TECHTEACH ACROSS TEXAS - INTRODUCTION

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10.1 Forms and Templates
In Fall 2011, the College of Education entered into an exciting new chapter of teacher preparation at Texas Tech University. Our new program, TechTeach, is a clinically intensive, competency-based program aimed at improving P-12 student achievement, increasing teacher candidates’ qualifications upon entry into their careers, and fostering within them the dispositions important for helping them remain and thrive in the teaching profession.
This revolutionary reform has been prompted by a new vision for teacher preparation in our College that is responsive to the needs of our own teacher candidates, the students whom they will teach over the course of their careers, 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.

The goals of TechTeach are very ambitious, and our achievement of them is urgent. Your role as a site coordinator represents one of the primary strategies through which the College will realize these aims for our teacher candidates. Serving as a site coordinator will place you in a highly visible and influential role that will link together the worlds of teacher preparation and the P-12 classroom. Your service to cultivate the instructional competency of teacher candidates will yield benefits for the College, for our candidates, and the thousands of students with whom our graduates will work over the course of their careers.

I heartily welcome you, and thank you for your decision to serve our students, the College, and our nation in this capacity.
Chapter 1
TechTeach Across Texas - Introduction
A. INTRODUCTION AND PURPOSE

The quality of the student teaching placement, the professional growth student teachers experience, and their future attitudes and beliefs about teaching and learning are all greatly influenced by the supervision and support provided by their university supervisor. You have the opportunity to serve a crucial role in the professional development of a future teacher and to make a difference for many students in future classrooms. As supervisor you will function as a mentor to the student teacher and will provide regular positive feedback, constructive review, and meaningful suggestions to improve teaching practices. This handbook is designed to help you work with the student teacher during this important time. It includes information concerning university policies and guidelines, your role and responsibilities, and specific ideas and activities which may assist you as you mentor your student teacher.

The authors of this Handbook gratefully acknowledge that they have used the procedures and freely borrowed, adapted, modified, and used words phrases, ideas and concepts found in similar publications of the following educational institutions listed in alphabetical order: Augustana College, Arkansas State University, Columbus State University, Davidson College, Dordt College, Florida State University, Graceland University, Northern Michigan University, Plymouth State University, Reich College of Education, Wichita State University, University of Colorado, University of Maine, University of Maryland and University of North Carolina.
Chapter 2

Texas Tech University Mission and Vision Statement
A. MISSION STATEMENT

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world.
B. COLLEGE OF EDUCATION MISSION STATEMENT

Through investing in a diverse student body, the College of Education promotes excellence in educator and professional preparation to meet the real-world challenges of our day. We disseminate research focused on improving educational outcomes. We are committed to engagement with partners through mutual collaboration, innovation and improvement.

Teacher Education Trademark Outcomes

TechTeach graduates will be masters of engaging pedagogy, models of effective learning, and significantly contribute to student achievement.

Teacher Preparation Strategic Priorities:

- **Educate and empower a diverse student body.** Student success will reflect the University's commitment to fostering an environment that promotes inclusive access while attracting committed and high-achieving students.
- **Enable innovative research and creative activities.** We will continue to expand research, scholarship and creative activity to discover and advance knowledge, to improve quality and sustainability of life for the citizens of our state, nation and world, and to support technology transfer and other activities that enhance economies.
- **Transform lives and communities through strategic outreach and engaged scholarship.** We will partner with our local, regional, national, and global communities to stimulate creativity, innovation, and social and economic development—working together to solve the complex problems facing people and communities.
Chapter 3
Overview of TechTeach Across Texas
A. WHAT IS TECHTEACH ACROSS TEXAS?

TechTeach Across Texas is our fast-track, one-year teacher preparation program, combining intense clinical experiences with applicable online courses in district-based partnerships around the state. Teacher Candidates will receive classroom coaching from skilled, experienced Site Coordinators and Mentor Teachers, and be able to immediately apply principles from their practical coursework. TechTeach Across Texas allows students to complete a Bachelor of Science degree and earn teacher certification in one calendar year.
There are four key features of TechTeach that set it apart from other programs, and in combination make this experience so powerful.

- The TTAT Program uses the NIET Rubric to clearly define effective instructional behaviors, and provide concrete ways for teacher candidates to improve.
- TechTeach candidates begin working in classrooms in the first semester and begin student teaching one full semester earlier than other programs.
- TechTeach candidates use state of the art digital technology to capture and review their own instruction. Starting in the first semester, candidates use their own video footage for evaluation and improvement.
- TechTeach candidates work in partner districts alongside an experienced, handpicked mentor teacher committed to the professional growth of their teacher candidate. Co-teaching involves working together to plan, carry out, evaluate and adjust instruction in whole-group and small-group settings.

Benefits of TechTeach

TechTeach will provide our candidates with instructional tools that will give them experience beyond that of a first or second year beginning teacher. The instructional program and clinical experience surpasses that of any other teacher education program.
Through thoughtful collaboration, mutual responsibility and passionate dedication, the 2+1 TechTeach Team will provide the necessary resources, coaching and support, to produce high quality- effective teachers that enhance student achievement in the State of Texas.
Chapter 4
Teacher Candidate Goals - Brief Description
A. GOALS FOR TTAT TEACHER CANDIDATES

**Self-Directed.** By the end of the first semester, Teacher Candidates will demonstrate active problem-solving skills, initiative, and leadership skills that support self-directed and professional behaviors as observed during classroom, community, and course content.

**Certification.** By the end of the first semester, Teacher Candidates will pass the CORE Certification Exam and 100% will pass the STR & PPR by the end of the 2nd Semester.

**Data Analysis.** By the end of each semester, Teacher Candidates will use and implement data analysis to review student work to develop a plan that addresses areas of need, that will lead to improvement and maintenance of student performance on SPS and or other (SAC) data projects.

**Instructional Planning.** By the end of the year, Teacher Candidates will demonstrate proficiency in instructional planning and delivery on announced and unannounced performance assessments using the NIET BPC Rubrics.

**Reflection.** By the end of the year, TCs will engage in reflective behaviors; observation, feedback, transformation and application that will lead to more reflective practices as measured through journal rubrics and feedback from Site Coordinators.
B. SITE COORDINATOR ROLE

Liaison. As a Tech Teach Across Texas Site Coordinator, it is your responsibility to act as a liaison between the University and the cooperating teacher in the public schools. In this capacity, you are responsible for representing the University as you make your visits to the cooperating schools.

Evaluator. You are also responsible for supporting and modeling effective teaching standards as outlined in the NIET Best Practices rubric for your teacher candidates and mentor teachers. In this capacity, you will also serve as an evaluator. As an evaluator, assess content knowledge, skills of effective planning and delivery of instruction to provide feedback and intervention for teacher candidates.

Instructor. The Site Coordinator also serves as an instructor. Site Coordinators are responsible for planning and delivering instruction on instructional best practices and professionalism standards as outlined in the NIET Best Practices Rubric.

Coach. Lastly, Site Coordinators serve as a coach to a cohort of teacher candidates during the yearlong residency program. In this role it is expected that you will provide regular feedback, models of effective planning and delivery of instruction, models of professionalism and guidance for becoming an effective teacher.

Site Coordinator Duties and Support

Site Coordinators in TTAT sign a twelve-month agreement that spans the year-long residency for our accelerated students. The cohort-year begins in July and students that have met all the program benchmarks are eligible for graduation in August of the following year.

Site Coordinators are expected to self-assess and reflect on their implementation of the duties of a Site Coordinator, during the year. To support Site Coordinators in their role, an example of the Site Coordinator Agreement is below.

Description of Duties for TechTeach Across Texas 2+1 Site Coordinators
Duties of a Site Coordinator

1. Teaching & coordination
   • Teach three courses or the equivalent of, depending on coordinating duties each semester. Maintain regular communication with administrators and online instructors through weekly conference calls and program meetings.
   • Host weekly, online, office hours for teacher candidates.

2. Supervision of teacher candidates
   • Supervise a cohort of 15-20 teacher candidates in a 2+1 program.
   • Conduct weekly walk-through observations outside of Performance Assessment (PA) cycles to collect data and provide ongoing support to teacher candidates.
   • Conduct prescribed number of performance assessments to teacher candidates in the cohort.
   • Ensure timely and accurate entry of all data including PA ratings and video capture.
   • Ensure recording, uploading (within 48 hours of PA) and accurate labeling of performance assessments and POP cycle recordings into a digital video warehouse.
   • Use data to support teacher candidates mastery of teaching competencies.
   • Organize and provide specialty workshops for teacher candidates (TCs).
   • Support teacher candidates with passing certification exams to reach a minimum goal of 85 percent passing rate per cohort.
   • With the partner district, collaboratively plan and administer aK-12 summer school program taught by Tech Teach TCs.

*For the SY 2021-2022 designated districts will receive support for the implementation of edTPA pilot study. This includes, support with the completion of all edTPA tasks, bootcamps, writing days and communication with district partners.
B. SITE COORDINATOR ROLE

3. District & school sites
   • In collaboration with the school district and the TTU College of Education, assure the quality of the district-based TechTeach Program with particular emphasis on the measurable quality of the graduates.
   • Collaborate with district school administrators to select high-quality mentor teachers.
   • Analyze, interpret and apply data findings from multiple sources to improve candidates' instructional competencies.
   • Conduct monthly mentor teacher trainings with the support from the professional development facilitator.
   • Facilitate quarterly Governance Meetings with district and campus administrators to create and foster collaborative relations with district and school site staff.
   • Participate in recruitment of new teacher candidates in concert with the Office of Student Services.

4. Professional Development
   • Attend and participate in coordinator training and ongoing professional development meetings.
   • Attend College Faculty and Program Meetings to contribute and share evaluation ratings of TCs.
   • Work with your PDF to identify focus areas for your professional development and pursue them.
   • Highly preferred but not required.
   • With the support of TTU teacher education research support resources, contribute annually at least one conference presentation or publication concerning some aspect of the Tech Teach program.
   • Maintain annual NIET Rubric Certification.

5. Professional conduct
B. SITE COORDINATOR ROLE

- Follow all rules and guidelines established by the district(s) and university for acceptable Professional Conduct.
- Establish and maintain mutual respect, trust, communication and confidentiality with teacher candidates, school and district personnel, and university staff/faculty.
- Maintain a frequent, recurring presence in the school sites.
Chapter 5
Teaching and Learning
The primary role of a Site Coordinator is to facilitate teacher candidate learning. One way in which a Site Coordinator does so is by teaching the Orientation and Introduction to Teaching courses in the initial semester and the Student Teaching course in each additional semester of the TechTeach program for the assigned cohort. These courses are taught face-to-face with adjustments being made to move to a virtual format as appropriate in the event of circumstances such as Covid-19. Site Coordinators may also be assigned to teach additional online courses during the fall and/or spring semesters. Additional course assignments are coordinated by the PDF and anchor faculty based on need.

This section outlines key aspects of the Site Coordinator role in teaching and provides related tools, strategies, and resources to support the Site Coordinator in successfully carrying out that role.
B. LEADING A CLUSTER MEETING

Cluster meetings are the weekly face-to-face Student Teaching class meetings Site Coordinators lead throughout the TechTeach program. The purpose of cluster meetings is to instruct candidates in the best teaching practices in a way that allows them to develop their learning, so they can apply it in the field placement.

While the Student Teaching syllabus outlines the content for some of these meetings, some content is left to the discretion of the Site Coordinator to plan based on the needs of the cohort. When planning that content, it should always be rubric-focused and should stem from the Site Coordinator’s analysis of data from sources such as performance assessments and walk-through observations. Additionally, as Site Coordinator, you are a model of best instructional practices for your teacher candidates. Ideally, candidates will connect their experiences in cluster meetings to what they should be doing in the field placement. Effective Site Coordinators in the instructor role “practice what they preach” during cluster meetings.

Planning and delivery of cluster meetings should follow the NIET Cluster Protocol as illustrated and described in the following image. Notice the close connection between this protocol and the Gradual Release (I do, we do, you do) model of instruction.

Step 1: Identify problem or need

The content of cluster meetings should be developed from evidence which can include performance assessment data, walk through observations, and/or other relevant sources. The identified need should be linked to the NIET rubric with connections to outcomes for P-12 students. Objectives for cluster meetings should be clearly communicated in this phase of the meeting to provide teacher candidates with a focus and a clear understanding of meeting outcomes. Additionally, in this phase, it can be appropriate to share with your teacher candidates the related evidence that supports the identified need.

Step 2: Obtain new teacher learning aligned to student need and formatted for classroom application
B. LEADING A CLUSTER MEETING

Cluster Protocol
Five Steps for Effective Learning

1. Identify problem or need
   Evidence of need (using pre-test) is clear, specific, high quality and measurable in student outcomes.
   Addresses student content learning with links to teacher strategies and the Rubric.

2. Obtain new teacher learning aligned to student need and formatted for classroom application
   Use credible sources.
   Proven application showing student growth.

3. Develop new teacher learning in cluster with support in the classroom
   Develop through demonstration, modeling, practice, team teaching and peer coaching with subsequent analysis of student work.

4. Apply new teacher learning to the classroom
   Evidenced through observation, peer coaching, and self-reflection applied to student work as a formative assessment.

5. Evaluate the impact on student performance
   Evidence includes student assessment (post-test) aligned with data analysis and the new teaching strategies.

NIET
B. LEADING A CLUSTER MEETING

This phase of the cluster meeting is devoted to providing new learning to teacher candidates. Credible sources should be used to provide background on the importance of the new content and its related impact on P-12 students. A variety of strategies (e.g., direct teaching, teacher modeling, use of video, use of examples) can be used in this phase to support candidates with obtaining new learning. Measurement or success criteria should be established or communicated in this phase so that candidates understand the attributes of the new learning that will provide evidence of their success.

Step 3: Develop new teacher learning in cluster with support in the classroom

This phase, often referred to as “development time” provides candidates with the opportunity to deepen their understanding of the new learning with support from you and their peers. Adequate time should be devoted to candidates planning for and practicing the skill(s) taught during step 2.

Additionally, the Site Coordinator should provide opportunities for the candidates to get feedback on their progress during this phase. Feedback can be from the instructor or peers and should connect directly to the measurement criteria established or communicated in step 2. It is also during this phase that you can start to gather evidence as to teacher candidate progress on the new learning to assess the need for additional support as they move forward into the application phase.

Step 4: Apply new teacher learning to the classroom

This phase happens outside of the classroom, ideally in the teacher candidate’s field placement, to reinforce transfer from theory to practice. An important consideration for the application of the learning is how evidence of candidate performance will be gathered. Appropriate strategies for collecting evidence include but are not limited to observing candidates’ implementation during walk through visits, having candidates video record implementation, and requiring candidates to complete a structured reflection on their implementation.
B. LEADING A CLUSTER MEETING

Step 5: Evaluate the impact on student performance

Step 5 is the evaluation of teacher candidates’ performance in the application of the new learning and, when possible, should include connections to outcomes for P-12 students in their field placement. Using the evidence referenced in step 4, the Site Coordinator should evaluate performance using the established measurement criteria and provide appropriate feedback and/or provide teacher candidates with opportunities for self or peer evaluation and feedback. This phase can happen outside of the weekly cluster meetings with a quick reference to the related data at the beginning of the following meeting. Alternatively, some time can be provided at the beginning of the cluster meeting to complete this phase. The latter option is especially appropriate when providing opportunities for self or peer evaluation and feedback. For example, candidates might be instructed to bring a video clip of their implementation which they then share with a peer to watch and provide feedback based on the measurement criteria.

Reflecting on Own Practice

Reflection is a critical component of the TechTeach program, one that is consistently reinforced with our teacher candidates, as it allows for cognitive processing of their learning and leads to increased growth. Being models of best practice, effective Site Coordinators in the instructor role recognize the value of reflecting on their own practice and model this skill in their own instructional practice.

Questions to consider when reflecting on your own instruction include:

- What am I seeing evidenced in my teacher candidates’/students’ work and/or other data?
- What are their areas of strength? For improvement?
- How does what I am seeing connect to my instruction? My own strengths and/or areas for improvement?
- Based on those things, what are my next steps?
- What support might I need in taking those next steps?
Grading

Grading is an important aspect of teaching and learning as it allows teacher candidates to monitor their own progress throughout a course while also giving the instructor feedback as to the candidate’s understanding of content. Grades can also be a source of intrinsic motivation for candidates. Thus, effective Site Coordinators carrying out the instructor role grade all assignments in a timely manner to provide quantitative feedback to candidates. Equity, transparency, and consistency should guide your grading decisions. Consider the following tips when grading:

• Set aside time each week to focus on grading and schedule that time on your calendar. Doing so will allow you to give grading the attention it deserves and will assist in staying current with it.

• Use measurement criteria in the form of a rubric, checklist, or other to support focus on specific aspects of the assignment that demonstrate understanding. Doing so will help in consistency across student assignments while helping to minimize bias that might otherwise impact grading.

• Consider grading larger assignments in chunks (e.g., 5 students at a time) to break up the monotony of the task. It may help to set a goal for each grading session.

• When working with a co-Site Coordinator in supporting one cohort, clearly communicate with each other regarding assignment criteria and work to calibrate your grading so that it is consistent across assignments.

• Refer to TTU’s policy on grading for guidance on specific situations such as academic dishonesty.

• Be reflective when candidates do not live up to your expectations on a given assignment. Consider the link between instruction and performance, making appropriate adjustments when needed.
Feedback
While grades provide quantitative feedback that allows students to monitor their progress, they provide little information as to what the student is doing well on and what the student needs to work to improve. Qualitative feedback fills that gap and provides students with specific information that can be used for their improvement. The effective Site Coordinator in the instructor role thus consistently provides qualitative feedback on student assignments.

Based on her review of the research, Brookhart (2017) offers the following strategies for providing feedback, summarizing the choices that instructors must make (See the following table).
### Feedback Strategies
Can vary in...

<table>
<thead>
<tr>
<th>Timing</th>
<th>In Three Ways...</th>
<th>Recommendation for Good Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When given</td>
<td>• Provide immediate feedback for knowledge of facts (right/wrong).</td>
<td>• Delay feedback slightly for more comprehensive reviews of student thinking and processing.</td>
</tr>
<tr>
<td>• How often</td>
<td>• Never delay feedback beyond when it would make a difference to students.</td>
<td>• Provide feedback as often as is practical, for all major assignments.</td>
</tr>
<tr>
<td></td>
<td>• Provide feedback as often as is practical, for all major assignments.</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>• The number of points made</td>
<td>• Prioritize-pick the most important points</td>
</tr>
<tr>
<td></td>
<td>• The amount of detail provided for each point</td>
<td>• Choose points that relate to major learning goals</td>
</tr>
<tr>
<td></td>
<td>• Prioritize-pick the most important points</td>
<td>• Consider the student’s developmental level.</td>
</tr>
<tr>
<td>Mode</td>
<td>• Oral</td>
<td>• Select the best mode for the message. Would a comment in passing suffice? Is a conference needed?</td>
</tr>
<tr>
<td></td>
<td>• Written</td>
<td>• Interactive feedback (talking with the student) is best when possible.</td>
</tr>
<tr>
<td></td>
<td>• Visual/demonstration</td>
<td>• Give written feedback on written work or on assignment cover sheets.</td>
</tr>
<tr>
<td></td>
<td>• Select the best mode for the message. Would a comment in passing suffice?</td>
<td>• Use demonstration if “how to do something” is an issue or if the student needs an example.</td>
</tr>
<tr>
<td>Audience</td>
<td>• Individual</td>
<td>• Individual feedback says, “The teacher values my learning.”</td>
</tr>
<tr>
<td></td>
<td>• Group/class</td>
<td>• Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.</td>
</tr>
</tbody>
</table>
Additionally, instructors must make choices related to the content of the feedback, what to include in their feedback. Brookhart (2017) summarizes the important aspects of the content of feedback identified in the research and makes recommendations as shown in the table below.

<table>
<thead>
<tr>
<th>Feedback Strategies Can vary in...</th>
<th>In Three Ways...</th>
<th>Recommendation for Good Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>• On the work itself&lt;br&gt; • On the process the student used to do the work&lt;br&gt; • On the student’s self-regulation&lt;br&gt; • On the student personally</td>
<td>• When possible, describe both the work and the process—and their relationship&lt;br&gt; • Comment on the student’s self-regulation if the comment will foster self-efficacy&lt;br&gt; • Avoid personalized comments</td>
</tr>
<tr>
<td>Comparison</td>
<td>• To criteria for excellent work (criterion-referenced)&lt;br&gt; • To other students (norm-referenced)&lt;br&gt; • To student’s own past performance (self-referenced)</td>
<td>• Use criterion-referenced feedback for giving information about the work itself.&lt;br&gt; • Use norm-referenced feedback for giving information about student processes or effort.&lt;br&gt; • Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.</td>
</tr>
<tr>
<td>Function</td>
<td>• Description&lt;br&gt; • Evaluation/judgment</td>
<td>• Describe&lt;br&gt; • Do not judge</td>
</tr>
<tr>
<td>Valence</td>
<td>• Positive&lt;br&gt; • Negative</td>
<td>• Use positive comments that describe what is well done.&lt;br&gt; • Accompany negative descriptions of the work with positive suggestions for improvement.</td>
</tr>
</tbody>
</table>
B. LEADING A CLUSTER MEETING

<table>
<thead>
<tr>
<th>Feedback Strategies Can vary in...</th>
<th>In Three Ways...</th>
<th>Recommendation for Good Feedback</th>
</tr>
</thead>
</table>
| Clarity                           | • Clear to student  
  • Unclear                  | • Use vocabulary and concepts the student will understand.  
  • Tailor the amount and content of feedback to the student’s developmental level. |
| Specificity                       | • Nitpicky  
  • Just right  
  • Overly general    | • Tailor the degree of specificity to the student and the task.  
  • Make feedback specific enough so that students know what to do but not so specific that it’s done for them.  
  • Identify errors or types of errors but avoid correcting everyone. |
| Tone                              | • Implications  
  • What the student will “hear” | • Choose words that communicate respect for the student and the work.  
  • Choose words that position the student as the agent.  
  • Choose words that cause students to think or wonder. |

How to Give Effective Feedback to Your Students (Brookhart, 2017) provides additional elaboration on giving feedback and includes many examples of effective feedback that may aid in honing your skills in providing feedback. Additionally, it might also serve as a helpful resource in instructing your teacher candidates how to provide feedback.
TechTeach Across Texas offers a non-traditional pathway to teaching for many students that have taken a non-traditional path to obtain a college degree. Effective support and coaching of teacher candidates lead to an increase in retention and completion of the TechTeach Across Texas Program.

Site Coordinators use various data resources to identify areas of support for struggling candidates. Data resources could include academic, professional or instructional areas of support. Based on data analysis, site coordinators work with the PDF or SCC to determine the best plan of support and schedule coaching sessions with TCs.

The goal and aim of the coaching sessions should lead to improved performance and retention of teacher candidates in TTAT.

Additional guidance for supporting teacher candidates follows in subsequent sections on Performance Improvement Plans.
Chapter 6
Testing and Certification
Teacher Candidates are expected to pass their content exam by December: EC-6 Teacher Candidates – CORE Content and Middle-Level Content Exam to move on to the SPR Semester of Student Teaching. It is the responsibility of the Site Coordinator to provide Teacher Candidate support for passing certification exams through accountability, individual meetings, intentional Study Day planning, and use of cohort data.

Throughout the program, all Teacher Candidates are required to: purchase the online resources designated by the program, actively study, complete Site Coordinator designated modules/activities/performance checks, and progress monitor studying to successfully pass the exam. Site Coordinators will share links, study time accountability, expectations, and resources with Teacher Candidates in a responsive and purposeful manner.

Candidates must meet the program designated benchmarks and receive approval from the Site Coordinator, who will then reach out to the certification officer requesting clearance for the Teacher Candidate, prior to registering and taking the content exam.

All deadlines and dates for Benchmark and Practice Tests will be communicated and set by program. It is the responsibility of the Site Coordinator to ensure that they are communicating benchmarks as outlined in the handbook and as communicated and set by the program and Professional Development Facilitator.

First Attempt: All Teacher Candidates must receive approval prior to testing for CORE or Middle Level Content Exams from Site Coordinator based on the following requirements. Site Coordinators must ensure that Teacher Candidates are complying with the following:

- Weekly attendance in Study Day Sessions
- Completion of online 240 Tutoring resource materials for all content areas.
- Demonstration of content knowledge in areas of need as directed by data
A. TEST PREP AND CERTIFICATION EXAM REQUIREMENTS

- Site Coordinator must review the Teacher Candidate’s demonstration of content knowledge from their deliverables, notes, graphic organizers, etc. That go beyond the score of a quiz or exam.
- Earn practice test score of 85% or above in all content areas.

**Second Attempt:** All Teacher Candidates must receive approval prior to testing for CORE or Middle Level Content Exams from Site Coordinator based on the following requirements. Site Coordinators must ensure that Teacher Candidates are complying with the following:

- Weekly attendance in Study Day Sessions
- Submission of action plan that outlines study plan and goals for all content areas not passed on first attempt.
- Completion of 90% or more of online 240/additional resources materials for content areas not passed on first attempt.
- Demonstration of content knowledge for identified areas as outlined in Study Day Session.
- Earn practice test score of 90% or above on any content areas not passed on first attempt.
- Additional criteria as outlined by Site Coordinator based on performance.
Teacher candidates needing additional testing attempts will be required to meet with Site Coordinator. Possible support for testing:

- Additional criteria as outlined by Site Coordinator based on performance on previous content exam and online/240 Materials.
- Possible removal of placement for additional study sessions.
- Candidates may be required to participate in an additional course or independent study focused on test preparation and content in the spring semester. This course would replace the EDEL 4000 in spring.
C. 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.

<table>
<thead>
<tr>
<th>Program Benchmark</th>
<th>Performance Expectation</th>
<th>Expected Completion/Semester/Passing Date</th>
<th>Proactive Supports</th>
<th>Impact of not completing/passing the performance gate</th>
<th>Impact of not meeting additional supports/guidance or coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Assessment Cycle 2</td>
<td>By the second Performance Assessment, Teacher Candidates must have scores of 2 or above on NIET Rubric indicators.</td>
<td>Fall – December</td>
<td>Additional POP Cycle and Coaching</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>Performance Assessment Cycle 4</td>
<td>Teacher Candidates must score a 3 on all NIET Rubric Indicators</td>
<td>Spring – May</td>
<td>Additional POP Cycle and Coaching</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## D. PROGRAM BENCHMARK REQUIREMENTS

<table>
<thead>
<tr>
<th>Program Benchmark</th>
<th>Performance Expectation</th>
<th>Expected Completion/Semester/Passing Date</th>
<th>Proactive Supports</th>
<th>Impact of not completing/passing the performance gate</th>
<th>Impact of not meeting additional supports/guidance or coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certification Requirements - TExES Exams</strong></td>
<td>CORE Content Exam</td>
<td>Second Friday December</td>
<td>Active participation in Study Day to meet required benchmarks and progress monitoring in collaboration with Site Coordinator.</td>
<td>Failure to successfully pass the content exam by the program determined deadline will result an extended completion date, with required course EDSE 4399 or possible dismissal based on overall test performance.</td>
<td>Failure to successfully pass the content exam by extended deadline dismissal from TTAT Program/graduation without certification.</td>
</tr>
<tr>
<td>PPR (Teacher Candidates may be required to submit edTPA Portfolio to complete certification requirements.)</td>
<td>Second Friday in May</td>
<td>PIP, action plan, and goal setting. Actively participate to meet the required program benchmarks and progress monitoring.</td>
<td>Teacher Candidates that do not pass PPR by specified timeline will not receive a recommendation for Certification.</td>
<td>Teacher Candidates that do not successfully submit edTPA Portfolio by specified timeline will not receive a recommendation for Certification.</td>
<td></td>
</tr>
<tr>
<td><strong>edTPA</strong></td>
<td>SPR Semester – deadline provided by TTAT Program</td>
<td>PIP, action plan, and goal setting. Actively participate to meet the required program benchmarks and progress monitoring.</td>
<td>Teacher Candidates that do not successfully submit edTPA Portfolio by specified timeline will not receive a recommendation for Certification.</td>
<td>Teacher Candidates that do not successfully submit edTPA Portfolio by specified timeline will not receive a recommendation for Certification.</td>
<td></td>
</tr>
</tbody>
</table>
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<th>Impact of not meeting additional supports/ guidance or coaching</th>
</tr>
</thead>
</table>
| Certification Requirements - TExES Exams | **Science of Teaching Reading.** Teacher Candidates will be approved to register for the Science of Teaching Reading exam after the successful completion of two benchmarks. | SPR Semester TCs will be encouraged to begin the 240 Tutoring program for the Science of Teaching Reading. TCs should not complete the 240 Tutoring STR Practice Test #1 until instructed to do so. | An individual study plan or a 1-credit Science of Teaching Reading course. | Teacher Candidates that do not pass the Science of Teaching Reading exam on their first attempt, the Teacher Candidate shall:  
  - Be notified via email that anchor faculty will consult with them for a 30-minute Zoom/ in-person meeting to discuss their results and construct an individualized study plan. Content areas of need, and the intensity/amount of studying required to successfully pass the exam, will be determined by anchor faculty.  
  - Teacher Candidates will be re-approved to test once they have completed the individualized study plan agreed upon in the initial meeting with anchor faculty. |  |
## D. PROGRAM BENCHMARK REQUIREMENTS

<table>
<thead>
<tr>
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<th>Performance Expectation</th>
<th>Expected Completion/ Semester/Passing Date</th>
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<th>Impact of not meeting additional supports/ guidance or coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>Duration of educator preparation program</td>
<td>In the TechTeach Across Texas Program, students are expected to maintain a grade of a C or above in all required courses.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Assessed in conjunction with PA Cycles- Professional Characteristics and Responsibilities</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Failure to successfully pass the content exam by the program determined deadline will result in a professional improvement plan, a required course related to test prep, an extended completion date for TTAT Program or possible dismissal based on overall test performance.

It is the Site Coordinator’s responsibility to ensure that Teacher Candidates are meeting program benchmarks that are outlined in the Teacher Candidate Handbook. If candidates do not meet benchmarks, Site Coordinators must follow protocol for implementing critical conversations that are followed with memos or Professional Improvement Plans and appropriate supports.

Pedagogy and Professional Responsibilities (PPR)/edTPA and Supplemental Exams

In the Spring Semester Teacher Candidates must meet the program designated benchmarks and receive approval prior to registering and taking all exams.

For EC-6 certification all Teacher Candidates must meet take and pass the following exam in the SPRs:

- Science of Teaching Reading (STR)
- *edTPA or PPR Exam

Candidates may also be eligible for Supplemental Certificates in the following areas during the SPR or Summer Semesters. Test permissions are set in collaboration with instructors and program leadership.

- Bilingual Supplemental
- BTLPT
- ESL and SPED

<table>
<thead>
<tr>
<th>240 Practice Test</th>
<th>Date</th>
<th>TExES Core 291 &amp; 115 MLM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 13</td>
<td>By September 4</td>
</tr>
<tr>
<td>2</td>
<td>September 24</td>
<td>By November 16</td>
</tr>
<tr>
<td>3</td>
<td>November 19</td>
<td>By December 4</td>
</tr>
</tbody>
</table>
Chapter 7
Coaching and Supporting Teacher Candidates
A. PRE AND POST SUPPORTING TEACHER CANDIDATES

Pre and Post Conferencing

Formal observations of teaching performance are preceded by a pre-conference meeting between the Site Coordinator and the Teacher Candidate and are followed by an in-depth post-conference meeting in which the Site Coordinator provides specific, actionable feedback to the Teacher Candidate in areas of refinement and reinforcement identified during the performance assessment.

Pre-Conference: Teacher Candidates submit lesson plans to the Mentor Teacher and Site Coordinator/University Supervisor 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 PA occurring at approximately week 4, and the final assessment occurring at the end of the semester. After each Performance Assessment, the Site Coordinator and Mentor Teacher score the Teacher Candidate’s lesson on a 1-to-5 scale using the TAP rubric.

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

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

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

Follow-up Support:
Site coordinators and Mentor Teachers provide Teacher Candidates with follow-up support after the post-conference by conducting walk-throughs/on-the-spot coaching, demonstration lessons, or modeling teaching strategies in university coursework.
The Site Coordinator conducts weekly observations of teacher candidates' classroom instruction. The Site Coordinator determines the need and frequency of observations based on performance assessments, feedback from mentor teachers, or mutually agreed-upon goals.

High Quality INSTRUCTIONAL Feedback to the TCs should include:

- Reflective question(s) around an identified need (indicator/descriptor) from the rubric that prompts TCs thinking.
- Evidence of the indicator/descriptor observed in classroom instruction by TC or mentor.
- Evidence of co-teaching models observed supported by a reflective question on how practice might be implemented or adjusted.
- Reinforcement areas identified with evidence of tc actions and impact on student performance.
- Refinement area identified with evidence that indicates how the TC might adjust instruction (possible strategies for consideration).
- Positive language that is focused on TC and or students.
- Purposeful, targeted, clear and concise.
- Follow-Up required.

Entered in TTU Database within 24 hours of the observation. Teacher Candidates will also receive a copy of feedback.

Site Coordinators may provide immediate feedback and support during a walkthrough observation:

- Whisper Coaching
- Modeling of instructional strategies
- Debrief with teacher candidate or mentor teacher
- Written or oral feedback.
Walkthrough observation data is used in the planning and development of class, coaching and support. Data also used in support of Mentor Trainings. Data can also be used to draft support plans to improve candidates’ instructional performance.
In cases where Teacher Candidates have a low score on a PA (i.e., a substantial number of 1’s on the first PA), the Site Coordinator should implement the following intervention steps.

- Within one week of the PA Site Coordinator completes a follow-up walk-through to determine if the TC is progressing in the area of refinement as identified in the PA.

- If improvement is noted during the walk-through, the Site Coordinator, Mentor Teacher, and Teacher Candidate should identify another area of refinement and set a timeframe for improvement and another follow-up walk-through. Continue with weekly follow-up walk-throughs until the TC is performing at desired levels.

- If improvement is NOT evident during the first or subsequent follow-up walk-throughs, the Site Coordinator and Teacher Candidate should meet during office hours to complete an Outcome MAP, which clearly describes the actions, knowledge, and skills the Teacher Candidate needs to successfully improve his/her instructional performance or professionalism.

- Both the Site Coordinator and Teacher Candidate should receive a copy of the completed Outcome MAP, which 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 the Outcome Map, it is recommended that the Site Coordinator submit a PIP referral.
Chapter 8

Working with District and School Sites
Teacher Candidates are expected to demonstrate planning, instructional effectiveness, and content knowledge during year-long field placement. Site Coordinators and program leadership collaborate to identify district partnerships that allow for successful implementation of the TTAT Model.

The goal of field placement is to provide a safe and supportive learning environment that allows teacher candidates to implement the best teaching practices for students in need.

The site coordinator, campus, and district leadership work together to identify campuses with the following criteria for field placements:

- Campus leaders that willing include teacher candidates in the culture and fabric of campus environment.
- Mentor Teachers that are willing model and support teacher candidates in Generalist and Special Areas (ESL, BL and SPED) classrooms.
- 3-4 Campuses within close proximity to each other, depending on number of candidates for the cohort.
- Title I campuses with demonstrated success working with diverse learners.
- Mentor Teachers that are willing to participate in training and offer feedback to teacher candidates. (Mentor Application on file in TK20)

Site Coordinators make recommendations for pairings based on candidate needs and mentor teacher expertise.
The role of the Site Coordinator is vital in establishing, developing, and maintaining relationships between the university and district stakeholders. The relationships built between university and district should emphasize a mutually beneficial partnership.

The following are foundational expectations when working with district and school sites:

- Collaborate with district and school administrators to select high-quality mentor teachers.
- Collaborate with district, school administrators, and mentor teachers to support teacher candidates.
- Analyze, interpret, and respond to bi-monthly mentor surveys.
- Conduct monthly mentor teacher training with the support from the professional development facilitator.

- Facilitate Governance Meetings to create & foster a positive relationship with district and school site staff (twice during a semester)
- Participate in recruitment of new teacher candidates in concert with the Office of Student Services.
C. DISTRICT GUIDELINES

As visitors in the district, all Site Coordinators and teacher candidates must follow district safety guidelines and protocols.

Prior to teacher candidates beginning their assigned placements, the Site Coordinator will coordinate teacher candidate completion of Criminal Background Checks for the districts in which the teacher candidate will be assigned. Teacher Candidates must submit required documentation to the school district prior to beginning student teaching. Failure of the background check, or 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 semester.
D. CHANGES IN FIELD PLACEMENTS

The Teacher Candidate’s placement will be changed only if:

- The placement is not appropriate based on the student’s program requirements.
- The school/district recommends a different Mentor Teacher.

**Illness.** If the Teacher Candidate becomes ill during the semester, he/she may be eligible for an Incomplete or Medical Withdrawal. The Office of Student Services will work cooperatively with the student to determine eligibility for an Incomplete or Medical Withdrawal. If the student is granted an Incomplete or Medical Withdrawal, he/she must complete a new Student Teaching Application/Placement Request upon returning to the TEP.

**Incompatibility/Mentor Teacher declines - No fault of the Teacher Candidate.** If a Mentor Teacher withdraws from his/her mentoring duties due to illness or other unforeseen circumstances, the Site Coordinator will work with the District and Office of Student Services to decide on a new placement. If the match between the Teacher Candidate and Mentor Teacher is deemed uncongenial, the Site Coordinator will work with the Certification Officer to decide on a new placement.

**School administrators request candidate removal.** If an administrator from a specific campus, or from the district requests that a Teacher Candidate is removed from campus due to issues related to professionalism, the Teacher Candidate will be dismissed from the program, and unable to re-apply.

**Students leave placement of their own accord.** If a Teacher Candidate chooses to leave a field experience placement on his/her own accord before contacting the Site Coordinator or Certification Officer, he/she will meet with the Site Coordinator and Director of Teacher Education to review continuation in the TEP. A second clinical placement will not be secured during the semester in which the Teacher Candidate leaves a placement, and the Teacher Candidate will “fail” all portions of the semester’s courses involving an A&E. If this occurs in the semester prior to the student-teaching block, the
D. CHANGES IN FIELD PLACEMENTS

Teacher Candidate will not be permitted to advance until the field placement time is made up.

**Building Positive Relationships with Mentor Teachers.** Site Coordinators are expected to build mutually beneficial relationships with mentor teachers. Positive relationships between mentor teachers, teacher candidates, and site coordinators are crucial in the development of effective teachers that have an impact on students (Wilson, & Huynh, 2020).

**Selecting Mentor Teachers Mentor.** Teachers will need to complete an application and meet the following mentor teacher criteria to be considered for field placements in either the Fall or Spring Semesters. All applications must be completed and stored in TTU Databased for the mentor's year of service.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadline</th>
<th>Site Coordinator Notification</th>
<th>Area of Placement/Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>July 31st</td>
<td>August</td>
<td>Gen ED./MLM</td>
</tr>
<tr>
<td>Spring</td>
<td>December 1st</td>
<td>January</td>
<td>ESL/BL/SPED</td>
</tr>
<tr>
<td>Summer 1</td>
<td>May</td>
<td>June</td>
<td>ALL</td>
</tr>
</tbody>
</table>

**Mentor Teacher Application Timeline**
E. MENTOR TEACHER EXPECTATIONS

Mentor Teacher through instructional coaching:

- Increases the TCs knowledge of state and district content standards
- Offers feedback that identifies areas of growth and weaknesses during classroom instruction.
- Uses co-teaching approaches in the classroom to increase the TCs knowledge of planning and instruction during the semester.
- Employs the gradual release model with the TC to allow for opportunities for instructional lead-time during the classroom.

Mentor Teacher through effective mentoring:

- Provides opportunities/support for the TC through team planning and co-teaching.
- Serves as a resource for curriculum, assessment instructional, and classroom management strategies and resources.
- Provides guidance and support to the TC in the planning and delivery of their Performance Assessments and other classroom instructional opportunities.
- Collaborates with the Site Coordinator to identify and support the TC in identified areas of improvement.

Mentor Teacher serves as a role model for professionalism by:

- Attending monthly Mentor Meetings set by the district Site Coordinator.
- Actively participating in Mentor Meetings and Training.
- Modeling professional behaviors and attitudes that are consistent with the goals and mission of the district.
- Mentor teacher completes monthly TTU Survey.
- Serve in a teaching role for a minimum of three years or more.

Mentor Teachers will also receive feedback from teacher candidates through Mentor Teacher Inventory.
Using cohort data and feedback the site coordinator develops specific training to support Mentor Teachers. The delivery of content during Mentor Meetings should reflect the same protocol used for cluster meetings. Site coordinators collaborate with campus leadership to offer monthly meetings to mentor teachers. In addition to monthly meetings, informal meetings with mentors may be scheduled to address specific needs for teacher candidates.
Site Coordinators (SC) will also conduct monthly professional development meetings (“Cluster meetings”) with Mentor Teachers (MT) and Teacher Candidates centered on co-teaching, instructional proficiency, and meeting expectations for requirements associated with student teaching. This meeting time will provide another opportunity to support TC by also supporting the instructional competency of the MT.
H. LEADING GOVERNANCE MEETINGS

Two times during each semester, Site Coordinators will conduct governance meetings with the principals of the schools in their pods. The meetings provide an opportunity to review TAP data, student achievement data, manage concerns, discuss the progress of individual Teacher Candidates, and plan for current and upcoming semesters.

Site Coordinators will work with principals to identify appropriate dates at the beginning of each semester. Each governance meeting should include:

   (a) sharing of up-to-date data about Teacher Candidates’ performance related to TAP, Tripod, or student achievement scores,

   (b) opportunities for partners to discuss areas of concerns, including the progress of individual Teacher Candidates, and

   (c) communication about upcoming events or changes.

The meeting is intended to be collaborative in nature with the express purpose of hearing, representing, and responding to the needs of district partners. A Site Coordinator is responsible for conducting governance meetings with representative partners in her/his “pod” of schools. Prior to each meeting, Site Coordinators will consult with the PDF to review the agenda and verify data reporting.
During the first semester, Site Coordinators will organize weekly sessions to support the Teacher Candidate’s familiarity with the content of the five Domains assessed on the state teaching examination, the Texas standards (TEKS), and the TExES Competencies and preparation for the TExES. The sessions will be organized on the designated “study day,” a day when the Teacher Candidates are not scheduled to be in their field placement. The Site Coordinators will meet privately with the Teacher Candidates to view study plans and monitor progress. The Teacher Candidates must pass the TExES prior to beginning their student teaching semester.
K. MAINTAINING ACCURATE RECORDS

Family Educational Rights and Privacy Act (FERPA)
FERPA protects the privacy of student education records, including personally identifiable information derived from student conduct records. Generally, schools must have written permission from a student to release any information from a student’s education record. FERPA allows schools to disclose student records, without consent, in situations including, but not limited to school officials with legitimate educational interest, other schools to which a student is transferring, to comply with a judicial order or lawfully issued subpoena, to parents when there is a health or safety emergency involving the student, to parents when the student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance and the student is under 21 years of age at the time of the disclosure, to the complainant or subject of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing.

TK20 and TTU Database
TK20 is the TTU Data Management System that supports Teacher Candidate certification process. The TK20 system houses field placement, admission, formal and informal observation requirements. Each Site Coordinator is given access to the student information and is responsible for maintaining records for Teacher Candidates in the TK20 System.
TECHTEACH ACROSS TEXAS
Chapter 9
Supporting Struggling Teacher Candidates
A. SUPPORTING STRUGGLING TEACHER CANDIDATES

Throughout the program, Site Coordinators will support teacher candidates in developing characteristics of a professional educator. Although these characteristics are many, the Site Coordinator will focus explicitly on:

(a) communication with colleagues and peers in the school;
(b) communication with students;
(c) communication with Site Coordinator(s);
(d) communication with university instructors;
(e) attendance and timeliness, including the maintenance of an accurate timecard; and
(f) meeting deadlines, including but not limited to coursework, POP cycle, and study day expectations.

Teacher candidates are formally evaluated on their professionalism 4 times throughout the year by their Site Coordinator, coinciding with each POP cycle. Supporting struggling teacher candidates in meeting professionalism standards begins when concerns have been observed and noted by the Site Coordinator or shared with the Site Coordinator by other stakeholders connected to the successful program completion of the teacher candidate.

The formal process of documenting support for struggling candidates is overviewed below:

- collecting evidence of concerns, as connected to program expectations,
- communicating the concern with the teacher candidate,
- following up the concern with a written memorandum,
- proceeding through the phases of a Professional Improvement Plan if the actions continue or more concerns develop, with the support of the Professional Development Facilitator and Site Coordinator Coach.

The Professional Development Facilitator and Site Coordinator Coach should remain abreast of the concerns for any teacher candidate, along with documentation being submitted to their appropriate locations.
B. PROFESSIONAL IMPROVEMENT PLAN (PIP)

A Professional Improvement Plan (PIP) is a tool designed to support students who may be in danger of not progressing in their major/academic plan. The PIP outlines specific action steps a student must complete to maintain or return to good standing within their major/academic plan.

There are three core reasons for making a PIP referral:

- Poor academic standing (i.e., ongoing academic deficiencies across coursework).
- Issues regarding professionalism (classes or clinical experience) (i.e., failure to meet benchmarks and/or deadlines).
- Academic integrity violation (plagiarism, cheating, etc.).
- Excessive absences (per program requirements).

The following outlines the steps to be taken in completing the PIP process:

* A Teacher Candidate may immediately be put on a PIP or be recommended for dismissal depending on the severity of the situation. This must be discussed with the Professional Development Facilitator in advance.

Step 1 – Memorandum (Memo)

1) The Site Coordinator will have a discussion of concerns with the Teacher Candidate and the Teacher Candidate will receive a memorandum documenting these concerns. This discussion will include:

   a) Reasons and examples of the problem with clear evidence of actions.
   b) Asking the Teacher Candidate if there are outside factors that are hindering his/her progress and success.
   c) Submission of an Academic Status Report (as appropriate).

2) The Site Coordinator works with the Teacher Candidate to solve problems by offering examples of support that can be given by the Site Coordinator or by other departments within the college.
B. PROFESSIONAL IMPROVEMENT PLAN (PIP)

3) The Site Coordinator should maintain written documentation resulting from meetings with the Teacher Candidate. If the issue(s) are resolved no further action is necessary.

4) The Site Coordinator will communicate all documentation or concerns regarding Teacher Candidate’s performance to the Professional Development Facilitator.

If the Teacher Candidate continues to struggle with the issue(s) then the following steps are taken:

Step 2 – Phase (Stage) 1: Professional Improvement Plan (PIP)

1) The Site Coordinator develops a Phase One Professional Improvement Plan (PIP) to address professional or academic concerns. The plan will include:

   A) Date of PIP
   B) Program expectations as cited from Teacher Candidate Handbook, Professionalism rubric, or syllabus

2) Following the creation of the Phase One Professional Improvement Plan (PIP), a meeting will be convened with the Teacher Candidate and program administrators to develop action steps, communicate strategies for improvement and clarify deadlines for improvement.

C) Evidence of Teacher Candidate actions that do not meet program expectations
D) Concerns how this behavior can impact success in the program or as a future teacher
E) Strategies of how the Site Coordinator will support the Teacher Candidate and strategies of how the Teacher Candidate will take ownership for improvement
F) Deadlines of when the strategies will be put into practice and completed
G) Follow-Up meeting dates, times, and topic(s) for discussion
3) The Site Coordinator will monitor the Professional Improvement Plan (PIP) and communicate progress to the Professional Development Facilitator with follow-up meetings and conversations being dated and documented on the comments section of the PIP document.

If the Teacher Candidate continues to struggle with the issue(s) then the following additional steps are taken:

**Step 3 - Phase (Stage) 2: Professional Improvement Plan (PIP)**

The Site Coordinator submits a Professional Improvement Plan to the Professional Development Facilitator.

1. The Site Coordinator notifies the Teacher Candidate and schedules a meeting to discuss the issue(s) on the Professional Improvement Plan form with the Professional Development Facilitator.

2. The Professional Development Facilitator, Site Coordinator, and Teacher Candidate form an Action Plan that will be put into place immediately. The Teacher Candidate has two weeks to show evidence of completion or improvement.

3. Upon the two-week deadline the Professional Development Facilitator and Site Coordinator will determine the next steps for the Teacher Candidate. If the expectations detailed on the Professional Improvement Plan are not met, then the Certification Officer and Director of Teacher Education will become involved in the PIP process.

4. All documentation will be included on the Professional Improvement Plan form.

If the Director of Teacher Education and Certification Officer determines that further action is needed, then the following steps will be taken to develop Phase 3 of the Professional Improvement Plan:

**Step 4 - Phase (Stage) 3: Professional Improvement Plan (PIP)**
B. PROFESSIONAL IMPROVEMENT PLAN (PIP)

1. The Site Coordinator works with the Director of Teacher Education and Certification Officer (and other roles as appropriate) to determine further action(s) to be taken.

2. A meeting will be convened with the Teacher Candidate and program administrators to communicate the plan.

3. The Site Coordinator will monitor the Professional Improvement Plan and communicate progress to the Director of Teacher Education and Certification Officer.

4. Failure to meet requirements of Stage 3 will result in a deduction of all professionalism points and dismissal from the Tech Teach program a deduction of all professionalism points and dismissal from the TechTeach program.

Note: All communication regarding a student’s progress is confidential. If email is used, names and R numbers cannot be included in the subject line.
Forms and Templates
You can download a form by clicking each

<table>
<thead>
<tr>
<th>Memorandum Template</th>
<th>PIP Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda Templates</td>
<td>Performance Benchmark Checklist</td>
</tr>
<tr>
<td>Directions for Accessing TK20:</td>
<td></td>
</tr>
<tr>
<td>• Inputting Walkthroughs and Performance Assessments</td>
<td></td>
</tr>
<tr>
<td>• Uploading End of Year Documents</td>
<td></td>
</tr>
</tbody>
</table>

The authors of this Handbook gratefully acknowledge that they have used the procedures and freely borrowed, adapted, modified, and used words phrases, ideas and concepts found in similar publications of the following educational institutions listed in alphabetical order: Augustana College, Arkansas State University, Columbus State University, Davidson College, Dordt College, Florida State University, Graceland University, Northern Michigan University, Plymouth State University, Reich College of Education, Wichita State University, University of Colorado, University of Maine, University of Maryland and University of North Carolina.
Site Coordinator 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

Drag related terms here
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
Drag related terms here
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
Drag related terms here
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.
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

Drag related terms here
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
Drag related terms here
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

Drag related terms here
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

Drag related terms here
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

Drag related terms here
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
Drag related terms here
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
Drag related terms here

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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

Drag related terms here
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

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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
Drag related terms here
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.
TEACHER CANDIDATE (TC)

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

Related Glossary Terms
Drag related terms here
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
Drag related terms here
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
Drag related terms here

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