DEAN'S MESSAGE
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EVALUATION OF SITE COORDINATOR PERFORMANCE

3.1 A. Evaluation of Site Coordinator Performance 38
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

Summary of Job Description and Teaching Load
A. JOB DESCRIPTION FOR LUBBOCK SITE COORDINATORS

Job Description for Lubbock Site Coordinators (11 month appointment)

1. Qualifications
   • Minimum Master’s Degree in education related field
   • Current teacher certification preferred
   • Experience in Institute of Higher Education (IHE), and three years teaching in P-12 setting
   • Strong communication skills
   • Dispositions for technology use and collaborative, school-based initiatives

2. Goals
   • Prepare highly effective teachers
   • Provide hands-on support and development that result in student achievement gains
   • Foster positive school-university relationships

3. Duties of a Site Coordinator

   a. Teaching and coordination
      • Teaching and coordination of on-site courses: Teach one or two class sections each semester (depending on faculty status), including one section of the student-teaching course and an Introduction to Teaching course corresponding to the program
      • Maintain regular communication with MTs and program faculty, including those working in distance education settings
      • Host weekly office hours

   • Maximize expertise of MTs by facilitating ongoing training and support
   • Develop leadership skills as manager, facilitator, mentor, clinically embedded instructor/lecturer
A. JOB DESCRIPTION FOR LUBBOCK SITE COORDINATORS

b. Supervision of TCs

• Supervise one cohort (n = 30) of TCs through all blocks
• Supervise early block TCs in clinical placements
• During later blocks, conduct weekly walkthroughs outside of PA cycles to collect data and provide ongoing support to TCs
• Conduct PAs of 30 TCs according to clinical requirements (including a pre conference and post conference)
• Ensure accurate entry of TAP ratings by SC and TC within 48 hours following the PA
• Ensure recording, uploading (within 48 hours of PA), and accurate labeling of PAs into Swivl

c. District and school sites

• Collaborate with district and school administrators to select high-quality MTs
• Analyze, interpret, and respond to MT surveys
• Conduct monthly MT trainings with the support of the PDF
• Facilitate quarterly Governance Meetings with campus principals to create and foster a positive relationship with district and school site staff
• Participate in recruitment of new TCs with the Office of Student Services (OSS)

d. Professional development (PD)

• Attend and participate in SC training and ongoing PD meetings
A. JOB DESCRIPTION FOR LUBBOCK SITE COORDINATORS

• Work with the PDF to identify and pursue focus areas for PD

• Attend College faculty and program meetings to contribute and share evaluation ratings of TCs

e. Professional conduct

• Follow all rules and guidelines established by the district for acceptable professional conduct and dress

• Establish and maintain mutual respect, trust, communication, and confidentiality with TCs and school/district personnel

• Maintain a frequent, recurring presence at the school sites
B. JOB DESCRIPTION FOR DISTANCE SITE COORDINATORS

Job Description for Distance Site Coordinators (12 month appointment)

1. Qualifications
   • Minimum Master’s Degree in education related field
   • Current teacher certification preferred
   • Experience in IHE, and three years teaching in P-12 setting
   • Strong communication skills
   • Dispositions for technology use and collaborative, school-based initiatives

2. Goals
   • Prepare highly effective teachers
   • Provide hands-on support and development that result in student achievement gains
   • Foster positive school-university relationships

3. Duties of a Site Coordinator
   a. Teaching and coordination
      • Teach two courses each semester, including one section of the Student Teaching course and an Introduction to Teaching course.
      • Maintain regular communication with face-to-face and online instructors through program meetings
      • Host weekly online office hours

   b. Supervision of TCs
      • Supervise one cohort (n = 30) of TCs through all blocks
B. JOB DESCRIPTION FOR DISTANCE SITE COORDINATORS

- Conduct weekly walk-throughs outside of PA cycles to collect data and provide ongoing support to TCs
- Conduct PAs of 30 TCs according to clinical requirements (includes a pre conference and post conference)
- Ensure accurate entry of TAP ratings by SC and TC within 48 hours following the PA
- Ensure recording, uploading (within 48 hours of PA), and accurate labeling of PAs into Swivl
- Participate in recruitment of new TCs in concert with the OSS

c. District and school sites

- Collaborate with district and school administrators to select high-quality MTs

- Analyze, interpret, and respond to MT surveys and feedback
- Conduct monthly MT trainings with support from the PDF
- Facilitate governance meetings for campus principals to create and foster a positive relationship with district and school site staff
- Participate in recruitment of new TCs with the OSS

d. Professional development (PD)

- Attend and participate in SC training
- Work with PDF to identify and pursue focus areas for PD
- Attend College faculty and program meetings to contribute and share evaluation ratings of TCs
e. Professional conduct

- Follow all rules and guidelines established by the district for acceptable professional conduct and dress
- Establish and maintain mutual respect, trust, communication, and confidentiality with TCs and local school and district personnel
- Maintain a frequent, recurring presence at the school sites.
Job Description for District-Employed Part-Time Site Coordinator

1. Qualifications
   - Minimum Master’s Degree in education related field
   - Current teacher certification preferred
   - Experience in IHE, and three years teaching in P-12 setting
   - Strong communication skills
   - Dispositions for technology use and collaborative, school-based initiatives

2. Goals
   - Prepare highly effective teachers
   - Provide hands-on support and development that result in student achievement gains
   - Foster positive school-university relationships

3. Duties of a Site Coordinator
   a. Teaching and coordination
      - Teach one section of the Student Teaching course (Cluster) and an “Introduction to Teaching” course corresponding to the program
      - Maintain regular communication with MTs and program faculty, including those working in distance education settings
   b. Supervision of TCs
      - Supervise TCs placed in the assigned district

   - Maximize expertise of MTs by facilitating ongoing training and support
   - Develop leadership skills as manager, facilitator, mentor, and clinically embedded instructor
C. JOB DESCRIPTION FOR DISTRICT-EMPLOYED PART-TIME SC

- Conduct weekly walkthroughs outside of PA cycles to collect data and provide ongoing support to TCs
- Conduct PAs of TCs according to clinical requirements (including a pre conference and a post conference)
- Ensure accurate entry of TAP ratings by SC and TC within 48 hours following the PA
- Ensure recording, uploading (within 48 hours of PA), and accurate labeling of PAs into Swivl.

c. District and school sites

- Collaborate with district and school administrators to select high quality MTs
- Conduct monthly MT trainings with the support of the PDF
- Facilitate Governance Meetings for campus principals to create and foster a positive relationship with district and school site staff
- Participate in recruitment of new TCs with the OSS

d. Professional development (PD)

- Attend and participate in SC and ongoing PD meetings
- Work with PDF to identify and pursue focus areas for PD

e. Professional conduct

- Follow all rules and guidelines established by the district for acceptable professional conduct and dress
- Establish and maintain mutual respect, trust, communication, and confidentiality with TCs and local school and district personnel
- Maintain a frequent, recurring presence at the school sites.
## D. SITE COORDINATOR COURSE FOR TENURE-LINE FACULTY

### Tenure-Line Faculty: Secondary Level

<table>
<thead>
<tr>
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### Tenure-Line Faculty: Elementary and Middle Level

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<td></td>
<td>Course 3</td>
<td>COE Course in TED or C&amp;I</td>
</tr>
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<td>Course 8</td>
<td>Site Coordinator duties</td>
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<tr>
<td></td>
<td>Course 9</td>
<td>Student-Teaching course (3 hours)</td>
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<table>
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<th>Site Coordinator duties</th>
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<td></td>
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<td>Student-Teaching course (3 hours)</td>
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**E. SITE COORDINATOR COURSE-LOAD FOR FULL-TIME INSTRUCTORS**

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<td>Course 7</td>
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<td>Site Coordinator duties</td>
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<tr>
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<td>Course 12</td>
<td>COE course in TED or C&amp;I</td>
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<tr>
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<td>Course 14</td>
<td>Site Coordinator duties</td>
</tr>
<tr>
<td></td>
<td>Course 15</td>
<td>Student-Teaching course (3 hours)</td>
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<tr>
<td></td>
<td>Course 16</td>
<td>COE course in TED or C&amp;I</td>
</tr>
</tbody>
</table>
Chapter 2

Description of Duties During Blocks
A. EXPECTATIONS DURING THE PRE-STUDENT TEACHING BLOCKS

During the early blocks, or pre-student-teaching blocks (i.e., Elementary & Middle -Blocks 1 & 2; Secondary -Block 1), SCs are expected to do the following:

- Teach program courses for the College consistent with their track (see Section 1)
- Teach the "Introduction to Teaching" course
- Supervise TCs during the one-day per week clinical placement
- Support TC development of professionalism including completion of TEA required modules
- Support TC test preparation

1. Introduction to Teaching Course

The Introduction to Teaching course in Block 1 is the initial point of contact between SCs and their cohort of TCs. This course will be guided by a syllabus created by the certification programs. During this course, TCs will learn about the TAP rubric, professionalism, and the plan for coordinating A&E assignments across all classes during the semester. Site Coordinators will teach new TCs how to “script” lessons, identify evidence, and assign ratings using the TAP rubric. Site Coordinators will also teach expectations for professionalism and assist program faculty with communication about the A&E and other logistics as needed. Site Coordinators will also support TCs in the use of Swivl equipment, including setting up accounts, setting up and using equipment, and uploading video. This course will also include Test Preparation support. SCs will monitor TCs progress to determine test readiness.

In this course, SCs will coordinate TCs’ completion of Criminal Background Checks for the districts in which the TC is assigned. Teacher Candidates must submit required documentation to the school district prior to beginning their field placements and student-teaching. Failure to pass the background check or to submit the required documents will result in the TC being removed from the TechTeach program. Teacher Candidates who are removed for not
A. EXPECTATIONS DURING THE PRE-STUDENT TEACHING BLOCKS

providing paperwork can re-apply to the program in the following semester.

2. Supervision of TCs in the Clinical Placement

Site Coordinators will also supervise TCs during the one-day-per-week clinical placement. Expectations for supervision will include monitoring attendance, supporting the TC to meet expectations for professionalism; conducting one PA cycle in the semester prior to the student-teaching year, networking with MTs and administrators, and communicating to MTs the expectations that TCs have about the A&E assignments and co-teaching.

Early in the semester, before TCs begin the one-day-per-week placement, the SC will meet with MTs to review the TechTeach program, expectations for MTs, procedures for contacting SCs, the role of the SCs, and expectations for TCs regarding A&E assignments and co-teaching.

TechTeach has adopted a co-teaching model for the clinical experiences. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as possible from the very beginning. Teacher Candidates should assume greater responsibilities commensurate with their role, as outlined below.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Co-Teaching Strategies</th>
<th>Minimum TC Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
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</tbody>
</table>
| 5 to 7 | • One teach I one observe  
• One teach I one assist | • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)  
• Co-plan |
| 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 |
| 11 to 15 | • If possible:  
> Parallel teaching  
> Team teaching | • Co-plan  
• Lead small-group activities  
• Assume responsibility for whole-group lessons as appropriate |
A. EXPECTATIONS DURING THE PRE-STUDENT TEACHING BLOCKS

<table>
<thead>
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<th>Weeks</th>
<th>Co-Teaching Strategies</th>
<th>Minimum TC Responsibilities</th>
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</tr>
<tr>
<td>1 to 4</td>
<td>• One teach l one observe</td>
<td>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan</td>
</tr>
<tr>
<td>5 to 10</td>
<td>• Above as well as: &gt; Alternative teaching &gt; Station teaching</td>
<td>• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate</td>
</tr>
<tr>
<td>11 to 15</td>
<td>• If possible: &gt; Parallel teaching &gt; Team teaching</td>
<td>• Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate</td>
</tr>
</tbody>
</table>

3. Support TCs’ Development of Professionalism

During the pre-student-teaching semesters, SCs will also support TCs in developing characteristics of a professional educator. Although these characteristics are many, the SC will focus explicitly on (a) communication with colleagues and peers in the school; (b) communication with students; (c) communication with SC; and (d) attendance, including the maintenance of an accurate time card.

**Expectations for Professionalism.** Site Coordinators will complete an assessment of Cs’ “professionalism” twice during the semester. This is documented in Tk20. Teacher Candidates found to need support in professionalism will be placed on a Professional Improvement Plan (PIP).

To complete a PIP, SCs will gather evidence from the MTs (through survey or personal contact), administrators, walkthroughs, program faculty, and personal observation. The PIP form can be found in Appendix A. When a student is identified for a PIP, the SC will notify their PDF to receive support, if
necessary, and to submit signed paperwork to the PDF and/or submitted into Tk20 following the meeting with the TC. The PDF will follow up with the SC to monitor the progress of the TC, and a second meeting will be held no later than two weeks following the initial PIP meeting. At that time, a decision will be made about whether the candidate is progressing or needs continued next steps.

**Monitoring Attendance in the Clinical Placement.** Site Coordinators are responsible for monitoring TCs’ attendance at the clinical placement through the use of the Attendance Card (see Appendix B), feedback from the MT, and walkthroughs. Teacher Candidates who miss two days are required to meet with the SC to complete a PIP, and a portion of that plan will be the make-up of the time missed in a way that is helpful to the MT. Absences must be made up prior to the end of the semester and documented using the Absence Make-Up Plan form (see Appendix C). Late arrival or early departure at the TC’s school placement will count as half a day absent. Continuation of absences (one additional) following the PIP will result in the removal of the TC from the placement and a review about their continuation in the program.

For absences that occur under the two allowed days, the TC must turn in an Absence Request Verification form (see Appendix D) to the SC. In the event of a planned absence, this form must be submitted to the MT and the SC one week prior to the absence date. In the event of an unplanned absence (e.g., illness), the form must be submitted to the MT and SC within 24 hours of returning to school.

**Dismissal of Teacher Candidates from Tech Teach.** All teacher candidates enrolled in Texas Tech University’s Teacher Education Department (TED) must follow the TTU Student Code of Conduct, as well as all policies and procedures established by the local education agency, school district, and/or school in which they are engaged in clinical placement or student teaching.

In the event of a request for dismissal from the clinical or student-teaching placement for unprofessional
behavior, the Director of Teacher Education will notify the TC and the Certification Officer in writing of the reason(s) for the requested dismissal within three working days. The TC must meet with the Director, Certification Officer, and other College representatives, as determined by the Department Chair, to discuss the reasons for the request for dismissal.

If it is determined that the allegations of a Code of Conduct violation for unprofessional behavior, and the resulting request for dismissal are warranted, one or more of the following actions may result. The TC:

- Will be dismissed from the clinical placement 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 TC 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 TC wishes to appeal the (F) grade, they 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 TC is dismissed from an internship or student-teaching placement and/or assigned a failing grade, they may submit a petition to the OSS for consideration to repeat the internship or student-teaching in the semester following dismissal.

If a TC submits a petition to OSS for consideration to repeat the internship or student-teaching and concurrent coursework for the semester following the dismissal, the TC must show evidence of how they plan to resolve the situation or circumstances which resulted in the removal from the internship or student-teaching.
If the petition is approved, the TC must meet with the Director, Certification Officer, and their current SC to develop a PIP outlining expectations for continued professional growth and academic development.

In the event that the TC violates the rules, policies, or procedures for conduct established by the school, district, local education agency, TTU, and/or the law while on a PIP for unprofessional behavior, the TC will be disqualified from the Tech Teach program. Teacher Candidates who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.

4. Changes in Clinical Placements

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

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

Illness. If the TC becomes ill during the semester, they may be eligible for an Incomplete or Medical Withdrawal. The OSS will work cooperatively with the TC to determine their eligibility. If the TC is granted an Incomplete or Medical Withdrawal, they must complete a new student-teaching Application/Placement Request upon returning to the TED.

Incompatibility/Mentor Teacher declines: No fault of the Teacher Candidate. If an MT withdraws from their mentoring duties due to illness or other unforeseen circumstances, the SC will work with the District to make arrangements for a new placement. If the match between the TC and MT is deemed uncongenial, the SC will work to make arrangements for a new placement.

School administrator request for candidate removal. In the event that an administrator from a specific campus or from the district requests that a TC be removed due to issues related to professionalism, the TC will be dismissed from the program and will be unable to re-apply.
A. EXPECTATIONS DURING THE PRE-STUDENT TEACHING BLOCKS

Teacher Candidate leaves placement on their own accord. If a TC chooses to leave a clinical experience placement on their own accord before contacting the SC, the TC will meet with the SC and Director of Teacher Education to review continuation in the program. A second clinical placement will not be secured during the semester in which the TC leaves a placement, and the TC will fail all portions of the Block courses involving an A&E. If this occurs in the semester prior to the student-teaching blocks, the TC will not be permitted to advance until the clinical placement time is made up.

5. Governance Meetings

SCs will work with PDFs to gather data and conduct governance meetings with the principals of the schools in their pods. The meetings provide an opportunity to review TAP and student achievement data, manage concerns, discuss the progress of individual TCs, and plan for current and upcoming semesters.

Each governance meeting should include (a) sharing of up-to-date data about TC performance related to TAP or student achievement scores; (b) opportunities for partners to discuss areas of concerns; and (c) communication about upcoming events or changes. The meeting is intended to be, above all, collaborative in nature with the express purpose of hearing, representing, and responding to the needs of district partners. Prior to each meeting, the SC will consult with the PDF to review the agenda and verify data reporting.
B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS

**Note:** In the summer preceding Block 3, TCs will be encouraged to begin the 240 Tutoring program for the Science of Teaching Reading should their schedules allow. This is not required. TCs should not complete the 240 Tutoring STR Practice Test #1 until instructed to do so.

Teacher Candidates will be approved to register for the Science of Teaching Reading exam after the successful completion of two benchmarks. The first benchmark is the Midterm examination for the course EDLL 4355: Response to Literacy Intervention. Students must score 80% or better on this midterm exam. The second benchmark is the 240 Tutoring Practice Test #1. Teacher Candidates must score 80% or better on the multiple choice component of this test.

In the event that a Teacher Candidate does not meet one or both benchmarks for approval to take the Science of Teaching Reading Exam, the following process will apply.

If the Teacher Candidate (A) did not meet the 240 Tutoring Practice Test benchmark, or (B) did not meet the 240 Tutoring Practice Test benchmark AND the midterm benchmark, the Teacher Candidate shall:

- Be notified via email that they have not received approval to register to test.
- Be provided with two options for studying: An individual study plan or a 1-credit Science of Teaching Reading course.

**Individual Study Plan:** The Teacher Candidate will fill in a study plan template provided by the anchor faculty. They will submit the plan to the anchor faculty and their site coordinator. They will check in via email weekly to let their site coordinator of their progress. The individual study plan will be self-paced.

**1-Credit Science of Teaching Reading Course:** The Teacher Candidate will enroll in and complete a 1-credit course. The course will include opportunities for interaction with an instructor. The 1-credit course will follow the university calendar according to when
B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS

It is offered (e.g., Winter Intersession, Maymester, etc.).

• Upon completion of the Teacher Candidate’s study method of choice (above), the Teacher Candidate will be administered a practice examination. This practice examination will be overseen by their site coordinator (TTaT & TTaRT) and/or anchor faculty (Tech Teach Lubbock). The practice examination will be administered in-person, through a TTU-approved course management system (e.g., Blackboard). Teacher Candidates who are successful on this exam will be approved to register for the Science of Teaching Reading exam.

If the Teacher Candidate (C) did not meet the midterm benchmark, the Teacher Candidate shall:

• Be notified via email that they have not received approval to register to test.

• Be provided with study tips, ideas, and resources. The Teacher Candidate will have a week to study at their own pace.

• Upon completion of one week of study, Teacher Candidates will be provided with a Constructed Response Question exam. They will receive a template and a student data profile. They will analyze the data, complete the template, and return it via email to their site coordinator and anchor faculty. Teacher Candidates who are successful on this exam will be approved to register for the Science of Teaching Reading exam.

In the event that a Teacher Candidate does 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. The content of the individualized plan, and the
timeline to re-test, will be based on analysis of the Teacher Candidate’s first attempt. 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.

During student-teaching blocks SCs are expected to do the following:

- Teach program courses for the College consistent with their track (see Section 1)
- Conduct PAs and walkthroughs
- Support TCs in development of professionalism, co-teaching and completion of TEA required modules
- Teach the Student-Teaching Course (Cluster)
- Provide PD for TCs and MTs
- Conduct governance meetings
- Participate in recruitment of new TCs

1. Performance Assessment Cycle and Walkthroughs

Site Coordinators formally evaluate TCs four times during the student-teaching blocks. The Mentor Teacher Survey and walk-throughs (see Appendix A) are formative assessments used to support TCs’ growth in overall teaching performance between PAs.

**Logistical requirements.** The SC will ensure the following:

- TCs receive the appropriate number of PAs during the semester
- TCs conduct the PA within the windows designated for each block
- SCs inform program coordinators about the schedule of candidates’ PAs so that co-scoring can be orchestrated when needed
- SCs share PA and walkthrough schedules with the PDF in a timely manner
B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS

• TCs upload video to Swivl within 24 hours of the observations
• TCs enter TAP ratings within the prescribed time

**Expectations for the PA cycle.** The PA cycle consists of six steps:

1. **Scheduling** a time with the TC for pre-conference (no earlier than 48 hours before), lesson observation and post conference (no later than 48 hours after);

2. **Pre-conference** with TC to review lesson plan, assessment and provide coaching support to improve their practice.

3. **Observing** the TC’s lesson, scripting, gathering evidence, and scoring based on the Top 10 TAP indicators;

4. **TC uploading** the video capture of the lesson to Swivl; self-observing, scripting, gathering evidence, and scoring based on the Top 10 TAP indicators;

5. **Post-conference** with the TC to review evidence, identify areas for reinforcement and refinement; and

6. **Entry of TAP rating scores** by the SC and TC on within 48 hours after the observation.

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

**Pre-Conference:** Teacher Candidates submit lesson plans to the MT and SC 48 hours prior to the observation. Both the MT and SC should review the lesson plan and provide the TC with suggestions, strategies, and questions designed to improve the lesson.
Formal Observations: The SC, MT, and TC schedule PAs on a mutually agreeable date, with the first PA occurring at approximately week four, and the final assessment occurring at the end of the semester. After each PA, the SC scores the TC’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 TCs a structured way to gauge growth in effective teaching practices.

Post-Conference: The SC meets with the TCs within 48 hours after an observation has taken place to conduct a post-conference, during which the lesson is analyzed. Teacher Candidates are provided with detailed feedback in one area for reinforcement and one area for refinement, each of which is tied to a specific indicator on the TAP rubric. During the post-conference, the SC and TCs 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 TC can work to strengthen their practice in the identified area of refinement.

The SC is expected to provide the TC with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement.

Follow-up Support: The SC and MT provide TCs with follow-up support after the post-conference by conducting walkthroughs/on-the-spot coaching, demonstration lessons, or modeling teaching strategies in university coursework.

Minimum Expectations for Supporting Struggling Teacher Candidates
**B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS**

In cases where TCs have a low score on PA2 (TC has not received a 2 in at least one indicator) and PA 4 (a TC has not received a 3 in at least one indicator), the SC should implement the following intervention steps.

- **Within one week of the PA:** Complete a follow-up walk-through to determine whether the TC is progressing in the area of refinement as identified in the PA.

- **Complete a Professional Improvement Plan with coaching steps to be completed and weekly walk-throughs to ensure a TC is making improvements.**

- **Complete a redo PA which should be co-scored with a PDF.**
  - If improvement is NOT evident during the redo another phase of the Professional Improvement Plan will be implemented with next steps.
  - The TC may be asked to extend their student teaching into the fall or spring semester or to even continue into the following school year.
  - Not meeting program benchmarks could lead to dismissal from the program.

2. **Support Teacher Candidates’ Development of Professionalism**

During the student-teaching semesters, the SC will also support the TC in developing characteristics of a professional educator. Although these characteristics are many, the SC will focus explicitly on (a) communication with colleagues and peers in the school; (b) communication with students; (c) communication with SC; (d) attendance, as documented with an accurate time card; (e) and professional conduct and demeanor.

**Expectations for Professionalism.** The SC will complete an assessment of TC’s professionalism at least twice during the semester. The first will occur within one month of beginning the clinical placement.
The second will occur in the last two weeks of the semester. Teacher Candidates who are found to need support in professionalism will be placed on a Professional Improvement Plan (PIP).

To complete a Professional Improvement Plan, the SC will gather evidence from the MT (through survey or personal contact), administrators, walkthroughs, program faculty, and personal observation. The Professional Improvement Plan form can be found in Appendix B. When a student is identified for a Professional Improvement Plan the SC will notify their PDF to receive support, if necessary, and submit signed paperwork to the PDF and on Tk20 following the meeting. The PDF will follow up with the SC to monitor the progress of the TC, and a second meeting will be held no later than two weeks following the initial meeting. At that time, a decision will be made about whether the TC should continue in the placement and in the program.

**Monitoring Attendance in the Clinical Placement.** Site Coordinators are responsible for monitoring TC attendance at the clinical placement through the use of the Attendance Card (see Appendix B), feedback from the MT, and walkthroughs. Teacher Candidates who miss two days are required to meet with the SC to complete a Professional Improvement Plan, and a portion of that plan will be the make-up of the time missed in a way that is helpful to the MT. Absences must be made up prior to the end of the semester and approved using the Absence Make-Up Plan form (see Appendix C). Late arrival or early departure at their field placement will count as a half day absence. Continuation of absences (one additional) following the Professional Improvement Plan will result in removal of the TC being from the placement and a review about their continuation in the program.

For absences that occur under the two allowed days, the TC must turn in an Absence Request/Verification form (see Appendix D) to the SC. In the event of a planned absence, this form must be submitted to the MT and the SC one week prior to the absence date. In the event of an unplanned absence (e.g., illness), the form must be submitted to the MT and SC within 24 hours of returning to school.
Dismissal of Teacher Candidates from TechTeach. All TCs enrolled in Texas Tech University’s TED program must follow the TTU Student Code of Conduct, the Tech Teach Teacher Candidate Handbook, as well as all policies and procedures established by the local education agency, school district, and/or school in which they are engaged in clinical experience and student-teaching.

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

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

- Will be dismissed from the clinical placement 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 TC was assigned a failing grade,
- May not withdraw from courses or the 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 TC wishes to appeal the (F) grade, they can follow the grade grievance process as outlined on the TTU website. The first step in the grade grievance process is to meet with the Department Chair.

If a Teacher Candidate is dismissed from an internship or student-teaching placement and/or assigned a
failing grade, he/she 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 TC submits a petition to OSS for consideration to repeat the field experience or student teaching and concurrent coursework for the semester following the dismissal, the TC must show evidence in the petition of how they plan to resolve the situation or circumstances which resulted in their removal from their field experience or student-teaching.

If the petition is approved, the TC will be required to meet with the Director, Certification Officer, and their current SC to develop a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.

In the event that the teacher candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, TTU, and/or the law while on a PIP for unprofessional behavior, the teacher candidate will be disqualified from the TechTeach program. Teacher Candidates who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.

3. Student-Teaching Course (Cluster)

This course is roughly equivalent to the “capstone” course in the previous degree plan, with major revisions. This course will be guided by a syllabus created by the certification programs. During this course, SC will continue to support TCs’ development of instructional proficiencies and professionalism, lesson planning, completion of A&E assignments, and ethical and legal responsibilities associated with teaching. This course will also encompass content that is dynamic in the sense that the SC will be in a unique position to identify and provide support in specific strategies associated with goals for instructional proficiency. Site Coordinators will be supported by the PDF to provide this content.
4. Professional Development with SC and MT

Site Coordinators will also conduct monthly professional development meetings with MTs and TCs centered around co-teaching, instructional proficiency, and meeting expectations for requirements associated with student teaching. This meeting time will provide another opportunity to support TCs by also supporting the instructional competency of the MT.

"During the Pre-Service Teaching Blocks, Mentor Teachers or any teachers at a TechTeach campus are encouraged to attend Mentor Teacher trainings associated with TechTeach.

During the Student-Teaching semesters, Mentor Teachers are expected to attend Mentor Teacher trainings conducted by the Site Coordinator three times a semester. These trainings will be centered around assisting the Teacher Candidate with Co-Teaching/Co-Planning, instructional proficiency, and meeting expectations for requirements associated with Student-Teaching. This training time will provide another opportunity to support Mentor Teachers in their efforts to support the Teacher Candidate."

5. Changes in Clinical Placements

The TC’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 MT.
- The TC is struggling to grow professionally and/or pedagogically, even after additional supports have been provided (ex. additional coaching, meeting together with MT, etc.)

Unless due to a MTs inability to continue in their role, a change of placement is required to be documented on a PIP.

Illness. If the TC becomes ill during the semester, they 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, they must complete a new Student Teaching Application/Placement Request upon returning to the program.

**Incompatibility/MT declines: No fault of the TC.** If a MT withdraws from their mentoring duties due to illness or other unforeseen circumstance, the SC will work with the District to make arrangements for a new placement. If the match between the TC and MT is deemed uncongenial, the SC will work with PDF to make arrangements for a new placement within 7 days or sooner of MTs notice.

**School administrator request for candidate removal.** In the event that an administrator from a specific campus, or from the district requests that a TC be removed from a campus due to issues related to professionalism, the TC will be dismissed from the program, and unable to re-apply. Instances do not have to have been previously addressed in order to qualify (i.e. matters that require immediate removal such as illegal or inappropriate behavior).

**Student leaves placement on their own accord.** If a TC chooses to leave a clinical experience placement on their own accord before contacting the SC or Certification Officer, they will receive a failing grade (F) in student teaching for the semester. A second student teaching placement will not be secured during the semester in which the TC was assigned a failing grade (F). After review with the SC and the Director of Teacher Education, including the creation of a PIP, the TC may receive a placement in the following semester.

6. **Co-Teaching**

Tech Teach has adopted a co-teaching model for the clinical experiences. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities, commensurate with their role, as outlined below. Site Coordinators should
communicate to TCs a responsibility to notify SC if there are little/no opportunities being provided to Co-Teach in their current placement. Should any such concerns arise, Site Coordinators will review and observe TC at placement in a timely manner, ideally the next available placement day, and provide follow-up feedback to TC.

"At the beginning of classes in the school year, the Site Coordinator will inform the Mentor Teacher of the TechTeach Program, expectations for Mentor Teachers, procedures for contacting the Site Coordinator, role of the Site Coordinator, and expectations for Teacher Candidates regarding Apply & Evaluate assignments, Co-Teaching/Co-Planning, Professionalism, Performance Assessments, and the Student Perception Survey."

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Co-Teaching Strategies</th>
<th>Minimum TC Responsibilities</th>
</tr>
</thead>
</table>
| 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  
       • Co-plan and lead in three subject area or class periods |
| 16-20 | Any co-teaching strategy appropriate for the subject area or classroom setting  | • Co-plan and lead in all subject area or class periods |
| 21-30 | Any co-teaching strategy appropriate for the subject area or classroom setting  |  |
Co-Teaching Strategy Definitions & Examples

Co-teaching strategies may last a full lesson but may also only be needed for a specific part. Co-teaching strategies can be used interchangeably, and multiple may be appropriate at different parts of a single lesson. The chosen strategy & length of time for each strategy is based on both TC and classroom student’s needs.

Co-teaching is a way to maximize student achievement; strong effort should be applied from both MT and TC to support students in as many ways as possible. Depending on the classroom structure and student demographics, not all Strategies may be appropriate for all possible learning environments or activities.

For all strategies, TC and MT should review the experience same-day and use the experience to adjust future instruction.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definitions/Example</th>
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</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. *Observing is not permission for a TC to “view only.” Notes should be provided to the other and reviewed as soon as possible. Example: One teacher can observe students for their understanding of directions while the other leads. Observing teacher writes, or types, notes for the leading teacher, using quotes or student behaviors as evidence when possible. Notes are reviewed same-day. TC works with MT on a plan of action for how to use the experience to enhance their instruction.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors. *Assisting role can be in one place (such as...</td>
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</table>
## B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS

<table>
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<tr>
<th>Strategy</th>
<th>Definitions/Example</th>
</tr>
</thead>
</table>
| serve in either role depending on the TCs area of need | writing on an anchor chart and observing general student behaviors), or can be mobile (such as walk around to view student work to check that the directions are being followed as intended).  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.                                                                                       |
| Station Teaching   | The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; the groups then rotate or spend a designated amount of time at each station—often an independent station will be used along with the teacher-led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.  
*This can be two stations that swap. Cannot be 1 teacher leading a station and the other teacher facilitating the rotations or completing other tasks.* |
| Parallel Teaching  | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.                                                                                                                                 |
| Alternative Teaching | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.  
**Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. Groups do not have to be of equal size; groups can last for as long as is needed for their purpose.                                                  |

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**Strategy**

**Parallel Teaching**

- Requires pre-planning and possibly rehearsal

- Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.

- **Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.

**Alternative Teaching**

- This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.

- **Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. Groups do not have to be of equal size; groups can last for as long as is needed for their purpose.
The strategies are not hierarchical – they can be used in any order and/or in any combination to best meet the needs of the PK-12 students in the classroom. (with adaptations from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant.

### Strategy Definitions/Example

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definitions/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Teaching</td>
<td>Requires pre-planning and possibly rehearsal, for TC to facilitate a lesson with correct depth of feedback and use of materials. Well -planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions. <strong>Example:</strong> Both instructors can share the reading of a story or text so that the students are hearing two voices. Teachers are often both at the front of the room, but can move about as needed to support student mastery and lesson objectives. A balance of presentation, questioning, and feedback is ideal from both teachers at the beginning, middle, and end of the lesson time.</td>
</tr>
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### B. EXPECTATIONS DURING THE STUDENT-TEACHING BLOCKS

#### 7. Governance Meetings

Each semester, SCs will conduct governance meetings with the PDF’s and district personnel. The meetings provide an opportunity to review TAP data, student achievement data, manage concerns, discuss the progress of individual TCs, and plan for current and upcoming semesters.

Each governance meeting should include (a) sharing of up-to-date data about TC performance related to TAP or student achievement scores, (b) opportunities for partners to discuss areas of concerns, including progress of individual TCs, and (c) communication about upcoming events or changes. The meeting is intended to be, above all, collaborative in nature with the express purpose of hearing, representing, and responding to needs of district partners. Prior to each meeting, the SC will consult with the PDF to review the agenda and verify data reporting.
Chapter 3

Evaluation of Site Coordinator Performance
A. EVALUATION OF SITE COORDINATOR PERFORMANCE

There are many duties associated with the role of SC, and the main focus of evaluation (as in Teacher Education) is to support the SC in their role. The basis for evaluating SCs will consist of fulfillment of all expectations described above associated with:

a) Superior instructional and professional support of TC’s;

b) Conduct of effective professional development with MTs aimed at improved instructional practice of TC’s;

c) Maintenance and timely submission of records, including accurate recording and uploading of TAP ratings and TC video captures of instructional events to Swivl;

d) Periodic participation with the PDF in all phases of the PA cycle; and

e) Acting as an effective liaison between the school district and COE, including participation in governance meetings.

f) Active and thoughtful participation in professional development (PD) events specifically arranged and designed for SC.

At times, PDF will “shadow” the SC during the PA cycle of a selected TC, and will also observe the SC’s instruction and use of co-teaching strategies at PD events and governance meetings. At the beginning of each semester, the PDF will consult with the SC to coordinate these events. The PDF will give specific, actionable feedback to the SC and will support them in a manner aimed at improving outcomes and performance. When available, the PDF will utilize existing observation rubrics from NIET (e.g., pre-conference rubric, or TAP rubric) that are appropriate for the event. For example, feedback about an observation of an MT/PD meeting might be framed by the TAP rubric.
## APPENDICES

You can download a form by clicking each

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<th>Appendix A - Classroom Walkthrough Form</th>
<th>Appendix D - Absence Make-up Plan</th>
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<td>Appendix B - Professional Improvement Plan</td>
<td>Appendix E - Absence Request/Verification Form</td>
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<tr>
<td>Appendix C - Sample Attendance Card</td>
<td>Appendix F - Top 10 TAP Rubric</td>
</tr>
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</table>
Site Coordinator 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 in TTU education courses. Apply and Evaluate assignments provide opportunities for Teacher Candidates to learn about effective instructional strategies and practices from their TTU instructors, and then apply strategies with students in P-12 classrooms receiving academic feedback from both their instructors and peers.

Related Glossary Terms
Drag related terms here
Teacher Candidates (TCs) will be required to provide documentation to verify the accuracy of their attendance. The procedures of attendance documentation will be provided by each Site Coordinator (SC).
Term used to define the semester of study within the Teacher Education Program (TEP) dependent on certification. Elementary/Middle Level TCs will have four blocks. Secondary TCs will have three or four depending on their major. The final two semesters of all programs are student teaching semesters.

Related Glossary Terms
Drag related terms here
CLASSROOM WALKTHROUGH (WT)

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

Related Glossary Terms

Drag related terms here
The Student-Teaching class that TCs attend with their SC as the instructor during their student-teaching year. This class is data driven; the SC uses walkthrough and Performance Assessment (PA) data to plan classes based on TC needs.

Related Glossary Terms
Drag related terms here
MENTOR TEACHER (MT)

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

Related Glossary Terms

Drag related terms here

Index  Find Term
NIET TEACHING AND LEARNING STANDARDS RUBRIC (PREVIOUSLY TAP)

An instructional rubric designed by NIET as part of the TAP. TechTeach has adapted this rubric (Teaching and Learning Standards Rubric) for use during the PA cycles and to support TCs. From the entire rubric, ten indicators have been selected to serve as the evaluation standards for TechTeach. (Appendix F)

Related Glossary Terms

Drag related terms here
PERFORMANCE ASSESSMENT (PA/POP CYCLE)

Performance Assessments are the evaluation process used in TechTeach. A PA cycle consists of (a) a pre-conference to review the TC’s lesson; (b) observation and scripting of lesson by both the TC and SC to gather evidence for evaluation; (c) post-conference meeting with the TC to review evidence, coach, and assign ratings; and (d) ensuring the timely upload of video capture and entry of ratings by the TC and SC into the Teacher Advancement Program (TAP) database (Tk20).
PODS

Site Coordinators will be assigned a “pod” of schools in which their block of TCs will complete the field placements. Pods of schools will be arranged to provide a diverse teaching experience and are aligned to the TCs certification (e.g., ESL, SPED).

Related Glossary Terms
Drag related terms here
PRE-PERFORMANCE ASSESSMENT

A Pre-PA cycle takes place in the semester prior to student-teaching. The cycle consists of (a) observation and scripting of the lesson by both the TC and the SC to gather evidence for evaluation and (b) post-conference meeting with the TC to review evidence, coach and assign ratings using the TAP rubric (c) ensuring the timely upload of video capture and entry of ratings by the TC and SC into the Teacher Advancement Program (TAP) database (Tk20).

Related Glossary Terms
Drag related terms here
PRE-STUDENT-TEACHING BLOCKS

These are the semesters and blocks of courses that take place prior to the final year in the program. During the pre-student-teaching blocks, TCs will have field placements consisting of one full day or two half-days in the field each week. For TCs in the elementary and middle level/secondary (MDS certification programs), these consist of Blocks 1 and 2. For TCs in the secondary minor certification program, only Block 3 is a pre-student-teaching block.

Related Glossary Terms
Drag related terms here
PROFESSIONAL DEVELOPMENT FACILITATOR (PDF)

A TTU faculty member assigned to support the work and development of SCs. The PDF is trained and certified by the National Institute for Excellence in Teaching (NIET) in administration of the Teacher Advancement Program (TAP) rubric. A PDF will periodically shadow the SC during (a) all phases of the PA cycle and (b) other duties associated with acting as a liaison between partner districts and the College of Education (COE). A PDF will also support SCs in providing professional development (PD) to MTs in partner schools and districts.

Related Glossary Terms
Drag related terms here
PROFESSIONAL IMPROVEMENT PLAN (PIP)

A TC may receive a PIP when an area of concern needs to be addressed. Teacher Candidates will have the opportunity to make progress and improve in the identified area of concern.

Related Glossary Terms

Drag related terms here
PROGRAM COORDINATOR

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 PA.

Related Glossary Terms

Drag related terms here
PROGRAM FACULTY

Program faculty are lecturers and tenure-line faculty working at the COE who have primary responsibility for conducting the courses in the Teacher Education Department (TED). Site coordinators are also program faculty, but have the additional responsibility associated with supervision of TCs.

Related Glossary Terms
Drag related terms here
SITE COORDINATOR (SC)

A TTU faculty member assigned to supervise, coach, and evaluate TCs during the student-teaching placement. Site Coordinators are trained and certified by the NIET on administration of the TAP rubric. Site Coordinators function as liaisons between schools, school districts, and the university program.

Related Glossary Terms
Drag related terms here
STUDENT PERCEPTION SURVEY

This is a survey that K-12 students complete based on their perceptions of the teacher candidate. The administration of the SPS provides Mentor Teacher, Teacher Candidate, and Site Coordinator the opportunity to analyze K-12th grade student perceptions and attitudes about their Teacher Candidate's instruction. Teacher Candidates will use the student responses on the SPS to correlate with the K-12 students’ benchmark scores. Using this data, Teacher Candidates will develop intervention plans to improve student engagement and ultimately, student achievement, of the lowest performing students.

Related Glossary Terms
Drag related terms here
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, TCs will have field placements with a single MT for four full days each week. On the non-field placement day, TCs will attend College of Education (COE) and other TTU classes. For TCs in the elementary, middle-level and secondary (MDS) certification program, Blocks 3 and 4 are student-teaching blocks. For TCs in the secondary minor certification program, Blocks 2 and 3 are the student-teaching blocks.
Swivl is a private company that provides video-capture devices and a secure site for uploading digital video associated with coursework and student-teaching. This is the platform where TCs upload videos for instructors and SCs to view their teaching. Naming conventions are shared in each individual syllabus for platform organization.

Related Glossary Terms
Drag related terms here
TEACHER ADVANCEMENT PROGRAM (TAP) RUBRIC

An instructional rubric designed by NIET as part of the TAP. TechTeach has adapted this rubric (Teaching and Learning Standards Rubric) for use during the PA cycles and to support TCs. From the entire rubric, ten indicators have been selected to serve as the evaluation standards for TechTeach. (Appendix F)

Related Glossary Terms

Drag related terms here

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TEACHER CANDIDATE (TC)

A student admitted to the Teacher Education Department (TED) at TTU. Teacher candidates may be in an “early phase” consisting of blocks or semesters that take place prior to the Student-Teaching year, or in a “later phase” consisting of blocks or semesters that take place when they are completing the Student-Teaching year.

Related Glossary Terms

Drag related terms here
TechTeach is the name of the Teacher Education Program at Texas Tech University (TTU). TechTeach is a field-intensive, competency-based program aimed at building the capacity of TCs and graduates to improve the achievement of the students with whom they work.

Related Glossary Terms
Drag related terms here
TECHTEACH ACROSS TEXAS

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

Related Glossary Terms
Drag related terms here
TEXAS TECH UNIVERSITY (TTU) ID BADGE

The P-12 TC is required to wear a TTU ID badge while on a P-12 school campus.

Related Glossary Terms
Drag related terms here

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TK20

This is the platform where most data is housed for TechTeach. Specifically, SCs upload walkthrough and PA feedback into this system so TCs can reflect and use it for growth. TCs upload PA data and other documentation in a timely manner to support their reflection.

Related Glossary Terms
Drag related terms here