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## OFFICE OF EDUCATOR PREPARATION

# TXSTeacher Residency Cooperating Teacher Reference Guide

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Texas State University  
Office of Educator Preparation  
512-245-7880

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## Welcome Letter

Dear Colleague,

On behalf of the Student Teaching Program at Texas State University, we want to thank you for your commitment to our profession through mentoring one of our residents this school year. It is an honor to have our teacher candidates welcomed into your classrooms and into your professional practice, and we are grateful for your willingness to share your time, your expertise, and your students to help our pre-service teachers gain invaluable experience.

The Office of Educator Preparation, in collaboration with university faculty and cooperating teachers like you, works to ensure that our graduates:

- are knowledgeable about both content and pedagogy,
- are ethical, caring, culturally responsive practitioners,
- understand the powerful outcomes of collaborative work among teachers, and
- strive daily to improve their practice through purposeful reflection.

As you prepare for your semester and dive into the midst of things, if you have any questions or concerns, please don't hesitate to get in touch with me. And thank you again for your generous professionalism.

## Teach 'Em Up, Cats!

Office of Educator Preparation  
Texas State University  
office 512-245-7880

*\*It is important to note that throughout this reference guide, TXST residents will be referred to as "Teacher Candidates". This is the preferred term by TEA and mirrors what is found within Texas Administrative Code.*

## Residency Reference Guide for Cooperating Teachers

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the University making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience.

Student Teaching is the capstone field experience for our students working toward teacher certification. The effort of supporting a Teacher Candidate can enhance the Cooperating Teacher's professional practice (evidenced either through T-TESS or another district evaluation instrument). It is an honor to have our students welcomed into your classrooms and into your professional practice. We are grateful for your willingness to share your time and expertise, as well as your classroom and your students to help our pre-service teachers gain invaluable experience.

### The Residency Experience

In Fall of 2020 the College of Education launched its TXSTeachers Residency in collaboration with US Prep and Lockhart ISD. The residency is a year-long, clinically intensive competency-based experience that combines our traditional "Field Block" courses with an extended student teaching placement, all of which occur at the same school site. The aim of the residency is to immerse students in meaningful clinical practice early and often with the goal of developing depth of knowledge and practice critical to successful teaching and learning, while also fostering dispositions in teacher candidates that will not only ensure PK-12 student achievement, but also help candidates experience success so they thrive and persist as teachers in the field for years to come.

The benefits of participation in the TXSTeachers Residency include:

- An immersive year-long clinical experience in a single school site
- An extended student teaching experience built around a research-based co-teaching model
- Comprehensive support in the form of multiple mentors - the Site Coordinator, university faculty, cooperating teachers, the school principal, other school and district personnel
- A cohort of peers with whom they will engage, collaborate, problem solve, and grow
- Extensive experience in a community and school district supported by district-led professional development with potential opportunities to work in the district during and after the residency

### General Residency Timeline

Prior to the start of the first semester, teacher candidates will participate in:

- Application process
- Complete background check and other legal requirements
- TXSTeachers Residency Teacher Candidate orientation
- School and cooperating teacher/classroom placement
- Co-teaching training
- District professional development (requirements will depend on the school district)
- Additional training as needed

During the first semester, residents will participate in:

- 2-3 days at the school site in classrooms, supporting and co-teaching with their cooperating teachers and students, and engaging in course-related seminars and meetings.
- Courses that include both face-to-face and virtual seminars and meetings (specifics provided in syllabi):
  - Teacher candidates will be enrolled in content and pedagogy related courses specific to their certification and program.
  - Opportunities to participate in both required and voluntary district or school led professional development, meetings, community events, etc.
- 2-4 informal Classroom Walkthrough observations to provide ongoing feedback, coaching, and support.
- Additional training as needed.

During the second semester, residents will participate in:

- 5 days at the school site in classrooms, supporting and co-teaching with their cooperating teachers and students, and engaging in course-related seminars and meetings.
- Courses that include both face-to-face and virtual seminars and meetings (specifics provided in syllabi):
  - Teacher candidates will be enrolled in content and pedagogy related courses specific to their certification and program.
  - Teacher candidates will also be enrolled in a student teaching course (EDST), starting in the second half of the semester.
- 3 completed formal teaching observation cycles (POP Cycles), which include video capture and reflection components and evaluative feedback from observers.
- 2-4 informal Classroom Walkthrough observations to provide ongoing feedback, coaching, and support.
- A formal student teaching Midpoint Evaluation meeting.
- A formal 3-way student teaching Final Evaluation meeting.
- Additional training as needed.

This 2nd semester experience is of paramount importance to the future careers of teacher candidates, and, along with other criteria, must be completed successfully in order to receive recommendation to certify by the Office of Educator Preparation. Commitment to learning, growth, professionalism and open communication is critical. Questions and concerns should be addressed immediately by all parties, initially through Site coordinator and/or faculty, and, as necessary, through the Director of the Office of Educator Preparation.

## Teacher Candidate Assignment

Your district's assignment of a resident to you has been done with care and attention to many factors. Adjustments in assignments are not typically made after the resident begins except in unusual circumstances. If you have any concerns regarding your Teacher Candidate's placement, please contact your principal and the Site Coordinator.

Teacher Candidates understand that they are guests in the school and that you, the Cooperating Teacher, have the final authority regarding your classroom. Cooperating Teachers' and Teacher Candidates' enactment of the Co-teaching Model facilitates the success of the year-long residency experience.

## The Co-Teaching Model

Utilizing the six co-teaching approaches over the course of a resident's experience allows them to be a meaningful part of the school and classroom and seen as a "real" teacher from day one. As a result of learning and implementing these strategies, teacher candidates develop enhanced classroom management and collaboration skills. They also are engaged in more authentic teaching time prompting them to develop a deeper understanding of the curriculum and content.

The "co-teaching" model offers some helpful definitions of how the Cooperating Teacher and Teacher Candidate might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
One Teach, One Observe	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and Teacher Candidate are at particular stations; the other stations are run independently by the students or by a teacher's aide.
Alternative Teaching	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.
Parallel Teaching	In parallel teaching, the teacher and Teacher Candidate plan jointly but split the classroom in half to teach the same information at the same time.

It is important to note that the Cooperating Teacher—the teaching professional—maintains the authoring in pacing. When beginning a field experience, some Co-Teaching strategies are more appropriate than others. Once both co-teachers are comfortable working with each other, the

co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State).

For the required formal observations, Teacher Candidates will be asked to plan and teach their lesson independently, with only minimal support from the Cooperating Teacher.

## Expectations of the Teacher Candidate

Teacher Candidates attend Texas State seminars and meet with the Site Coordinator and additional faculty prior to campus placements to receive information about their role during the residency experience. For more specific information about the expectations of the Teacher Candidate, the Standard Experiences that Teacher Candidates will engage in while placed in your classroom, and the policies that guide student teaching please refer to The TXSTeacher Residency Handbook for Teacher Candidates on the Office of Educator Preparation website. It is suggested that all Cooperating Teachers review this document prior to hosting a Teacher Candidate.

Texas Education Code of Ethics - In 2016 a new Code of Ethics was adopted by the State Board of Education. All preservice and in-service teachers are required to uphold all aspects of this code. To maintain accountability with the Texas Education Agency, Teacher Candidates must document that they have read and understood the Code of Ethics in their ePortfolio binders.

**Related Resources** - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- Essential Handbook for Student Teaching
- Texas Education Code of Ethics

## Roles and Responsibilities of the Cooperating Teacher

The role of the Cooperating Teacher is to serve as a mentor and coach who models and plans effective instruction, creates a supportive classroom environment where residents are encouraged to take risks and reflect daily, observes and provides specific, actionable feedback to a resident, and provides implementation support so that residents will have a lasting impact on student achievement. You will be partnering with your Site Coordinator and additional faculty to provide your Teacher Candidate with mentoring support and guidance. The table below provides an overview of your roles and responsibilities. Detailed information regarding each item follows.

<p><i>What do I need to learn?</i></p> <p>Training</p>	<ul style="list-style-type: none"> <li>● Attend the Cooperating Teacher Orientation prior to the beginning of the residency year.</li> <li>● Review the TXSTeacher Residency Handbook for Teacher Candidates.</li> <li>● Review the TXSTeacher Residency Cooperating Teacher Reference Guide.</li> <li>● Attend and participate in Cooperating Teacher professional learning seminars at school site (see calendar of events).</li> </ul>
<p><i>What do I need to do?</i></p> <p>Mentoring</p>	<ul style="list-style-type: none"> <li>● Devote the time needed to develop the skills required of an outstanding teacher applicant and provide quality mentoring to the teacher candidate.</li> <li>● Model effective teaching practices, culturally responsive pedagogies, positive relationships, and critical reflection for your resident.</li> <li>● Successfully and consistently implement a co-teaching model within a classroom setting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide support to the resident in their new role as practitioner with responsibility for student learning by listening to and helping the teacher candidate to solve problems and serving as a role model and leading by example.</li> <li>• Facilitate conversations that support and challenge the resident to use evidence to develop teaching strengths and assist the resident to gather and analyze learner data in order to inform differentiation in approaches to teaching.</li> <li>• Promote the profession and public education through positive and professional communication regarding the field.</li> </ul>
<p><i>What specific assignments/experiences do I help with?</i></p> <p>Standard Experiences</p>	<ul style="list-style-type: none"> <li>• Successfully and consistently implement the co-teaching model to support planning and teaching.</li> <li>• Support completion of various assignments (specifics to be shared by faculty).</li> <li>• Aid in video capture of Teacher Candidate's teaching for self-evaluation and reflection.</li> <li>• Support the candidate's development of a professional resume.</li> <li>• Midpoint and Final Evaluations - Participate in evaluation conferences with the Teacher candidate and Site Administrator and/or faculty.</li> </ul>
<p><i>How do I partner with Texas State?</i></p> <p>Evaluations</p>	<ul style="list-style-type: none"> <li>• Partner with Texas State University faculty to promote resident learning and growth.</li> <li>• Engage in regular and ongoing open communication with Texas State University Faculty about the resident's progress.</li> <li>• Report progress of teacher candidates through regular survey evaluations.</li> <li>• Participate in formal observation cycles - observe, capture evidence, and offer written feedback.</li> <li>• Collaborate with University faculty to determine resident progress for midpoint and final evaluations, and participate in formal evaluation meetings.</li> <li>• Partner in recommending the ST for certification.</li> </ul>

## Training

- Cooperating Teacher Training - An initial orientation and training will be provided for all new Cooperating Teachers as well as for those returning to this role after 3 years or more. This training typically occurs before the start of the residency year. Once completed, you may print a certificate for 6 hours of CPE credit which will be validated with the Site Coordinator's signature. This meeting is required as outlined in state code (228.35 (9f)).
- TXSTeacher Residency Handbook for Teacher Candidates - This document outlines program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities. It is suggested that all Cooperating Teachers download and review this handbook prior to hosting a Teacher Candidate.
- TXSTeacher Residency Cooperating Teacher Reference Guide - This document (which you are reading right now) outlines the roles and requirements specific to the Cooperating Teacher acting as host during a Teacher Candidate's Residency Experience. It is suggested that all Cooperating Teachers download and review this guide prior to hosting a Teacher Candidate.
- Cooperating Teacher Professional Learning Seminars - The Site Coordinator Texas State University faculty, and Cooperating Teachers will engage in regular meetings and/or learning seminars throughout the semester focused on Teacher Candidate learning and growth. Topics will be determined by both data collection and observed needs.



Related Resources - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- TXSTeacher Residency Handbook for Teacher Candidates
- TXSTeacher Residency Cooperating Teacher Reference Guide

## Mentoring

- Devote the time needed to develop the skills required of an outstanding teacher applicant and providing quality mentoring to the teacher candidate.
  - Welcoming your Teacher Candidate - Helping the Teacher Candidate to feel comfortable in the classroom, the school, and their relationship with you is crucial to a successful partnership. While each Cooperating Teacher may approach this differently, the following are a few ideas for how to start this experience off right.
    - Establish a positive and trusting relationship through early conversations. Mutual respect between you and your Teacher Candidate is critical for a successful residency experience.
    - Introduce the Teacher Candidate to the students at the beginning of the first day, setting the stage for how your students will view him or her. Allow the Teacher Candidate time to share additional information about themselves, providing an early opportunity for your candidate to begin developing a trusting relationship with the students.
    - Introduce him/her to the school staff – other teachers, office staff, etc. These introductions will help him/her feel part of the campus team beyond your classroom.
    - Provide a workspace in your classroom that your Student Teacher can consider their own. Your students need to see the Student Teacher as another teacher in the classroom.
  - Orienting the Teacher Candidate - There is a lot of information about your classroom, school, and district to share with your Teacher Candidate. Space the orientation out over several days to allow your resident to absorb information. Use the ideas below to guide this process.
    - Engage in a discussion about your communication preferences and expectations for your Teacher Candidate. In addition, share information about your classroom process and student information. Teacher Candidates are required to complete a “Cooperating Teacher Interview and Class Background Study” at the beginning of the semester. You might consider using the questions in the study to structure this orientation information.
    - Make available copies of textbooks and other print materials and provide access to online resources, if possible.
    - Discuss your campus discipline management plan and your specific behavior management system for your classroom.

- Discuss staff hours, morning check-in process, lunch options, workroom use, and other staff expectations. Provide access to the teacher handbook, student handbook, and other appropriate school policy resources.
    - Include your candidate in team meetings, faculty meetings, and professional development events when appropriate.
  - Encouraging the Teacher Candidate - Many candidates strive to be perfect and may feel that asking for help is a sign of weakness. Reassure your Teacher Candidate of your support as they begins to assume instructional responsibilities.
    - Encourage creativity and different teaching strategies. Welcome discussion (but not necessarily implementation) of changes in the classroom organization or instructional planning and delivery that would fit the candidate's style. Provide an environment conducive to trying something new, supported by your encouragement and guidance.
  - Additional mentoring related topics are covered below.
- Successfully and consistently implement a co-teaching model within a classroom setting.
  - Co-Teaching - Utilizing the six co-teaching approaches over the course of a Teacher Candidate's experience allows him or her to be a meaningful part of the school and classroom and seen as a "real" teacher from day one. As a result of learning and implementing these strategies, residents develop enhanced classroom management and collaboration skills. They also are engaged in more authentic teaching time prompting them to develop a deeper understanding of the curriculum and content. \*(See the "Co-Teaching Model" section above).
    - Co-Teaching training will be provided to both Cooperating Teacher and Teacher Candidate in the beginning of the residency year.
- Provide support to the resident in their new role as practitioner with responsibility for student learning by listening to and helping the Teacher Candidate to solve problems and serving as a role model and leading by example.
  - Facilitating professional learning and growth - You were selected to be a Cooperating Teacher because of your dedication to teaching and your willingness and ability to guide the growth of a future teacher. You can enhance your mentorship role by structuring opportunities for dialogue, planning, feedback, and problem solving. The following guidelines will help structure your mentoring efforts.
    - During the first few weeks of the residency your Teacher Candidate is required to observe you. To guide these observations, the Teacher Candidate will use the observation guide provided as a part of the "Observing the Cooperating Teacher" assignment guidelines.
    - Schedule time to discuss what they are observing and experiencing.
      - Discuss how you make instructional delivery and behavior management decisions. Use think-alouds as you work through your planning process. Often, Teacher Candidates see what you do, but they don't understand what thinking and decisions led you to that action. Think-alouds will help him/her follow your thought processes as you plan for instruction.

- Let your Teacher Candidate see you make mistakes and then talk about how you adjust plans or instructional delivery.
    - Include your Teacher Candidate in on planning meetings and processes with your team (if possible). Set aside time to plan alongside your Teacher Candidate, regularly co-planning and/or giving feedback on lesson plans developed by the candidate.
    - Once your Teacher Candidate assumes instructional responsibility, observe and give feedback regularly, providing positive reinforcement and constructive feedback for areas of refinement.
  - Planning for assuming instructional responsibility - One of the major goals of the student teaching experience is for your Teacher Candidate to share and/or assume responsibility of the classroom right from the start, gradually building the level of responsibility as both Cooperating Teacher and Teacher Candidate feel comfortable.
    - Planning Together: To guide your candidate's progress toward independent planning and teaching, regularly and cooperatively plan together. Provide your student teacher with a copy of your weekly plans to help him or her see the big picture – especially during the first weeks while he or she is becoming acquainted with classroom expectations.
    - Instructional Responsibility Timeline: Jointly develop a schedule of how your Teacher Candidate will assume instructional responsibility using the co-teaching approaches provided.
  - Lesson Plans: Teacher Candidates are required to develop and submit lesson plans as directed by faculty during the official student teaching semester. Teacher Candidates have been provided with formats for these lesson plans (The required lesson plan for all formal observations is called the Reflective Lesson Plan). This formal lesson plan is only required during formal observations completed by faculty.
    - While the Reflective Lesson Plan is not required for every lesson taught, mentors can facilitate its use by referring to it when planning daily lessons together, helping the Teacher Candidate to see the connections between every day planning and the components outlined in the plan itself.
- Facilitate conversations that challenge and support the Teacher Candidate to use evidence to develop teaching strengths and assist the Teacher Candidate to gather and analyze learner data in order to inform differentiation in approaches to teaching.
  - Teacher Candidate Self-Reflection - The ability to plan and teach a lesson, and then connect student learning evidence to that planned learning experience does not come naturally! Mentors can facilitate growth and learning in this by regularly focusing on this as a part of on-going feedback to the Teacher Candidate. Questions for reflection are a part of the Formal Observation Cycle (and found on the Post-Observation Reflection Assignment), but can also be included in daily conversation with the candidate to facilitate reflection.
  - Data-Use - Including your Teacher Candidate in all forms of data use when planning instruction will facilitate their learning as well. Exploring, discussing, and using state and district data, classroom data, and other sources of student data together is an invaluable experience for Teacher Candidates.

- Promote the profession and public education through positive and professional communication regarding the field.
  - Educators are Professionals - Mentoring includes demonstrating high regard for our chosen field, modeling professional oral and written communication with families, colleagues, and students, as well as demonstrating adherence to federal, state, and district guidelines. Cooperating Teachers must also model the highest level of ethics and maintain confidentiality.

Related Resources - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- Using Think-Aloud Strategies in Mentoring Student Teachers
- Observing and Providing Feedback
- The Reflective Lesson Plan
- Co-Teaching Resources

## Standard Experiences

- Teacher Candidate Standard Experiences - To maintain equity with assignments and workloads, Texas State University has established a set of common experiences for all teacher candidates. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Teacher Candidates will receive specific information about these standard experiences from faculty during the orientation meeting at the beginning of the residency. The major requirements are listed in TXSTeacher Residency Handbook.
  - Some of the Standard Experiences require a collaborative effort between you and your Teacher Candidate. These specific experiences will be shared with you, and your role in each will be clarified by Texas State University faculty.
  - The rest of the Standard Experiences are led or guided by faculty and/or completed by the Teacher Candidate independently.

Related Resources - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- The TXSTeacher Residency Handbook

## Evaluations

- Partner with Texas State University faculty in an effort to promote resident learning and growth throughout the residency.
  - Promoting and monitoring the progress of your Teacher Candidate - The guidance you provide when mentoring is critical to the professional growth of your Teacher

Candidate. The daily interactions focused on teaching and learning that you have with your candidate can have a powerful positive impact on their future as educators.

- The Texas State Student Teaching Instructional Model - All Texas State certification programs use The Danielson Framework for Teaching as the instructional model. In addition to providing a comprehensive picture of teaching, the Danielson Framework guides the growth of Texas State education students throughout their coursework and field experiences. The research-based Danielson Framework is similar to T-TESS (Texas Teacher Evaluation and Support System), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is aligned to the Texas State Teacher Standards as well. Experience with the Framework prepares candidates for entrance into the public school system of Texas.
  - The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the rubric with all candidates to reinforce growth towards highly effective instructional practices.
  - *Though training is not required, it is suggested that Cooperating Teachers familiarize themselves with The Danielson Framework for Teaching.* An overview of the Framework's rubric will be provided to you during your orientation meeting. You will also have access to a series of videos that review the Framework in detail.
    - Faculty use the Danielson Framework and rubric when conducting observations of the Teacher Candidate. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language.
    - By using the language within the Framework in your discussions with your Teacher Candidate, you can help him/her see the connection between the Framework and effective practices in planning, classroom management, instruction, and professional responsibilities.
- Observations - Your perception of your Teacher Candidate's progress is one of the most important parts of your role as Cooperating Teacher and mentor. Formal and informal observations followed by reflective conversations are a powerful way to guide the professional learning of your Teacher Candidate. Guidelines for observations are provided below.
  - Informal Observations - As you *informally* observe your Teacher Candidate on a daily basis, take note of strengths and areas for Refinement. Regularly provide feedback and time for reflection and discussion. Help your candidate to identify the cause and effect relationship between teacher planning and behavior and student performance, and provide critical feedback in a manner that encourages the candidate to move forward in a positive way.
  - Formal Observations - The Cooperating Teacher will be an observer alongside the Site Coordinator and/or Texas State University faculty during formal observations. The Cooperating Teacher will observe, capture evidence, and

- offer written feedback to the candidate for each required observation. Coaching support will be a team effort between the Site Coordinator/faculty, and the Cooperating Teacher.
  - Providing a copy of your written observations to your Teacher Candidate. Maintaining copies of written comments will be invaluable to you when preparing the final evaluation of your Teacher Candidate.
- Growth Plan: If a Teacher Candidate's performance is in need of *significant intervention in order for the candidate to complete student teaching*, the Growth Plan process will be initiated and the Texas State Office of Educator Preparation will be informed.
  - Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Teacher Candidate, the Cooperating Teacher, and Site Coordinator/Texas State University faculty is critical.
  - Once it has been determined that a growth plan is necessary, a conference with the Teacher Candidate will be held. The candidate will be responsible for the co-creation and enactment of the growth plan with guidance provided by the Cooperating Teacher and Site Coordinator, unless the situation warrants that the growth plan be made prior to the meeting.
- Engage in regular and ongoing open communication with Texas State University Faculty about the resident's progress.
  - Formal and informal opportunities to share and discuss Teacher Candidate progress will be embedded throughout the residency year.
    - Formal opportunities to communicate progress will be bi-weekly survey evaluations, and midpoint and final evaluations.
    - Informal opportunities to communicate progress may take the form of ongoing conversations or emails, Cooperating Teacher Learning Seminars/Meetings, etc.
- Report progress of Teacher Candidates through monthly survey evaluations.
  - A reporting form (survey) will be completed by the Cooperating Teacher as a way to formally communicate Teacher Candidate progress every two weeks.
  - The data collected through the survey will inform the Site Coordinator's guidance of Teacher Candidates, as well as planning for Cooperating Teacher Learning Seminars/Meetings.
- Collaborate with University faculty to determine resident progress for midpoint and final evaluations, and participate in formal evaluation meetings.
  - There are two formalized opportunities for Cooperating Teachers and Faculty to collaboratively use the Danielson Framework for Teaching to provide evaluative feedback to the Student Teacher.
    - Midpoint Evaluation - The Site Coordinator and the Cooperating Teacher will collaborate in order to determine midpoint ratings and Teacher Candidate strengths and areas for refinement, based on the preponderance of evidence collected throughout the first half of the student teaching semester. An additional goal of the Midpoint Evaluation is to determine final formal observation requirements. The Cooperating Teacher and Site Coordinator will review performance evidence to decide if additional formal observations should

be required *beyond the 3rd formal observation*. For Teacher Candidates needing *significant intervention in order to be successful*, a growth plan process should be initiated. This information will be shared with the Teacher Candidate in a manner determined by you and the Site Coordinator.

- Final Evaluation - At the end of their experience Teacher Candidates are evaluated based on performance descriptors that take into account their role as a student, using the Student Teacher Final Evaluation form. The final evaluation meeting must be a face-to-face meeting and include the Teacher Candidate, the Cooperating Teacher, and Site Coordinator. The Site Coordinator will share a crosswalk between the Danielson rubric levels and the Texas State Final Evaluation levels of performance with you prior to the final evaluation meeting.
  - “Passing” Student Teaching - To successfully complete student teaching and receive credit (CR), the candidate must successfully complete their placement, including receiving a rating of “2” or higher on each of the final evaluation components.
- Partner in recommending the ST for certification.
  - Cooperating Teacher Recommendation Form (Student Teachers) - This is a required component of the final evaluation (TAC Chapter 19, 228.35). This form with signature will be uploaded into ePortfolio as evidence that the candidate has this additional required recommendation for a standard certificate. *\*The recommendation for a standard certificate does not assure a job offer within a school or district.*

Related Resources - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- The Danielson Framework for Teaching *\*(Note: NOT available on the OEP website. This link takes you directly to the Danielson FFT website. You will have to share contact information in order to download this document.)*
- Instructional Model for Education Students: Danielson Framework for Teaching
- Observing and Providing Feedback
- Student Teaching Observation Form for Scripting
- Midpoint and Final Evaluation Forms
- Texas State Final Evaluation Performance Level Descriptors

## Additional Considerations

Communication - Regular communication between you and the Site Coordinator and/or Texas State faculty is essential to the mentoring partnership needed to ensure the continued growth of your Teacher Candidate. The training seminars and observations conducted by faculty are enhanced and supported by your daily involvement in the residency experience.

- Texas State Faculty will be teaching on-site and will engage in regular classroom visits. Feel free to discuss the residency or the resident with them and the Site Coordinator at any time.
- Faculty will share their contact information with you and will respond to any additional communication from you promptly.

- If problems or concerns arise regarding your resident, you should notify the Site Coordinator/Texas State University faculty immediately. Handling issues as soon as they arise will assist both you and faculty in addressing improvement issues as early as possible.

Evaluation of the Cooperating Teacher and Student Teaching Faculty - At the end of the residency year, each Teacher candidate has an opportunity to complete an evaluation on their Cooperating Teacher and Student Teaching Faculty member.

Related Resources - All resources are available on the Resource tab of the [Office of Educator Preparation website](#).

- Student Teacher Evaluation of the Cooperating Teacher

*Once again, we thank you for the time and effort you have offered to guide the development of our Student Teachers!*