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OFFICE OF
EDUCATOR PREPARATION

TXSTeacher Residency Handbook

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TXSTeachers RESIDENCY HANDBOOK

Texas State University Office of Educator Preparation

Introduction

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, supported by robust research in teaching and learning.

The conceptual framework that guides the Texas State Initial Teacher Preparation Program is based on three intersecting themes:

- the democratic purposes and outcomes of education,
- cultural competency in teaching and learning, and
- the development of the education professional.

Foremost is our belief that education is fundamental to a democratic society's survival. Extending this belief are notions that all children can learn and that educators can and do make a difference in the lives of children, and by extension, for the communities in which they teach and for society in general. An additional foundational perspective is that the important aspects of a teacher's development mentioned above optimally occur within the authentic setting of the classroom and are mediated by expert guidance, critical reflection, and assessment (Adler, 1982; Chung, 2008; Clemson, 1990; Coleman, 1988; Counts, 1932; Darling-Hammond, 2014; Darling-Hammond & Bransford, 2005; Dewey, 1916, 1923, 1938; Griffin, 1986; Guyton & McIntyre, 1990; Hammerness, Darling-Hammond, & Bransford, 2005; Holmes Group, 1990; InTASC, 2011; Valdés, 1996; Ribich, Agostino, Barone, & Birch, 1982; Werner, Avila, Resta, Venglar, & Curtin, 1995).

Every semester, hundreds of Texas State University students progress toward their goal of becoming certified teachers, and every year, thousands of K-12 students learn in classrooms guided by our Texas State graduates.

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 K-12 student achievement, but also help candidates experience success so that you 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, teaching professors, cooperating teachers, the school principal, other school and district personnel
- A cohort of peers with whom you 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:

- An application process
- Background check completion 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, teacher candidates 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, teacher candidates 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 also be enrolled in a student teaching course (EDST).
- 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 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.

School and Classroom Assignments

Assignments are made in collaboration with our partner schools with care and attention to many factors. Partner schools and Cooperating Teachers accommodate Teacher Candidates on a voluntary basis, so various grade levels or specializations may or may not be available on a particular campus during any given semester. Also, district partnerships and faculty occasionally change, even at the last minute; if this happens, Teacher Candidates will be notified as soon as possible so that they may make the necessary arrangements. *At no time should the Teacher Candidate contact a district directly for a placement as it violates our memorandum of understanding with our partners.* Teacher Candidates may contact their assigned Cooperating Teacher and Principal once placement information has been shared. Additionally, adjustments in assignments are not made after the Teacher Candidate begins except in unusual circumstances. Any adjustments in school or Cooperating Teacher assignments will be made in collaboration with the Director of the Office of Educator Preparation.

The Texas State University Instructional Model

All Texas State University teacher 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 the Texas Teacher Evaluation and Support System (T-TESS), 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 teacher 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 teacher candidates to reinforce growth towards highly effective instructional practices. The Framework will be integrated into coursework and seminars associated with the residency experience. Faculty also use the Danielson Framework and rubric when conducting observations and evaluations of teacher candidates. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language and indicators of development.

Framework Ratings	Rating	Level	Criteria
Faculty receive extensive training in the Framework in order to conduct observations and score the Framework's components. Teacher candidates are required to complete the online Danielson	Unsatisfactory	1	Indicates little to no evidence of effective component demonstration. Rubric adjectives include "lack of," "unclear," "unaware," "poor," and "unsuitable."
	Basic	2	Within this level, attempts are made, but results are inconsistent or minimal.

Framework Study prior to the beginning of the first residency semester, regardless of prior experience with the Framework. Cooperating Teachers can access an overview training of the Framework and are provided additional support through interaction with faculty.			Performance rubric descriptors include "partial," "generally," and "moderate."
	Proficient	3	Describes the expected level of performance. Descriptors include "consistent," "frequent," "successful," and "smooth."
	Distinguished	4	Indicates a classroom where the level of effective learning and teaching is "solid," "seamless," "skillful," and "preventative."

Related Resources

All resources are available through the Clinical Teaching 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

Expectations of the Teacher Candidate

Teacher Candidates meet with the Site Coordinator and/or faculty prior to the residency experience to receive training and other information about your specific roles and responsibilities during the residency experience. Texas State University, the Site Coordinator, and faculty maintain these expectations for Teacher Candidates outlined below.

Teacher Candidate Standard Experiences

To maintain equity and alignment within our residency program, Texas State University has created a set of common experiences for Teacher Candidates. Teacher Candidates will receive specific information about these standard experiences from the Site Coordinator and faculty during the orientation meeting at the beginning of the semester. The major requirements are listed below.

Seminars	Teacher Candidates will participate in a series of residency specific and Danielson-focused seminars on various topics in response to walk-through data collection, student outcome data, and/or other timely learning needs.
Student Perception Survey (SPS) Assignment	Teacher Candidates, with support, administer a survey which measures elements of the student experience which correlate to teacher practices that are demonstrated to improve student outcomes. Candidates will also create and enact an intervention plan based on results.
Co-Teaching	Teacher Candidates and Cooperating Teachers will engage in purposeful ways of working together to plan, organize, deliver, and assess teaching and learning experiences during

	the residency based on the co-teaching model. The co-teaching model includes a gradual release of responsibility to the Teacher Candidate while also offering levels of scaffolded support as appropriate. For more information, see the Co-Teaching Model section below.
Walk-Throughs	Teacher candidates will experience 2-4 walk-through visits per semester by Site Coordinators that will allow for on-going feedback, coaching, and support.
Lesson Plans	Lesson planning will be a shared responsibility between the Teacher Candidate and the Cooperating Teacher during the residency, and format may vary according to grade level, lesson, school and district requirements, etc. In addition, Teacher Candidates are expected to complete a more detailed required lesson plan format for each formal observation (POP Cycle).
POP Cycle (Performance Assessment)	Teacher Candidates will engage in at least 3 formal POP cycles. POP cycles include: <ol style="list-style-type: none"> 1. Pre-Observation Conference - Prior to observations, Teacher Candidates and Faculty will review and reflect on the lesson plan, focusing on the interrelationships between planning, instruction, the learning environment, and student outcomes. 2. Formal Observation - Real-time observation and scripting of the enacted lesson by faculty. Teacher candidates are also required to video their lesson for viewing and reflection. 3. Post-Observation Reflection and Coaching Conference - After Teacher Candidates have viewed and reflected on their lesson, they participate in a post-observation conference during which the candidate is guided through a reflection on their strengths and areas for improvement.
Video Capture and Reflection	For each formal observation, candidates will video their lesson and will complete a self-evaluation and reflection, which will become part of the post-observation conference discussion.
Resume	In preparation for the mandatory Texas State Job Fair, Teacher Candidates are expected to develop a professional resume.
Final Evaluation	The Teacher Candidate will participate in a final evaluation conference with the Cooperating Teacher and Faculty, where summative ratings using the Texas State Student Teaching Rubric will be shared.

The Co-Teaching Model

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, 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 Mentor 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	One of the advantages in co-teaching is that more detailed observation of

Observe	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 Resident 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 Resident plan jointly but split the classroom in half to teach the same information at the same time.

It is important to note that the Mentor Teacher—the teaching professional—maintains the authoring in pacing. When beginning a field experience, some Co-Teaching strategies are more appropriate than others. The Mentor Teacher decides when to use which strategies. 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.

Related Resources

All resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation website](#).

- Reflective Lesson Plan Template
- The Right Questions for Planning: Using the Danielson Framework (Pre-conference and lesson planning support document)
- Student Teacher Midpoint Evaluation Form
- Student Teacher Final Evaluation Form
- Texas State Final Evaluation Performance Level Descriptors

Additional Expectations

- **Communication:** Communication throughout the residency experience is critical to successful completion of student teaching. All university communication takes place through Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Additionally, communication and documentation takes place in ePortfolio at certain points in the semester. Students are responsible for completing the required actions (acknowledgements, uploads, etc.) in a timely manner. Your faculty and cooperating teacher may incorporate phone calls and text as a means of further communication. Be sure to respond to all communication in kind.
- **Classroom Authority:** Texas State expects the Teacher Candidate to work within the context of the Cooperating Teacher's classroom and school, and accept that the Cooperating Teacher has the ultimate responsibility for how the Teacher Candidate may operate in the classroom. Issues or concerns regarding Teacher Candidate classroom participation should be addressed in a professional manner with both the Cooperating Teacher and Site Coordinator.
- **Campus Policies:** Teacher Candidates should know and follow the policies of the school on which they are assigned. Cooperating Teachers are encouraged to share school policy, as well as prompt and coach their Teacher Candidates when necessary.
- **Required TxState Meetings:** Teacher Candidates are required to attend all Texas State orientation and training sessions, meetings, as well as the Texas State Job Fair and all meetings and trainings required by the partner district.
- **Deadlines and Acknowledgement Requirements:** The OEP keeps Teacher Candidates informed of important submission dates and deadlines. It is the Teacher Candidate's responsibility to meet deadlines when applying for graduation, exit exams and certification. In addition, Teacher Candidates must acknowledge their observations and final evaluation in the online ePortfolio system.
- **"Passing" Student Teaching:** To successfully complete Student Teaching and receive credit (CR), the Teacher Candidate must successfully complete their 2nd semester 14 week placement. In addition, the Teacher Candidate must receive a rating of "2" or higher on each of the final evaluation components. **NOTE: Receiving credit for the clinical teaching practicum is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (see Chapter 5 in the [Teacher Certification Handbook](#)).*
- **Growth Plan:** If a Teacher Candidate's performance is in need of *significant intervention in order for the Teacher 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 Faculty is critical.

- Once it has been determined that a growth plan is necessary, a conference with the Teacher Candidate will be held. *The Teacher Candidate will be responsible for the creation and enactment of the growth plan* with guidance provided by the Cooperating Teacher and Faculty.
- If a student does not meet the requirements of a Growth Plan before the end of the semester, the student may need to withdraw and reapply for the opportunity to student teach in a future semester or risk failure. *NOTE: Financial Aid may be impacted if the student must withdraw. There is no partial credit for student teaching.*
- **Removal From School Site:** If, at any time, the cooperating teacher, the campus principal, or district administrator requests that a Teacher Candidate be removed from the classroom or school site for any reason, the student shall immediately comply. In addition, the student should also immediately contact their assigned faculty, and the Office of Educator Preparation.

Professionalism

The Teacher Candidate is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with University, school and school district policies, and conducting themselves ethically and with integrity.

- **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.
- **Ethical or Professional Concerns** - In the event that a Teacher Candidate witnesses or experiences unprofessional behavior in the host school, the Teacher Candidate should first contact faculty for support and guidance. In no instance should action be taken to report unethical or unprofessional behavior without first consulting faculty.
- **Cooperative and Acceptable Work Ethic** - As a guest at the host school and in the Cooperating Teacher's classroom, the Teacher Candidate should work in a professional, cooperative manner with all who s/he encounters.
- **Confidentiality** - The Teacher Candidate is expected to know and adhere to the school policy on the use of confidential information that may be obtained through student records, conversations, or other sources. Confidentiality regarding students, information about parents of students, or information shared with you must be maintained. (*Texas Code of Ethics Standard 3.1*)
- **Dress Code** - Teacher Candidates are expected to present a professional appearance that reflects the transition from college student to educator. The Teacher Candidate is expected to dress appropriately and professionally at all times, complying with the dress code policy of the host school and district.

Related Resources

All resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation website](#).

- Texas Education Code of Ethics
- Texas State University Teacher Candidate Dress Code

Student Teaching Policies

This handbook section provides an overview of basic policies regarding the student teaching experience. This, in conjunction with the current Student Teaching Syllabus, provides specific guidance regarding program policy.

<p>Criminal History and Background Check</p>	<p>For a new teacher, or one in a new district, a teaching background check is required. The Texas Education Code Section 22.083(b) authorizes the district to obtain criminal history record information on applicants being considered for employment with the district. The district requires everyone who is going to be in classrooms to be cleared through a criminal record check prior to being on campus.</p> <p>Based on information recorded in a candidate's criminal history, candidates may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If concerned, candidates should request a Preliminary Criminal History Evaluation from the Texas Education Agency, schedule an appointment for free legal counseling services through Texas State University's Attorney for Students and disclose this information to the Office of Educator Preparation.</p>
<p>Professional Liability</p>	<p>The Teacher Candidate is entitled to the same protection of law as the Cooperating Teacher and the principal in the school where s/he is assigned. The University does not provide the Teacher Candidate with liability insurance. Texas State requires that all Teacher candidates obtain liability insurance coverage offered through organizations such as ATPE and TCTA.</p> <ul style="list-style-type: none"> • Liability insurance protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle. • Administering medicine to a student is not permitted at any time, under any circumstance. • Teacher Candidates are not to drive their own cars to take students on field trips or to deliver them anywhere away from school as they could be found liable for any accidents or injuries. • Corporal punishment administered by the Teacher Candidate is not permitted at any time. The Cooperating Teacher should discuss school policy regarding this issue with the Teacher Candidate. • As required by Texas Administrative Code, student teaching is a supervised placement. Teacher Candidates are not the teacher of

	<p>record and should not be solely responsible for supervision of students. The Cooperating Teacher or another certified teacher should always be in close proximity and available.</p>
Injuries at Student Teaching Site	<p>If a Teacher Candidate is injured at a school, s/he should notify faculty, the Cooperating Teacher, and the school principal. Because teacher candidates are not district employees, they are responsible for their own medical expenses.</p> <p>Interns, who are employees of the district, should follow district guidelines for reporting work injuries.</p>
Substituting	<p>Texas State Teacher Candidates may substitute for the district in which they are placed as long as the following criteria are met:</p> <ul style="list-style-type: none"> ● Teacher Candidates are hired as a substitute by the district, and are officially district employees. ● Substituting does not interfere with course requirements (for example, required days on campus in lecture or in the Cooperating Teacher's classroom). ● If substituting on days when completing the student teaching placement requirement (actual student teaching days), the Teacher Candidate may only substitute for the Cooperating Teacher and in the classroom in which assigned for student teaching. <ul style="list-style-type: none"> ○ In addition, a "substitute" Cooperating Teacher must be assigned for the day the assigned Cooperating Teacher is absent in order to fulfill the TEA "supervised placement" requirement.
Teacher Candidate Attendance	<p>Perfect attendance is expected during student teaching (2nd semester). If the Teacher Candidate must be absent, the following restrictions apply.</p> <p>General Requirements</p> <ul style="list-style-type: none"> ● The Texas Education Agency requires a minimum number of days the Teacher Candidate must be in the classroom. Therefore, days missed will be made up after the last official day of student teaching, regardless of the reason, unless the Cooperating Teacher and faculty approve another arrangement. ● The Teacher Candidate is to be present at the school for the entire day (exceptions are made to attend required Texas State events, meetings, and seminars) and to follow the required start and end times for their school. Lateness is inexcusable. ● The Teacher Candidate must notify both the Cooperating Teacher and Faculty of absences as soon as possible. Failure to notify may result in the termination of the student teaching assignment. ● If absent, s/he must send plans/materials to the Cooperating Teacher if these were his/her responsibility for that day. ● An "Absentee Form for Teacher Candidates" must be submitted prior to an absence for personal reasons and the first day back from

	<p>an emergency absence (available on TRACS).</p> <ul style="list-style-type: none"> • The state requires a minimum number of days for student teaching. If at any time the Teacher Candidate's absences are excessive and prevent the student from reaching the minimum requirement, the placement will be terminated, and the student will have to reapply for the opportunity to student teach in a future semester. NOTE: There is no partial credit for student teaching. <p>Absences Due to Personal Business</p> <ul style="list-style-type: none"> • TEExES Exams: Teacher Candidates are encouraged to take their TEExES exams prior to assuming total instructional responsibility. They are expected to schedule their TEExES exams after school hours or on Saturday, if possible. A Teacher Candidate that must miss student teaching for a TEExES exam will be required to submit an absence form and make up the absence. • Interviews: Absences for interviews should be limited, approved by Faculty, and must be made up. • Other: Teacher Candidates who are absent due to any other personal business must receive prior approval and must make up the absence. <p>Absences Due to Weather or other Emergencies:</p> <ul style="list-style-type: none"> • In the case of a district or public emergency (for example, serious weather events, safety lockdowns, etc.), Teacher Candidates must contact both their Faculty and the Office of Educator Preparation within two hours of the event to ensure communication and safety. <p>Absences Due to Religious Holidays</p> <ul style="list-style-type: none"> • It is the responsibility of each Teacher Candidate to notify the Cooperating Teacher and Faculty in advance when they will be absent from school for a religious holiday. The Teacher Candidate should obtain approval for scheduling makeup time and work for this absence.
Calendar	<p>Work Days/Hours:</p> <p>First Semester - The Teacher Candidate will follow the schedule and guidelines for start and end time as outlined in the syllabi for each course.</p> <p>Second Semester (Student Teaching) - When completing the student teaching placement requirement (actual student teaching days), Teacher Candidates are to follow the school staff calendar and work hours.</p> <ul style="list-style-type: none"> • Although arriving early and staying late for meetings, team planning, and preparation for class is expected, returning for night meetings or weekend events is not required. • Teacher Candidates will follow the calendar of the school district in which they are assigned. If the district has a holiday and the University is in session, the Teacher Candidate will have a holiday unless Faculty schedules a meeting or seminar. If the school has scheduled professional development days, the Teacher Candidate is required to participate unless specifically requested not to by the district or

	<p>school.</p> <ul style="list-style-type: none"> Cooperating Teachers and Teacher Candidates should familiarize themselves with the University Student Teaching calendar for mandatory meetings, due dates, and other information. A copy of the current semester's calendar can be downloaded from the OEP website. <p>Inclement Weather: In case of inclement weather closures or late starts, Teacher Candidates follow the staff hours and calendar of the district in which they are assigned.</p> <ul style="list-style-type: none"> If the district is closed or starts late due to inclement weather, the Teacher Candidate is expected to adhere to his/her assigned district's expectations for staff, even if Texas State continues to hold classes. If Texas State implements a closure or late start, but the Teacher Candidate's district does not, the Teacher Candidate will comply with the district's expectations. Any days missed due to school being cancelled do not need to be made up if the district's weather make-up day occurs after the last day of student teaching. If the district's "weather day" falls within the Teacher Candidate's official semester and the district is in session because of previous bad weather, the Teacher Candidate will attend that day.
<p>Outside Responsibilities</p>	<p>During the student teaching semester, the Teacher Candidate's first responsibility is to the students he/she teaches. Other obligations should not interfere with student teaching responsibilities.</p> <ul style="list-style-type: none"> Outside activities (e.g., employment, sports, sororities, fraternities) should be held to a minimum by Teacher Candidates during their student teaching experience. No Teacher Candidate will be excused to leave early for work or for class.

Related Resources

All resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation website](#).

- Teacher Candidate Absence Form

Teacher Candidate Support

Teacher Candidates are supported in the field during the student teaching practicum by the Office of Educator Preparation through assigned Faculty, and by the host school through the assigned Cooperating Teacher. The roles of each support figure are outlined below.

Hosting Teacher Candidates : Cooperating Teachers

The Cooperating Teacher is a critical figure within the student teaching experience, acting as a mentor and day-to-day guide during a Teacher Candidate's placement. 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 Teacher Candidates are encouraged to take risks and reflect daily, observes and provides specific, actionable feedback to the candidate, and provides implementation support so that candidates will have a lasting impact on student achievement. A brief summary of the roles and requirements of the Cooperating Teacher are outlined below. *Detailed guidance can be found in the TXSTeacher Residency Cooperating Teacher's Reference Guide, available on the OEP website.*

Training and Meetings	<ul style="list-style-type: none"> ● Review the Cooperating Teacher Reference Guide. ● Attend an orientation meeting with Texas State Faculty. ● Attend and participate in Cooperating Teacher professional learning seminars at school site, including a co-teaching workshop and on-going collaboration meetings at school site.
Mentoring	<ul style="list-style-type: none"> ● Welcoming the Teacher Candidate (TC) to the classroom and building a trust relationship. ● Introducing the TC to the classroom, school, staff, and district. ● Encouraging and supporting the TC. ● Successfully and consistently implementing a co-teaching model within the classroom setting. ● Facilitating the professional learning and growth of the TC. This should include dialogue, co-planning, co-teaching, observation/feedback, and collaborative problem-solving. ● Facilitating 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. ● Promoting the profession and public education through positive and professional communication regarding the field. ● Collaborating with Texas State University Faculty to promote/monitor progress of the TC, including engaging in regular and ongoing open communication about the resident's progress.
Standard Experiences	<ul style="list-style-type: none"> ● Facilitate the completion of Standard Experiences (outlined above) as appropriate as a part of the mentoring process.
Evaluations	<ul style="list-style-type: none"> ● Report progress of teacher candidates through bi-weekly survey evaluations. ● Collaborate with TC Faculty to determine TC progress and further observation requirements for Midpoint Evaluation. ● Collaborate with TC Faculty to determine final evaluation ratings at end of placement.

Guiding the Teacher Candidate: Texas State University Site Coordinator

Faculty are another critical figure within the student teaching experience, acting both as a mentor and a facilitator of professional learning and growth in practice. The role of Site Coordinator is unique to the TXSTeacher Residency program. The Site Coordinator is a Texas State University

faculty member that is assigned to a group of candidates in the same school, or "site". This arrangement enables the faculty member in that role to fully support Teacher Candidates. In addition to the Site Coordinator, other University faculty may be involved in the residency program as instructors, mentors, and evaluators. Faculty have extensive experience in observing, mentoring, and training, and are committed to partnering with the University, the school, the Cooperating Teacher, and the Teacher Candidate to create the best possible experience during the residency. Faculty duties encompass working with Teacher Candidates within the district/school environment, providing external support and training, and completing all required Texas State documentation. A brief summary of the roles and requirements of faculty acting as the Site Coordinator are outlined below.

<p>Training and Meetings</p>	<ul style="list-style-type: none"> ● Complete all required training, including but not limited to the Danielson Framework for Teaching (FFT) online training (Teachscape), Danielson FFT calibration training, and TEA required trainings. ● Attend all mandatory Office of Educator Preparation trainings and meetings. ● Provide orientation training for Cooperating Teachers and school administrators per guidelines. ● Provide orientation training and on-going professional learning for Teacher Candidates per guidelines. ● Plan and facilitate professional learning seminars for Cooperating Teachers per guidelines. ● Plan and facilitate regular Governance Meetings between all stakeholder partners per guidelines.
<p>Mentoring</p>	<ul style="list-style-type: none"> ● Facilitate the professional learning and growth of the TC. This should include seminars, dialogue, co-planning, observation/feedback, and collaborative problem-solving. ● Collaborate with TC to complete various Standard Experiences. ● Collaborate with Cooperating Teacher to promote/monitor progress of the TC.
<p>Standard Experiences</p>	<ul style="list-style-type: none"> ● Conduct a Teacher Candidate Orientation meeting prior to the beginning of the placement window. ● Conduct a series of residency specific and Danielson FFT-focused seminars on various topics in response to walk-through data collection, student outcome data, and/or other timely learning needs. ● Ensure completion of tasks and assignments outlined in the Teacher Candidate Standard Experiences. ● Conduct 2-4 Walk-Throughs per semester as a vehicle for ongoing feedback, coaching, and support with help of additional faculty. ● Conduct at least 3 formal observations, each of which must be 45 minutes or longer, during the student teaching semester. ● Facilitate the complete POP Cycle for each formal observation.
<p>Evaluations</p>	<ul style="list-style-type: none"> ● Collaborate with Cooperating Teacher to determine TC progress, goals, and additional observation requirements for the Midpoint Evaluation. ● Collaborate with Cooperating Teacher to determine Final Evaluation ratings at end of placement.

Final Recommendations

Before Teacher Candidates can be certified in Texas, and before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps including:

- Take/pass all required TExES exams. Specific information is posted on the Office of Educator Preparation website.
- Apply for teacher certification online. Guidelines are provided on the Office of Educator Preparation website.

(*See Chapter 5 in the [Teacher Certification Handbook](#))