about any concerns throughout the progression of the program. The Field Supervisor's role is to help guide, support, and advocate for the Resident to address any concerns.

Town Hall

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



TEACHER CANDIDATE HANDBOOK



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Appendices



APPENDICES

You can download a form by clicking each title

Appendix A - Professionalism Rubric	Appendix F - Sample Classroom Walkthrough Form
Appendix B - Professional Improvement Plan	Appendix G - Resident Signature Page
Appendix C - Sample Attendance Card	Appendix H- NIET Rubric
Appendix D - Absence Form	
Appendix E - Co-Teaching Strategies	

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TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION

Resident Handbook

Lubbock Area Districts

Contact Us:

techteach@ttu.edu

806.834.1916

APPLY AND EVALUATION ASSIGNMENTS (A&E)

This is the name given to assignments completed for course credit in TTU education courses. Apply & Evaluate (A&E) assignments provide opportunities for Residents to learn about effective instructional strategies and practices from their Tech instructors, and then apply strategies with students in P-12 classrooms receiving academic feedback from both their Tech instructors and peers.

Related Glossary Terms

Index

ATTENDANCE DOCUMENTATION

Residents will be required to provide documentation to verify accuracy of their attendance. The procedures of attendance documentation will be provided by each Field Supervisor.

Related Glossary Terms

Index

BLOCK

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

Related Glossary Terms

Index

INFORMAL OBSERVATION

An informal observation is a short (5-15 minutes) observation that allows the Field Supervisor to collect a "snapshot" of information on Resident development of co-teaching, professionalism, and overall development of the Resident. See Appendix F for an example of a classroom walkthrough form.

Related Glossary Terms

Index

GROWTH VIDEOS

These videos are recording of instructional events that occur outside of the Formal Observations. Detail about this assignment will also be presented in the Student-Teaching course.

Related Glossary Terms

Index

HOST TEACHER

The P-12 classroom teachers in the partner school district who have agreed to have a Resident in their classroom.

Related Glossary Terms

Index

FORMAL OBSERVATIONS

Formal Observations are the evaluation process used in TechTeach. A formal observation cycle consists of (a) a pre-conference to review the Resident's lesson; (b) observation and scripting of the lesson by both the Resident and Field Supervisor to gather evidence for evaluation; (c) post-conference meeting with the Resident to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the Resident and Field Supervisor into the NIET database.

Related Glossary Terms

Index

PODS

Field Supervisors will be assigned a "pod" of schools in which their block of Residents will complete the field placements. Pods of schools will be arranged to provide a diverse teaching experience and are aligned to the residents' certification (e.g., ESL, SPED).

Related Glossary Terms

Index

PRE FORMAL OBSERVATION

A Pre formal observation cycle takes place in the semester prior to Student-Teaching. The cycle consists of (a) observation and scripting of the lesson by both the Resident and Field Supervisor to gather evidence for evaluation; (b) post-conference meeting with the Resident to review evidence, coach and assign ratings.

Related Glossary Terms

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, Residents 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 residents in the secondary certification program, only Block 1 is a Pre-Service Teaching Block.

Related Glossary Terms

Index

PROFESSIONAL DEVELOPMENT FACILITATOR (PDF)

TTU faculty member assigned to support the work of, and development of Field Supervisors. The Professional Development Facilitator is trained and certified by the National Institute for Excellence in Teaching on administration of the NIET Rubric. A Professional Development Facilitator will periodically shadow a Field Supervisor during all phases of the observation cycle, and other work associated with acting as a liaison between partner districts and the College. A Professional Development Facilitator will also support Field Supervisors in providing professional development to Host Teachers in partner schools and districts.

Related Glossary Terms

Index

PROFESSIONAL IMPROVEMENT PLAN

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

Related Glossary Terms

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.

Related Glossary Terms

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. Field Supervisors are also program faculty, but have additional responsibility associated with supervision of Residents.

Related Glossary Terms

Index

FIELD SUPERVISOR

TTU faculty member assigned to supervise, coach, and evaluate Resident's during the Student-Teaching placement. Field Supervisors are trained and certified by the National Institute for Excellence in Teaching on administration of the NIET Rubric. Field Supervisors function as links between schools, school districts, and the university program.

Related Glossary Terms

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, Residents will have field placements with a single Host Teacher for four full days each week. On the non-field placement day, Residents 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.

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.

Related Glossary Terms

Index

NIET RUBRIC

An instructional rubric designed by the National Institute for Excellence in Teaching. TechTeach has adapted this rubric for supporting Residents, and will use the rubric during the Formal Observations cycles. From the entire rubric, ten indicators have been selected to serve as the evaluation standards for TechTeach.

Related Glossary Terms

Index

RESIDENT

A Resident is a student admitted into the Teacher Preparation Program at Texas Tech University. Residents 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.

Related Glossary Terms

Index

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 Residents and graduates to improve the achievement of the students with whom they work.

Related Glossary Terms

Index

TEXAS TECH UNIVERSITY (TTU) ID BADGE

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

Related Glossary Terms

Index