



**YEARLONG  
TEACHER  
RESIDENCY  
HANDBOOK**

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## Message from the Dean

Dear Teacher Resident,

Congratulations on making the commitment to complete a year-long residency!

Residency is the culmination of your teacher preparation program. It is the final demonstration of your ability to perform successfully as a beginning teacher applying the knowledge and skills you acquired in your program. Residency will afford you the opportunity to work with a group of students under the guidance of a mentor teacher during an entire school year to refine your skills to successfully teach all students. I encourage you to reflect on your performance throughout the year and to value the mentorship and guidance you will receive from your site coordinator and mentor teacher.

We are proud of you for getting this far, and we are committed to ensuring that you have a quality experience and that you successfully complete your teacher preparation program.

Best Wishes,



Dr. Alma Dolores Rodríguez Dean  
College of education and P-16 Integration

# Mission and Vision of the College of Education and P-16 Integration

The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.

Our mission is to:

- Provide rigorous programs of study founded on the belief that scholarship and life experiences are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement are vital;
- Engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- Develop highly effective multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- Lead through evidence-based decision-making, and data literacy in order to share our story with the academic and broader research communities, as well as our public- school partners, families and policy makers.

# The Office of Field Experiences

The Office of Field Experiences is responsible for administering and organizing all field placements for initial teacher certification. Field experiences are an integral part of teacher preparation and the key to help teacher candidates become effective educators who can successfully connect theory to practice. Based on these premises, our office will strive to provide UTRGV teacher candidates with vast and structured hands-on experiences in the field from the beginning of their teacher preparation program to the end. Our main goal is the success of our teacher candidates in becoming effective educators while maintaining the highest standards of academic excellence.



# Teacher Residency Program Overview

During 2021-2022, Lyford CISD, in collaboration with UTRGV teacher preparation program piloted a co-created Yearlong Teacher Residency. As a result, UTRGV began to offer in Fall 2022 the **UTRGV Yearlong Teacher Residency**, a rigorous two semester program in which residents co-teach alongside a mentor teacher in a P-6 classroom while completing teaching method courses. Under the mentorship of mentor teachers and university faculty, teacher residents engage in-deep clinical training allowing for multiple guided opportunities to practice teaching while receiving financial compensation, in most cases.

During the first semester of the residency, teacher residents are required to attend their assigned placement 3 full days a week and 2 days are designated to complete UTRGV course requirements. Initial requirements for the second semester of the clinical teaching residency pathway entails having candidates complete 4 full days a week at the assigned placement and 1 day a week completing UTRGV coursework.

**UTRGV Yearlong Teacher Residency** is a co-constructed program between the university and the school districts with the commitment of preparing highly equipped educators; it follows the school district's academic calendar.

# Program Goals and Key Tenets

## *Overarching Goal*

Create a highly qualified candidate, with developed teacher identity, who is prepared and ready to enter the teaching profession from day 1; reducing then the first-year learning curve and acclimation, which in turn benefits P-6 students' learning.

## *Key Tenets of the Program*

- Maximizing time in authentic settings
- Bridging content and theory to practice
- Immersing and gaining deep understanding of district and school culture
- Ongoing reflection of practice through sustain mentoring and coaching with targeted feedback
- Gaining understanding and experience with data literacy to inform practice
- Gaining awareness of the implications of diversity for teaching and learning to identify appropriate differentiation strategies to serve ALL students
- Experiencing multiple opportunities for practicing planning, instruction, assessment, and fostering positive classroom environment
- Providing opportunities for collaboration with faculty, administration, parents, and community
- Developing teacher identity

# Learning Outcomes and Standards

## *Student Learning Outcomes*

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, to use questioning and discussion techniques, to use research-based strategies, and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand, and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

## *Alignment of Professional Standards*

The Yearlong Clinical Teaching Residency Program is aligned to state and national teaching preparation standards ensuring clinical teachers are prepared to be effective teachers in the classroom from day 1 of their career.

- [Texas Teacher Standards - Texas Administrative Code §149.1001](#)
- [InTASC Model Core Teaching Standards](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [International Society for Technology in Education \(ISTE\)](#)

## *Texas Administrative Code §228.35*

- [Code of Ethics and Standard Practices for Texas Educators](#)





## Expectations of Teacher Resident, Mentor Teacher, and Site Coordinator

The Teacher Resident, Site Coordinator, and Mentor Teacher, each play an integral role in the teacher residency program. At the center is the teacher resident who receive full ongoing scaffolding and guidance from the mentor teacher and continuous support and supervision from the Site Coordinator.

### TK20 by Watermark

TK20 by Watermark is UTRGV's institutional assessment management system that is used to facilitate collection of academic assessments. Clinical Teachers, Site Coordinators and Mentor Teachers will be assigned a Clinical Teaching Binder at the beginning of the semester. All teacher resident related assessments and documents should be submitted via the Clinical Teaching Binder in TK20. Teacher Residents, Site Coordinators, and Mentor Teachers should submit their Clinical Teaching Binder at the end of the semester.

# Teacher Resident Job Description



## Teacher Resident Job Description

### Summary:

The teacher resident is a clinical teacher who participates in a rigorous year-long teacher residency program, under the guidance and mentorship of mentor teachers, campus administrators, and university faculty. During a full school year, full time teacher residents engage in deep clinical training which allows for multiple guided opportunities to practice their teaching skills. During the year-long residency, the teacher resident will gradually assume greater responsibilities throughout the year-long residency as they prepare to become highly equipped educators ready to teach on day one of their career.

### Responsibilities:

While learning to become a teacher, progressive to year-long responsibilities include:

- Co-planning and co-teaching with a mentor teacher.
- Attending the district's internal professional development trainings prior to the start of the school year and throughout the year.
- Participating in all scheduled professional learning communities (PLCs) , campus and district designated meetings, UTRGV seminars and course meetings
- Attending PTA meetings, open house (e. g, Meet the Teacher Night), faculty meetings and any assigned duty.
- Demonstrating knowledge and understanding of curricular goals, objectives, and the concepts to be presented to students.
- Adjusting and/or co-creating lessons with mentor teacher to engage students in critical thinking, use of technology, and enrich learning.
- Adapting lesson plans to provide differentiated instruction to meet the needs of ALL students.
- Collaborating with mentor teachers, campus community, and campus administrators to monitor data, including formative and summative assessment, to improve instruction for accelerated learning.
- Managing procedures and supervising students during non-instructional times, team teaching, digital learning, and while delivering instruction.
- Holding students accountable for high expectations of behavior and learning engagement.
- Monitoring independent work time in classroom while the teacher provides instruction.

- Identifying and addressing individual students’ social, emotional, and behavioral learning needs and barriers.
- Accepting and incorporating feedback from mentor teacher, school and university faculty, administrators to improve professional skills.
- Collaborating with mentor teacher and campus administration to ensure alignment of instructional goals, delivery, assessment, and to troubleshoot students’ persistent learning challenges.
- Effectively communicate with students, parents, mentor teacher, campus community, and campus administrators.

**Qualifications:**

- Enrolled in one of the following programs: Special Education; Early Childhood (EC-3 or EC-6); Bilingual (EC-6); ESL (EC-6)
- Must be ready to start the 3rd semester in the Fall of current academic year.
- Preference for passing:
  - Content exam (e. g., Core Subjects 391) by October of the current academic year.
  - Science of Teaching Reading (STR) by January of the current academic year.
  - EdTPA by May of the current academic year.
- Be on track with your degree roadmap for Fall semester of residency and be within 21 hours of graduation.
- Strong work ethic, open to accept and incorporate feedback, and a belief that all students can achieve.
- Knowledge of subject matter being taught.

**Hours:**

**Residents will be present during teacher contract hours and dates set by the district calendar. Candidates will follow UTRGV’s attendance policy.**

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**Specific duties aligned to Strategic Staffing model selected:**

- Participate as a substitute for a minimum of 30 days throughout your year-long residency program at assigned campus.

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**Sign on Commitments**

Upon successful completion of the Residency, the Resident will be given preferential hiring for available positions aligned to the Resident’s area of certification. In exchange for this hiring preference, the Resident is asked to commit to a one-year commitment with Vanguard Academy, to be reviewed annually for possible extension.

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**Stipend Amount** \_\_\_\_\_

**Campus Assignment** \_\_\_\_\_

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**Approvals**

Superintendent

Date

Human Resources

Date

**Employee Acknowledgement**

***I hereby acknowledge receipt of my personal copy of this job description and agree to all duties and responsibilities outlined. I also understand that payment for the residency program is coming from Title II, Part A federal entitlement under the Elementary and Secondary Education Act (ESEA).***

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Signature

Date

-----  
Print Name

# Mentor Teacher Job Description



## Mentor Teacher Job Description

### Description:

As a professional teacher, the mentor teacher plays a vital role in the preparation of the teacher resident by mentoring, leading, and coaching. The mentor teacher's major function in the Year-Long Clinical Teaching Residency Program is to model and provide scaffolded opportunities for teacher residents to practice their knowledge and skills of teaching in a supportive classroom environment where residents are encouraged to take risks. The mentor teacher observes and provides specific feedback to teacher residents to have a lasting impact on student achievement.

### Responsibilities:

- Commit to a year-long program of mentorship
- Provide teacher resident all lesson materials in advance and review teacher resident's planned lessons
- Support/scaffold teacher resident in their understanding of core content areas
- Co-plan, co-teach, debrief, problem solve, and coach resident daily
- Provide gradual induction to the teaching process by modeling appropriate planning and instruction and explain the purpose
- Allow Teacher Resident to assume full responsibility of the classroom instruction and management under the guidance and supervision of the Mentor Teacher (see gradual release and progression guide protocols)
- Clearly communicate expectations
- Engage teacher resident in the discourse of highly effective teaching
  - Demonstrate/model characteristics of highly effective teaching, including responsive teaching practices for all students (e.g., culturally responsive instruction, differentiated instruction)
  - Meet with teacher resident for co-planning and post-teaching conferences to discuss effective practices and provide feedback for improvement
  - Complete observations and provide specific and timely feedback to resident individualized needs, with a weekly reinforcement and refinement and clear next steps
- Support resident in leading small group and whole group instruction
- Lead, model, and coach teacher residents for planning and instruction:
  - set high expectations of achievement that are ambitious and measurable for all students
  - design and deliver instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students) to meet the needs of ALL students
  - design and deliver assessments that accurately assess student progress
  - plan and deliver lessons and activities that are aligned to state standards (TEKS)
  - hold students accountable for ambitious, measurable standards of academic achievement

- incorporate questioning and discussion in teaching
- incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- monitor and analyze student assessment data to inform enriched instruction by teacher
- communicate with students, provide authentic, timely feedback, and keep them informed of their progress
- Lead, model, and coach teacher residents for classroom environment:
  - hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
  - create a virtual or physical classroom environment conducive to collaborative and individual learning
  - establish a culture of respect, enthusiasm, and rapport
- Complete candidate assessments and submit on TK20
  - Receive Cooperating Teacher training/support on assessments and entering into TK20
  - Conduct 2 formal teaching evaluations of the teacher resident using the T-TESS rubric
  - Conduct bi-weekly informal observations
  - Complete 2 survey instruments: (1) Professional Dispositions Inventory and (2) Cooperating Teacher Perceptions Survey
- Include resident in Professional Learning Communities (PLCs) and school-based professional development
- Participate in Site Coordinator-led professional development, apply the new learning and bring back evidence of application

**Qualifications:**

- Knowledge of subject matter being taught
- Have at least three (3) complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance with a minimum of a Proficient rating on T-TESS with no Developing or Needs Improvement ratings.
- Valid Texas teaching certificate in the certification area(s) in which the teacher resident is being certified
- Must demonstrate strong interpersonal (Emotional Intelligence) and leadership skills
- Is an accomplished educator as shown by student learning

**Stipend/Pay Scale Code**

**Approvals**

Superintendent

Date

Human Resources

Date

**Employee Acknowledgement**

*I hereby acknowledge receipt of my personal copy of this job description and agree to all duties and responsibilities outlined. I also understand that payment for the residency program is coming from Title II, Part A federal entitlement under the Elementary and Secondary Education Act (ESEA).*

Signature

Date

Print Name

# Mentor Teacher Evaluation and Activities

The mentor teacher and the site coordinator should continuously evaluate teacher resident's progress and performance. Through regular periods of discussion, successful performance is jointly determined by the mentor teacher and the University supervisor.

To evaluate and provide effective feedback, the mentor teacher should:

- Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- Encourage the teacher resident to use self-evaluation techniques
- Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback.
- Observe the student teacher in actual teaching situations and make notes that can be used as the basis for feedback
- Be frank and professional in the feedback and evaluation.
- Share strengths and articulate weaknesses constructively.

Evaluation forms are located in Tk20 and are due periodically throughout the year.

## Mentor Teacher TK20 Forms

Semester 1	Semester 2
<p><b>August</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>✓ T-TESS formal observation (Observation #2 conducted by Site coordinator and Mentor teacher)</li> <li>✓ Approve Attendance</li> </ul> <p><b>December</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> <li>✓ Professional Disposition Inventory</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>February</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>March</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>✓ T-TESS formal observation (Observation #4 conducted by Site coordinator and Mentor teacher)</li> <li>✓ Approve Attendance</li> </ul> <p><b>May</b></p> <ul style="list-style-type: none"> <li>✓ Approve Attendance</li> <li>✓ Mentor Teacher Recommendation</li> <li>✓ Professional Disposition Inventory</li> </ul>



# Assistant Professor of Practice (and Residency Program Site Coordinator) Job Description

## **Description:**

As university faculty, the site coordinator plays a vital role in the preparation of teacher residents. They serve as (1) instructors for residency courses and mentor teacher training, (2) supervisors and instructional coaches for teacher residents, and (3) the liaison between the university and school districts. These full-time faculty who is fully engaged in clinically rich educational opportunity has the responsibilities of teaching and service to the university and partner districts.

## **Responsibilities:**

### **Instruction**

- Teach one section of Clinical Teaching Residency Course (I or II)
- Teach 3 other education courses
- Course Planning: designs, organizes, and implements courses that bridge content and theory to practice
- Lesson Delivery: models data informed student centered and differentiated instruction that meets the needs of ALL students
- Resident Support: Provide need-based relevant instruction and seminars

### **Instructional Coach**

- Supervise a cohort of teacher candidates (approximately 10-12 residents)
- Conduct formal T-TESS observations of teacher candidates 2 times per semester (including pre- and post- conferences)
- Conduct periodic walkthroughs, outside formal observation cycle, to collect data and provide ongoing support to teacher candidates (2 in Fall and 2 in Spring)
- Provides targeted feedback
- Ensure accurate and timely entry of performance assessment feedback and ratings
- Support mentor teacher in completion of required performance evaluations, time log approvals, candidate dispositions, etc.

### **University and District Liaison**

- Maintain a frequent, recurring presence in the school site
- Positively represent the university through prompt attendance at observations, meetings, and other required events

- Provides support to mentor teachers and other campus teachers as needed through recurring professional learning.
- Facilitates governance partnership meetings to foster relationships, share residency data, action plan to address trends, concerns, and meet residency program goals.
- Collaborates with district and school administrators to select high-quality mentor teachers

**College-University:**

- Provides service to the Residency program by contributing time and effort in the development of: handbooks, processes, forms, modules, orientation sessions, governance meetings
- Communicates professionally with all stakeholders
- Collaborates with college departments on designing, aligning, and integrating clinically embedded coursework and curricula based on research and evidence from the field

**Qualifications:**

- Hold an earned master's degree in curriculum and instruction or a strongly related field
- Candidates must be certified teachers and have at least three years of teaching experience in public schools
- Demonstrate a commitment to school partnerships and community initiatives
- Have experience in teacher preparation and/or supervision/mentoring of teacher candidates

# Communication Expectations

**Successful teacher residencies** require continual communication on the part of residents, mentors, principals, Site Coordinators and district liaison. The purpose of this document is to provide guidance to support effective communication among all parties.

## **GUIDING PRINCIPLES**

Strong relationships are the foundation of effective communication. All residency stakeholders should strive to:

- Build trust.
- Communicate regularly.
- Residents are novice professionals who often benefit from support in developing strong communication skills.
- Consider positionality (e.g. a resident's position relative to principal) when planning communication.
- Mass communications should be shared with all relevant individuals. For example:
  - Principals and district liaisons should be copied on all emails related to governance meetings
  - Site coordinators, mentor teachers, and principals should be copied on relevant emails from the district to residents and from the university to residents

## **TEACHER RESIDENTS**

Teacher Residents (TR) are encouraged to communicate regularly with the mentor teacher, Site Coordinator, principal, and faculty members. Communication should be:

- Timely
- Clear and concise
- Specific to the audience
- Professional
- When challenges arise, TRs should consider their communications training and how they might resolve the challenge.
- TRs are encouraged to communicate with *both* their mentor teacher and site coordinator when challenges arise
- Mentor teacher and site coordinator will support the TR to determine who else might need to be included in the conversation (e.g. principal, district liaison, etc.) and identify next steps
- When communicating by email, TRs are encouraged to include all relevant individuals (e.g. mentor teacher, site coordinator principal, etc.)

# Communication Expectations

## **MENTOR TEACHERS**

- Mentor teacher should communicate regularly with the Teacher Resident (TR), Site Coordinator, principal, and other relevant individuals, as well as attend regular meetings with the site coordinator.
- Mentor teacher develops trusting relationships with TR that foster strong communication.
- Mentor teacher is responsible for helping TR develop their communication skills, especially in a professional setting.
- When challenges arise, mentor teacher should ensure that all relevant individuals are included in communication, both in-person and by email (e.g. site coordinator, principal, TR etc.).
- When challenges arise, mentor teacher work closely with the site coordinator to make sure there is a clear plan of action and relevant individuals (e.g. principal, district liaison, etc.) are included as needed.

## **PRINCIPALS**

- Principals support mentor teacher to communicate effectively with TRs and resolve challenges.
- Principals should attend and actively participate in governance meetings with the site coordinator.
- Principals develop trusting relationships with TRs, site coordinator, and mentor teacher that foster strong communication.
- Principals are encouraged to include the site coordinator, mentor teacher, and TR in relevant communications in person and by email.
- When challenges arise, principals work closely with the mentor teacher and site coordinator to make sure there is a clear plan of action and relevant individuals are included as needed.

## **UNIVERSITY SITE COORDINATORS**

Site coordinator is encouraged to communicate regularly with TRs, mentor teacher, and principal. They should:

- Schedule brief check-ins with principals when visiting schools to share recent successes and collaborate on any challenges that have come up.
- Encourage open communication with mentor teachers.

# Communication Expectations

## **UNIVERSITY SITE COORDINATORS**

- Encourage open communication with principals during and between governance meetings.
  - Site coordinator develops trusting relationships with TRs, mentor teachers, and principals that foster strong communication.
  - Site coordinator supports TRs to develop their communication skills, especially in a professional setting. They may:
- Practice crucial conversations with TRs.
- Discuss *who* to communicate with and *how* to share needs.
  - When challenges arise, site coordinator ensures that all relevant individuals are included in communication, both in person and by email (e.g. mentor teacher, principal, TR).
  - When challenges arise, site coordinator works closely with the mentor teacher to make sure there is a clear plan of action and relevant individuals (e.g. principal, district liaison, etc.) are included as needed.

## **DISTRICT LIAISON**

District liaison is encouraged to communicate regularly with TRs, mentor teachers, principals, and site coordinator. They should:

- Participate in check-in calls/meetings with site coordinators and EPP Director of Field Experiences.
- Participate in governance meetings, offering feedback on data and topics in advance
- When challenges arise, ensure site coordinator is informed and enable open lines of communication between all involved, including principals, TRs, and/or mentor teacher.
- Serve as the EPP point of contact for questions, updates, or concerns related to the residency program.
- Support schools with the design (and redesign) of sustainably paid TR positions, encouraging campuses to maximize the use of these paid residencies to strengthen the pipeline of teachers entering the district.
- Collaborate with EPP and site coordinators on professional development opportunities for TRs and/or mentor teachers.

# Communication FAQs

## *District-Wide Communication*

1. At the start of the school year, how will parameters for strategic staffing be shared with principals, mentors, and residents?
  - a) Principal Launch (April)
  - b) Teacher Mentor and Teacher Resident Onboarding (July)
2. Who will communicate periodically about the strategic staffing initiative to principals? To mentor teachers? To residents?
  - a) Maria Munoz & Melissa Morales (HR Office)
3. How will parameters be reinforced with campuses throughout the year?
  - a) Combination of meetings, as needed, and periodic checkpoints via email.
4. Who will regularly check on how the strategic staffing initiative is fairing overall?
  - a) Teacher Residency Team (Mrs. M. Munoz, Mrs. S. Rodriguez, Mrs. C. Santos, Mrs. M. Morales)
5. Who will inform principals when residents are ready to start additional responsibilities? How will the start be communicated (e. g., email, check-in meeting, in person, etc.)?
  - a) Mrs. M. Munoz and Mrs. M. Morales (HR Office) via email or meeting, if needed.
6. When communicating by email, which stakeholders should be included on messages regarding the residency program?
  - a) The Teacher Residency Team (Mrs. M. Munoz, Mrs. S. Rodriguez, Mrs. C. Santos, Mrs. M. Morales) will always be on copy, and participating Elementary Principals as well as UTRGV team (e.g., Dr. Diaz, Mrs. Brown, Mrs. Robles) when needed.

## *Campus-Based Communication*

1. Who should residents communicate with when they need support with their additional responsibilities (e. g., substitute teaching)?
  - a) Depending on the support needed, teacher residents will reach out to Teacher Mentor, Site Coordinator and/or campus administration.
2. If strategic staffing parameters are not upheld, who should residents notify?  
Administrator and site coordinator.
  - a) UTRGV Site Coordinator
3. When challenges arise with the additional responsibilities, who should residents or mentors communicate with, and in what order (e. g., site coordinator, principal, etc.)?
  - a) Teacher Mentor

- b) Site Coordinator
- c) Principal

4. Who will determine if a resident is unable to participate in strategic staffing, and how will this be communicated?
  - a) If a teacher resident does not meet professional disposition the district will notify the site coordinator. The site coordinator will conduct an internal UTRGV process and notify the district of the final determination and communicate to the Teacher Resident.
  - b) If the Teacher Resident decides to resign from the program, the TR will notify the Director of Field Experiences and the DFE will notify HR.
5. If there is a resident placement change, who should be notified, and in what order?
  - a) If change is initiated by the district, Vanguard's HR department will communicate with Site Coordinator, Dr. Diaz and Mrs. Brown to come to a consensus prior to notifying the Teacher Resident.
6. If change is initiated by UTRGV, the Site Coordinator or Director of Field Experience will notify Vanguard's HR Office (Melissa Morales) to come to a consensus prior to notifying the Teacher Resident. Who should principals include in email communication about the resident regarding the resident's additional responsibilities?
  - a) Site Coordinator regardless of the situation
  - b) Teacher Mentor to support per the scope of their responsibilities
  - c) Additional Vanguard Academy support staff (e.g. Content Coach)
  - d) Human Resources dependent on severity of situation
7. If a resident is on a growth plan, how will that impact fulfillment of additional responsibilities?
  - a) We will defer to UTRGV process/protocol

# Communication FAQs

## *University Communication*

1. How, and when, should principals communicate with site coordinators about the resident's additional responsibilities?
  - a) Immediately after the decision has been made via email
2. How, and when, should mentors communicate with site coordinators about the resident's additional responsibilities?
  - a) Immediately after the decision has been made via email
3. When challenges arise, site coordinators work closely with **mentor teacher/principals/ OFE Director (depending on the issue)** to make sure there is a clear plan of action, and relevant individuals are included as needed.
4. If university criteria and coursework are not being completed by the resident, who should the site coordinator communicate with to begin support?
  - a) The Teacher Resident and the Director of Field Experiences
5. What is the protocol for any resident absences that might impact their additional responsibilities?
  - a) Follow Parameters Guide Protocol: If a TR is absent, the TR should do the following:
    - If planned absence, the TR must notify a campus administrator, MT, and Site Coordinator at least three (3) days prior to absence.
    - If unplanned absence, the TR must notify a campus administrator, MT, and Site Coordinator via text before 6:30am on the day of the unplanned absence.
    - The TR may not have more than three (3) unexcused absences per semester.
    - UTRGV and Site Coordinator will address attendance concerns with the TR.



# Residency Parameters

This document provides guidelines related to Teacher Resident development and responsibilities through Strategic Staffing. Vanguard Academy Charter School and University of Texas Rio Grande Valley (UTRGV) have selected the **RESIDENTS AS SUBSTITUTES** model for implementation beginning in SY 2023-2024 as defined by the parameters below.

## Parameters Overview

### Logistics for Substituting Responsibilities:

- The Teacher Resident (TR) will co-teach with the Mentor Teacher (MT) three days per week during the Fall semester (i.e., Mondays, Tuesdays, and Fridays). During the Spring semester, the TR will co-teach with the MT four days per week (i.e., Mondays, Tuesdays, Thursdays, and Fridays). Refer to the Co-teaching Strategies identified and detailed in this document for an explanation of the co-teaching expectations.
- The TR will substitute a minimum of 30 school days during the academic year.
- The TR will substitute teach once a month in the Fall semester and once a week during the Spring semester to comply with Texas Education Agency certification requirements.
  - September - 1 day
  - October - 1 day
  - November - 1 day
  - December - minimum of 5 days
  - January - 4 days
  - February - 4 days
  - March - 4 days
  - April - 4 days
  - May - minimum of 6 days
- The TR substitute teaching assignments will only occur on Fridays.
- The substitute teaching assignment will be on the TR's assigned campus only.
- During the Fall semester, the TR will substitute in the same grade level for at least the first month (i.e., September).
- Following the first month, the TR's substituting assignment will be prioritized within the same grade level. If no substitute is required at the same grade level, the TR may substitute one grade level above or below. If no substitute is needed on campus, the TR will remain in the MT's classroom for co-teaching.
- During the Spring semester, the TR will substitute for any grade level on the assigned campus.
- If the TR is seeking General Education certification only, the TR may only substitute in a General Education classroom.
- If the TR is seeking Special Education certification, the TR may substitute in a General Education or Special Education classroom.

### Training for Substituting Responsibilities:

- The TR will be required to attend a Substitute Orientation led by Vanguard Academy's Human Resources Department during the fourth week of instruction.
- Touchpoints with Vanguard Academy Human Resources Department will be scheduled with the TR once per semester.
- The TR will be required to attend the New Teacher Institute.

### Readiness for Substituting Responsibilities:

- Substituting assignments may begin after six (6) weeks of instruction with MT approval.
- TR readiness to substitute will be determined based on input from the MT, Site Coordinator, campus principal, and TR. The determination will be documented on the Vanguard Academy readiness document.
- To best prepare the TR for substituting responsibilities, the MT will be required to attend sessions from the Substitute Orientation and New Teacher Institute, as determined by the Human Resources Department. The MT will also be required to attend UTRGV sessions to include subjects such as classroom management, substituting resources, co-teaching, etc.

**Support for Substituting Responsibilities:**

- If the TR is experiencing employment/placement challenges related to the substituting responsibilities, the TR must notify the Site Coordinator and Human Resources Department. The Human Resources Department will meet with the TR to discuss substituting challenges and how to best support the TR to be successful.
- If the TR is experiencing instructional challenges related to the substituting responsibilities, the TR will need to meet with the MT and Site Coordinator to share challenges and receive further guidance and support. If additional support is still needed, the MT will reach out to the campus principal, instructional coach, and/or Early Childhood coach.
- If the TR is experiencing student behavior challenges related to the substituting responsibilities, the TR will need to meet with the MT and Site Coordinator to share challenges and receive further guidance and support. If additional support is needed, the MT will reach out to the campus administration for support.
- If the TR is experiencing student behavior challenges while substituting that require immediate support, the TR can reach out to campus administration immediately.

**Absences on Days Assigned to Substituting Responsibilities:**

- The TR may not have more than three (3) unexcused absences per semester. UTRGV and the Site Coordinator will address attendance concerns with the TR. Attendance hours will be logged in TK 20.
- If a TR is absent on a day assigned for substituting, the Human Resources Department will secure another substitute from the regular substitute pool.
- If the TR is absent more than once per semester on a substituting day, the Human Resources Department will contact the Site Coordinator and contact the TR.
- If a TR is absent, the TR should do the following:
  - If planned absence, the TR must notify a campus administrator, MT, and Site Coordinator via email 3 days prior to the absence.
  - If unplanned absence, the TR must notify a campus administrator, MT, and Site Coordinator via text before 6:30am on the day of the unplanned absence.
  - The TR may not have more than three (3) unexcused absences per semester.
  - UTRGV and Site Coordinator will address attendance concerns with the TR.

# Residency Parameters

## Gradual Release for Residents as Substitutes

The goal of the gradual release of responsibility is to ensure Teacher Residents are prepared to execute the additional responsibilities related to the **RESIDENTS AS SUBSTITUTES** Strategic Staffing model. Below is the gradual release timeline for this model:

Week	Teacher Resident Responsibilities as Substitute Outside Mentor Teacher's Classroom	Teacher Resident Responsibilities Under Mentor Teacher Supervision
1	None	<ul style="list-style-type: none"> <li>Assume partial responsibility for leading classroom routines</li> </ul>
2-4	None	<ul style="list-style-type: none"> <li>Assume partial responsibility for leading classroom routines (30 minutes to an hour per day)</li> </ul>
5-9	After 6 weeks of instruction, with Mentor Teacher approval, <b>substitute</b> once a month.	<ul style="list-style-type: none"> <li>Assume partial, and occasionally full, responsibility for leading classroom routines (1-2 hours per day)</li> <li>Co-plan and lead in one subject area or class period</li> </ul>
10-15	<b>Substitute</b> once a month, during UTRGV breaks residents can substitute more often.	<ul style="list-style-type: none"> <li>Assume partial, and occasionally full responsibility for leading classroom routines (2-4 hours a day)</li> <li>Co-plan and lead in two subject areas or class periods</li> </ul>
16 -20	<b>Substitute</b> once a week.	<ul style="list-style-type: none"> <li>Assume partial, and occasionally full responsibility for leading classroom routines (2-4 hours a day)</li> <li>Co-plan and lead in three subject areas or class periods</li> </ul>
21-30 and beyond	<b>Substitute</b> once a month, during UTRGV breaks residents can substitute more often.	<ul style="list-style-type: none"> <li>Assume partial, and occasionally full responsibility for leading classroom routines (2-4 hours a day)</li> <li>Co-plan and lead in all subject areas or class periods</li> </ul>

# Other Expectations

## ***Fitness to Teach and Exit Policy for UTRGV Educator Preparation Program***

Teacher candidates admitted into the teacher education program are expected to demonstrate professional dispositions and abilities, as well as demonstrate that they are prepared to teach in their respective fields. Successful completion of university coursework, demonstrating professionalism and ethical behavior and adhering to professional standards are indicators of being ready to teach.

## ***Mandatory Attendance to University Meetings***

Attendance at orientation, seminars, conferences, and meetings scheduled by the Office of Field Experience and/or university site coordinator is mandatory. Absences shall be made-up in accordance with policy set by the site coordinator.

## ***Dress Code***

As a teacher resident in a public school, you need to present a professional appearance to reflect transition from college student to educator. Conservative professional dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

## ***Professional Liability***

The teacher resident is entitled to the same protection of law as the mentor teacher and the principal in the school where s/he is assigned. This 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 any student is not permitted even if mentor teacher gives approval, the teacher resident must decline and cite University policy.
- Teacher residents are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the teacher resident is not permitted at any time. The mentor teacher should discuss school policy regarding treatment of students and contact with students.

## Co-teaching and Progression

Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space (Cook & Friend, 1995, p. 1).

In co-teaching, teacher candidates are provided with modeling, coaching, and feedback as they develop teaching competencies. Co-teaching allows mentor teachers to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. (Heck & Bacharach, 2010, p. 24).

During the residency program, teacher candidates are required to be actively engaged in as many of the elements of the classroom and as much possible from the very beginning. Teacher Candidates should assume greater responsibilities throughout their residency experience--including providing release time and support for the mentor teacher, and teaching students directly, starting with small groups.

# Co-teaching Strategies and Examples

STRATEGY	DEFINITION/EXAMPLE
One Teach One Observe	<p>Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation.</p> <p>Example: One teacher observes students to determine how well they understand directions while the other leads instruction.</p>
One Teach, One Assist	<p>Definition: This strategy is an extension of One-Teach, One-Observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the teacher assisting is a “voice” for the students when they don’t understand or are experiencing difficulties.</p>
Station Teaching	<p>Definition: The co-teaching pair divides the instructional content into parts and the student into groups. Groups spend designated time at each station. Often an independent station will be used along with the two teacher stations.</p> <p>Example: One teacher leads the station where the students play a money math game, where the other teacher runs mock store where the students purchase and make change.</p>
Parallel Teaching	<p>Definition: Each teacher instructs half of the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is the reduction of the student-teacher ratio.</p> <p>Example: Both teachers lead a question and answer discussion on specific and current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>Definition: The strategy allows one student to work at the expected grade level while the other teacher works with those students who need the information and/or those materials taught, extended, or remediated.</p> <p>Example: One teacher works with the student that need the concept re-taught while the other teacher extends the concept for remaining students.</p>
Alternative or Differentiated Teaching	<p>Definition: Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different.</p> <p>Example: One teacher leads the grouping predicting the plot of a story by looking at the book cover and illustrations; the other teacher leads a group in predicting the plot by pulling specific items and/or story clues from the bag.</p>

Team Teaching

Definition: 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 perspective there is no clearly defined leader, as both teachers share the instruction freely interject information, assist students and answer questions. Example: Both teachers share the reading of a story/text so that students are hearing two voices.

These strategies are not hierarchical- they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Source: Adapted from Cook, L., & Friend, M. (1995). Co-teaching: guidelines for creating effective teaching practices. Focus on Exceptional Children, 28(3), 1-12

# Progression

This document provides suggestions and guidelines related to residency co-teaching, teacher resident development, and release of responsibility time. Each mentor teacher, Site Coordinator and resident should work collaboratively to determine the best way to meet the resident's and district's needs.

## PROGRESSION RESPONSIBILITIES

Week	Suggested Residency Co- Teaching Strategies	Minimum Teacher Resident (TR) Responsibilities	Minimum Mentor Teacher (MT) Responsibilities	Suggested Responsibility Time for TR Under MT Supervision
1	<p>One teach   one observe</p> <p>One teach   one assist</p>	<p>Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</p> <p>Assist with small group activities lead by Mentor Teacher (MT)</p>	<p>Model for Teacher Resident (TR)</p> <p>Include TR in team planning time.</p> <p>Reserve additional 1:1 planning time with TR</p> <p>Provide TR small group lesson materials in advance and give access to curriculum</p>	<p>TR takes on 0 minutes of responsibility time</p> <p>Suggested Activities Planned and Guided by MT: Calendar activities, planner set up and checking, bell work, small group support (e.g. math facts, sight words, vocab, etc.)</p>
2-4	<p>One teach   one observe</p> <p>One teach   one assist</p> <p>Supplemental/Station teaching</p>	<p>Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, student engagement direction/ redirection, dismissal)</p> <p>Lead small group activities planned or heavily guided by the MT</p> <p>Co-teach whole group activities</p> <p>Begin to prepare to take on the planning for one content area</p>	<p>Model and co- teach with TR.</p> <p>Include TR in team planning time.</p> <p>Meet and plan with TR at a consistent time</p> <p>Provide TR all lesson materials in advance and review them.</p> <p>Review and potential rehearsal TR planned lessons in advance.</p>	<p>TR takes on 30 minutes to an hour of responsibility time per day.</p> <p>Suggested Activities: Read Aloud, supervise student independent work- time, small group instruction/support, supervise lunch/recess</p>



5-9	<p>One teach   one observe</p> <p>One teach   one assist</p> <p>Supplemental/ Station teaching Parallel teaching Team teaching</p>	<p>Assume partial, and occasionally full, responsibility for leading classroom routines</p> <p>Co-plan and lead in one subject area or class period</p> <p>Co-plan and lead small and whole group activities</p>	<p>Provide modeling and co-teach with TR</p> <p>Include TR in team planning time</p> <p>Meet and plan with TR at a consistent time</p> <p>Establish planning responsibilities with the TR and support/scaffold them in their understanding of that content/ subject area</p> <p>Monitor and support independent planning responsibilities of the TR and support them in planning for an additional content area (two total)</p> <p>Provide TR all lesson materials in advance</p> <p>Review and potentially rehearse TR planned lessons in advance.</p>	<p>TR takes on 1-2 hours of responsibility time per day</p> <p>Lessons for subject area or class period that resident typically leads</p> <p>No more than 2-3 hours a week should be spent on non- instructional duties (instructional duties include time teaching students as well as lesson plan review and practice, data review, and other planning).</p>
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# Progression

## PROGRESSION RESPONSIBILITIES

Week	Suggested Residency Co-Teaching Strategies	Minimum Teacher Resident (TR) Responsibilities	Minimum Mentor Teacher (MT) Responsibilities	Suggested Responsibility Time for TR Under MT Supervision
10-15	Any co-teaching strategy appropriate for the subject area or classroom setting	<p>Assume partial, and occasionally full (release time), responsibility for leading classroom routines</p> <p>Co-plan and lead in two subject areas or class periods</p> <p>Co-plan and lead small and whole group activities</p>	<p>Include TR in team planning time</p> <p>Meet and plan with TR</p> <p>Monitor and support planning responsibilities of the TR for an additional content area (three total)</p> <p>Review TR planned lessons in advance</p>	<p>TR takes on 2-4 hours of responsibility time per day</p> <p>Lessons for two subject areas or class periods that resident typically leads</p> <p>No more than 4-5 hours a week should be spent on non-instructional duties</p>

<p>16-20 (2nd Semest er</p>	<p>Any co- teaching strategy appropriate for the subject area or classroom setting</p>	<p>Assume partial, and occasionally full (release time), responsibility for leading classroom routines (e.g., attendance, bell work, student engagement direction/ redirection, dismissal)</p> <p>Co-plan and lead in three subject areas or class periods</p> <p>Co-plan and lead small and whole group activities</p>	<p>Continue planning responsibilities with the TR.</p> <p>Support/scaffold TR in understanding of three content/subject areas</p> <p>Include TR in team planning time</p> <p>Meet and plan with TR at a consistent time</p> <p>Monitor and support planning responsibilities of the TR for additional content areas (all content/subject areas)</p>	<p>TR takes on 2-4 hours of responsibility time per day</p> <ul style="list-style-type: none"> <li>Lessons for three subject areas or class periods that resident typically leads</li> </ul> <p>No more than 4-5 hours a week should be spent on non- instructional duties (instructional duties include time teaching students as well as lesson plan review and practice, data review, and other planning).</p>
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# Progression

## PROGRESSION RESPONSIBILITIES

Week	Suggested Residency Co-Teaching Strategies	Minimum Teacher Resident (TR) Responsibilities	Minimum Mentor Teacher (MT) Responsibilities	Suggested Responsibility Time for TR Under MT Supervision
21-30 and beyond	Any co-teaching strategy appropriate for the subject area or classroom setting	<p>Assume full responsibility for leading classroom routines when alone in classroom (e.g., attendance, bell work, student engagement direction/redirection, dismissal)</p> <p>Co-plan and lead all subject areas or class periods</p>	<p>Continue planning responsibilities with the TR. Support/scaffold TR in understanding of all content/subject area</p> <p>Include TR in team planning time.</p> <p>Meet and plan with TR at a consistent time.</p>	<p>TR takes on 2-4 hours of responsibility time per day</p> <p>Lead any class period or subject area</p> <p>No more than 4-5 hours a week should be spent on non-instructional duties (instructional duties include time teaching students as well as lesson plan review and practice, data review, and other planning).</p>

\*Consider the development of the teacher resident when determining release of responsibility time, as well as consult the principal and site coordinator regarding the developmental needs of the teacher resident and the best ways to support PK-5th grade students.

# Evaluations and Program Assessments

Central to UTRGV teacher residency program is shared responsibility between UTRGV and partner school districts with the commitment of preparing highly equipped educators ready to teach on day 1 of their career. Since our program emphasizes in- deep clinical training that allows for multiple guided opportunities to practice teaching, there are various assessments throughout the year to formatively assess residents' adequate progress toward mastery of our priority competencies.

The following assessments are required:

- 4 **Formal** observations using T-TESS- conducted by site coordinator and mentor teacher (mentor teacher conducts only 2 out of the 4).
- 4 walkthroughs conducted by site coordinator (2 in Fall and 2 in Spring)
- Monthly informal observations conducted by mentor teacher
- Professional Disposition Inventory (end of Fall and end of Spring- asses by students, site coordinator, and mentor teacher)
- Beliefs and Mindsets
- Tripod Student Surveys
- Teacher Work Sample

\*\* See Appendix for explanation of assessments

# Performance Gates

Formal and informal assessments serve as gateways to identify if residents are on track or to immediately intervene when needed. There are three possible responses to the Gateways:

- If residents successfully complete each assessment, then they will move ahead.
- If residents fail to successfully complete their first attempt of a formal observation or 2 consecutive informal observations verbal and written documentation with interventions will be provided and will be assessed again.
- Should residents fail to follow through with verbal and written suggestion for improvement, a formal Growth Intervention Plan is developed by the university site coordinator and mentor teacher and presented to residents in three-way conference. The Growth Intervention Plan will offer a clear time limit for compliance and additional observation will be conducted.
- If residents do not comply or do not demonstrate growth from the Growth Intervention Plan, they may be dismissed from the residency program.

## Teacher Candidate Growth Plan

This growth plan summarizes concerns regarding the performance expectations and/or the professional attributes you have exhibited in coursework or field placements thus far in the Teacher Education program and sets expectations for your successful completion of the program. Failure to adhere or comply with the expected actions outlined in this Growth Plan may result in your removal from the Teacher Education Program.

Teacher Candidate Name:

Student ID:

Site Coordinator, Supervisor, or  
Faculty Name:

Effective Date:

### CEP Dispositions

Complete this section if there were any CEP Dispositions concerns. Please check all Dispositions indicators that apply to this growth plan. Check "Not Applicable" if there are no CEP Disposition concerns.

- Dispositions concerns
- NOT APPLICABLE (N/A)

### Learner Development and Diversity

- The candidate respects and accounts for learners' individual differences.
- The candidate respects and accounts for learners' cultural and linguistic differences.
- The candidate is inclusive of diverse ethnic groups, gender, sexual orientation.
- The candidate demonstrates culturally and linguistic responsive practices.

- Other Learner Development Concern:

### Critical Thinking and Reflective Practices

- The candidate engages in critical thinking
- The candidate demonstrates ability to solve problems.
- The candidate demonstrates ability to self-asses
- The candidate is reflective.
- The candidate is open to new ideas.

- Other Critical Thinking and Reflective Practices Concern:

### Professionalism

- The candidate maintains high expectations for self and others.
- The candidate seeks opportunity for professional development.
- The candidate exhibits an appropriate appearance in professional settings.
- The candidate demonstrates punctuality and dependability.
- The candidate meets attendance requirements.
- The candidate exhibits professional interpersonal skills with all stakeholders.
- The candidate displays enthusiasm for working collegially.
- The candidate demonstrates enthusiasm toward teaching.
- The candidate displays initiative.
- The candidate accepts constructive criticism.
- The candidate separates personal and professional issues.
- The candidate works productively as a team member

- Other Professionalism Concern:



### Communication

- The candidate expresses ideas clearly in writing.
- The candidate expresses ideas clearly orally.
- The candidate demonstrates professional electronic communication skills (e.g. social media, email, text).
- NOT APPLICABLE (N/A)

Other Communication Concern:

### Content and Instruction

- The candidate prepares lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- The candidate implements lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- The candidate uses innovative technology to promote learning.
- The candidate is passionate toward learning the content being taught.
- The candidate models and demonstrates concepts and/or methods for learners.

Other Content and Instruction Concern:

### Ethics

- The candidate demonstrates understanding and compliance with laws and policies.
- The candidate maintains privacy and confidentiality unless disclosure is required by law.
- The candidate demonstrates the ethical decision-making required of a professional educator.
- The candidate demonstrates academic honesty.

Other Ethics Concern:

Evidence of Dispositions Concerns (write N/A if not applicable) \*

Expected Actions (write N/A if not applicable) \*

Date to Complete Expected Actions:

### Academic Concerns

Complete this section if there were any Academic concerns. Please describe in detail the academic concerns that apply to this growth plan. Check "Not Applicable" if there are no academic concerns.

Academic Concern:

NOT APPLICABLE (N/A)

### T-TESS Refinement Dimensions

Complete this section if there were any T-TESS Refinement concerns. Please select all refinement indicators that apply to this growth plan. Check "Not Applicable" if there are no T-TESS refinement concerns.

NOT APPLICABLE (N/A)

**1.1 Standards and Alignment:** The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners

**1.2 Data & Assessment:** The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction

**1.3 Knowledge of Students:** Through knowledge of students and proven practices, the clinical teacher ensures a high level of learning, social-emotional development and achievement for all students.

**1.4 Activities:** The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

- 2.1 Achieving Expectations:** The clinical teacher supports all learners in their pursuit of high levels of academic and social- emotional success
- 2.2 Content Knowledge & Expertise:** The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.3 Communication:** The clinical teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.
- 2.4 Differentiation:** The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Monitor & Adjust:** The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.1 Classroom Environment, Routines & Procedures:** The clinical teacher organizes a safe, accessible and efficient classroom.
- 3.2 Managing Student Behavior:** The clinical teacher establishes, communicates, and maintains clear expectations for student behavior.
- 3.3 Classroom Culture:** The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.
- 4.1 Professional Demeanor & Ethics:** The clinical teacher meets EPP and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 4.2 Goal Setting:** The clinical teacher reflects on his/her practice.
- 4.3 Professional Development:** The clinical teacher enhances the professional community.
- 4.4 School Community Involvement:** The clinical teacher demonstrates leadership with students and other stakeholders through effective communication and outreach.

Evidence of Refinement area (s) improvement needed:

Expected Outcome:

Steps for improvement:

Timeline of improvement:

Evidence of Expected outcome completion:

**Additional Notes & Signatures**

Additional Notes:

\_\_\_\_\_

Teacher Candidate

Date

\_\_\_\_\_

Site Coordinator, Supervisor, or Faculty

Date

Signing this Growth Plan is not an admission of any of the behaviors reported above, nor is it an indication that you agree with any the contents of the Growth Plan or its recommendations. It is only an indication that these concerns and accompanying recommendations were discussed with you. If you wish to supply a written statement or other supporting materials to be placed in your file, you are welcome to do so. A copy of this growth plan must be given to the Teacher Candidate and one copy retained by the Office of Field Experiences.

**Post-Conference & Outcomes**

Complete this section after the post-conference.

Date:

Outcomes:

Recommendations/Next steps:

# Overall Expectations

## Fall and Spring Semesters

- Collaborate and plan with your mentor teacher
- Set a time to meet each day to plan and debrief
- Communicate regularly with your site coordinator and attend all meetings with him/her
- Follow all handbook expectations and professionalism requirements outlined by CEP and your assigned district
- Complete all coursework and assignments
- Plan and prepare for POP Cycles for your formal observation (T-TESS) [Pre- observation, observation, and post observation]
- Use the co-teaching approaches on a daily basis and collaborate with your mentor teacher and site coordinator to determine the best approaches to use
- Be prepared, on-time and ready to teach each day
- Notify your site coordinator and mentor teacher of all planned or unplanned absences
- Regularly check your email and TK20 and respond to tasks in a timely manner
- Attend required district events
- Attend any required CEP events



# Appendix

# Formal and Informal Observations

The university **site coordinator** serves as the liaison between the school and the university as well as an instructional coach for the teacher residents.

- Every semester, the site coordinator will conduct a minimum of 4 onsite observations; of which 2 will be full lesson formative observations (T-TESS) (***minimum 45 minutes***) and 2 walkthrough observations focusing on skill refinement.
- Before each full lesson formative observation (T-TESS), the university site coordinator and the teacher resident will engage in a pre-conference to discuss areas of refinement and use of student data for engaging in differentiated instruction.
- After a pre-conference, the teacher resident is observed and evaluated by the university site coordinator using UTRGV's formal observation rubric (T-TESS).
- After the formal observation, the teacher resident and the site coordinator will engage in a post-conference, in which both will determine which skills need practice and refinement.
- The walkthrough observations will also serve for mastery of instructional skills and evaluation of progress.

The **mentor teacher** will also observe and evaluate formally with T-TESS (once a semester) and informally (monthly) the teacher resident.

- The formal observations (T-TESS) will be in conjunction with the university site coordinator.
- The mentor teacher will share with university site coordinator teacher candidate's progress and areas of needed refinement.



# Formal Observation

## POP CYCLE CHECKLIST

### *Prior to Pre-Conference*

- Schedule observation by consulting your mentor teacher and site coordinator
- Schedule pre-conference with your site coordinator
- Schedule the post-conference with your site coordinator
- Notify your mentor teacher of your scheduled observation, pre- and post-conference times
- Provide your site coordinator with your lesson 24-48 hours prior to the pre-conference

### *Pre-Conference*

- Be prepared to discuss:
  - The standard being addressed in the lesson
  - Explain the scope & sequence of the standard being addressed in the lesson with attention to the content and skills being taught:
    - What was taught before the lesson being observed?
    - What will be taught after the lesson being observed? Expected outcomes?
    - Was this standard addressed in prior grade levels? What is the difference in rigor?
    - Is this standard addressed in future grade levels? What is the difference in rigor?
  - Explain the objective and sub-objectives for the lesson:
    - Identify and explain the alignment of the objective's verb to that in the state standard
    - Explain what students will know, understand, and be able to do at the end of this lesson
    - Explain relevance to students' real-lives and/or the real world
    - Connections to prior learning
    - New content knowledge and skills (to include content-specific vocabulary)
  - Explain the assessment:
    - How the assessment is aligned to the standard and objective
    - How the assessment will be used to check for understanding throughout the lesson
    - How and why will you differentiate the assessment
  - Explain the Instruction
    - How the lesson sequence increases in complexity as the lesson progresses-- scaffolding for ALL students
    - How specific instructional strategies will be utilized to teach the objective
    - How student cultural heritage and interests are incorporated into the lesson
    - How students will learn and have opportunities to use content-specific language in the lesson

# Formal and Informal Observations

## POP CYCLE CHECKLIST

### Pre-Conference

- Bring your lesson plan and any relevant material to the pre-conference
- Identify areas you would like to receive **feedback/reinforcement**
- After the pre-conference, make any edits to your lesson that are needed

### Observation

- Make sure all your materials are ready
- Identify a spot for your site coordinator to sit during the observation
- Collect the post-assessment/student work at the end of the lesson

### Post-Conference

- Be prepared to discuss with your site coordinator:**
  - Identify their self-selected feedback/reinforcement area
  - Justify the feedback/reinforcement selection with evidence
- Site coordinator uses T-TESS results to:**
  - Introduce the teacher candidate's feedback/reinforcement area by:
    - Explicitly naming the feedback/reinforcement area or
    - Use questioning strategies to lead the teacher candidate to name their feedback/reinforcement
    - Identify and share a minimum of three examples of evidence that justify the feedback/reinforcement area
  - Guide the teacher candidate in naming actionable next steps to sustain the feedback/reinforcement
  - Identify new reinforcement areas and provide actionable next steps for improving performance and sustain performance
  - Offer teacher candidate the opportunity to pose any final questions or requests for support

### After the Conference

- Complete next steps provided by your site coordinator in the post-conference



The following Clinical Teacher Evaluation Form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure Clinical teachers have the knowledge and skills to teach in Texas public schools. Please use this form as the summative evaluation of the Clinical teacher's performance to date, by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: \*\*Distinguished      Accomplished      \*Proficient      Developing      \*\*Needs Improvement

\* Proficient is the goal.

\*\* Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished

DOMAIN 1: PLANNING - <i>Evidence is apparent in the instructional lesson plan and classroom observations.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>1.1 Standards &amp; Alignment: <i>The Clinical Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> All measurable goals and lesson objectives are aligned to state standards						
<input type="checkbox"/> All activities, materials and assessments are sequenced						
<input type="checkbox"/> All activities, materials and assessments are relevant to students						
<input type="checkbox"/> All activities, materials and assessments provided appropriate time for lesson and lesson closure						
<input type="checkbox"/> All activities, materials and assessments fit into broader unit and course objectives						
<input type="checkbox"/> All activities, materials and assessments are appropriate for diverse learners						
<input type="checkbox"/> Integrated technology as applicable and appropriate						
<b>1.2 Data &amp; Assessment: <i>The Clinical Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Formal and informal assessments to monitor progress of all students						
Substantive, specific and timely feedback to students, (families and other school personnel, while maintaining confidentiality)						
Analysis of student data connected to specific instructional strategies						
<b>1.3 Knowledge of Students: <i>Through knowledge of students and proven practices, the Clinical Teacher ensures high levels of learning, social-emotional development and achievement for all students.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> All lessons connect to student prior knowledge and experiences						
All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students						
<b>1.4 Activities: <i>The Clinical Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


<input type="checkbox"/> Questions encourage all students to engage in complex, higher order thinking	
<input type="checkbox"/> Instructional groups based on needs of all students	
<input type="checkbox"/> All students understand their individual roles within instructional groups	
<input type="checkbox"/> Activities, resources, technology, instructional materials align to instructional purposes	

DOMAIN 1 - COMMENTS:  
 Record key points of pre-conference with candidate. \*

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DOMAIN 2 : INSTRUCTION - <i>Evidence is apparent in classroom instruction and classroom.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>2.1 Achieving Expectations: <i>The Clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i></b>						
Sets academic expectations that challenge all students						
Evidence that most students demonstrate mastery of the objective						
Addresses student mistakes and follows through to ensure student mastery						
Provides students opportunities to take initiative of their own learning						

<p>2.2 Content Knowledge &amp; Expertise: <i>The Clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i></p>						
<p>Conveys accurate content knowledge in multiple contexts</p> <p>Integrates learning objectives with other disciplines</p> <p>Anticipates possible student misunderstandings</p> <p>Accurately reflects how lesson fits within structure of discipline and State standards (TEKS)</p> <p>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative &amp; research-based)</p>						
<p>2.3 Communication: <i>The Clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort</i></p>						
<p>Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers</p> <p>Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts</p> <p>Provides explanations that are clear</p> <p>Uses verbal and written communication that is clear and correct</p> <p>Asks remember, understand and apply level questions focusing on lesson objective and provoking questions</p> <p>Uses probing questions to clarify, elaborate learning</p>						
<p>2.4 Differentiation: <i>The Clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i></p>						
<p>Adapts lesson to address individual needs of all students</p> <p>Regularly monitors quality of student participation and performance</p> <p>Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs.</p> <p>Provides differentiated instructional methods and content to ensure students have an opportunity to master what is being taught</p>						
<p>2.5 Monitor &amp; Adjust: <i>The Clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</i></p>						

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Utilizes input from students in order to monitor and adjust instruction and activities
- Monitors student behavior and responses for engagement and understanding
- Adjusts instruction and activities to maintain student engagement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COMMENTS:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

DOMAIN 3 : LEARNING ENVIRONMENT - <i>Evidence is apparent in the classroom and learning culture</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement						
3.1 Classroom Environment, Routines & Procedures: <i>The Clinical teacher organizes a safe, accessible and efficient classroom.</i>												
All procedures, routines and transitions are clear and efficient.												
Students actively participate in groups and manage supplies and equipment with very limited teacher direction												
Classroom is safe and organized to support learning objectives and is accessible to most students.												
3.2 Managing Student Behavior: <i>The Clinical teacher establishes, communicates and maintains clear expectations for student behavior</i>												
Consistently implements the campus and/or classroom behavior system proficiently.												
Most students meet expected classroom behavior standards.												
3.3 Classroom Culture: <i>The Clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>												

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

COMMENTS:

DOMAIN 4 : PROFESSIONAL PRACTICES AND RESPONSIBILITIES - <i>Evidence is available in debriefs/conferences, and daily interaction with others.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
4.1 Professional Demeanor & Ethics: <i>The Clinical teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.						
<input type="checkbox"/> Meets all professional standards (e.g., attendance, professional appearance and behaviors).						
<input type="checkbox"/> Advocates for the needs of students in the classroom.						
4.2 Goal Setting: <i>The Clinical teacher reflects on his/her practice.</i>						
Sets short-and long-term professional goals based on self-assessment, reflection and supervisor feedback						
Meets all professional goals resulting in improvement in practice and student performance						
4.3 Professional Development: <i>The Clinical teacher enhances the professional community</i>						
Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities						
4.4 School Community Involvement: <i>The Clinical teacher demonstrates leadership with students, colleagues, &amp; community members in the school, district and community through effective communication &amp; outreach.</i>						<input type="checkbox"/>
						<input type="checkbox"/>
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						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>




- Communicates the mission, vision & goals of the school to students, colleagues, parents & families
- Actively participates in all school outreach activities

COMMENTS:

REFLECTION:

Clinical Teacher's greatest strength:

Clinical Teacher's greatest challenge:

Recommendations/Next Steps/Goals:

Record key points of post-conference with candidate. \*

Overall, the observation was (check one): \*     Successful     Unsuccessful

*This Clinical Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at [https://www.teachfortexas.org/Resourc Files/Guides/T-TESS Rubric.pdf](https://www.teachfortexas.org/Resourc%20Files/Guides/T-TESS%20Rubric.pdf) or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Clinical Teacher Evaluation Report when conducting clinical teacher formal observations.*

# Professional Disposition Inventory

It is expected that residents demonstrate the knowledge, skills, and dispositions required of educators to ensure the success of all students. Teacher residents are required to acknowledge, self-assess the six CEP Professional dispositions, and observe them at all times. Site coordinator and mentor teacher will assess teacher resident's professional dispositions. These are:

- 1. Learner Development and Diversity:** the teacher resident is expected to respect the learner's individual and cultural differences, linguistic diversity, collaborate with other professionals and families to support learner's development, advocate for all learners, promote intercultural interaction and believe and hold high expectations on all students.
- 2. Critical Thinking and Reflective Practice:** the teacher resident is expected to engage in critical thinking, demonstrate an ability to solve problems, self-reflect, willingness to accept constructive criticism and be flexible and open to new ideas.
- 3. Professionalism:** the teacher resident is expected to maintain high expectations for self and others, seek and participate on on-going opportunities for professional development and/or scholarly organizations, maintain appropriate personal appearance and meet attendance requirements and be punctual.
- 4. Ethical Practice:** the teacher resident is expected to demonstrate understanding of compliance with laws and policies, maintain privacy and confidentiality unless disclosure is required by law, demonstrate academic honesty, and separate personal and professional issues.
- 5. Communication and Learning Environments:** the teacher resident is expected to communicate effectively with all stakeholders both orally and in writing, work productively as a team member, accept diverse opinions and perspectives, avoid gender-specific generalizations, display enthusiasm, and demonstrates compassion.
- 6. Content and Instruction:** the teacher resident is expected to demonstrate enthusiasm toward teaching and learning new and challenging material, evaluate and implement various models of professional practice, prepare and implement lessons and assessments that meet individual student needs, use innovative technology to promote learning, and demonstrate cultural and linguist awareness of responsive practices.



**College of Education and P-16 Integration Professional Dispositions**  
**Candidate's Acknowledgement Statement of Professional Dispositions**

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

**Dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p. 6).**

The following professional dispositions are expected of candidates in education programs in the university and in the schools.

<p><b>Learner Development and Diversity</b></p> <ol style="list-style-type: none"> <li>1. Respects and accounts for students'/learners' individual differences.</li> <li>2. Respects and accounts for students'/learners' cultural differences.</li> <li>3. Respects and promotes students'/learners' linguistic diversity.</li> <li>4. Works to be inclusive of diverse ethnic groups.</li> <li>5. Works to be inclusive of gender.</li> <li>6. Works to be inclusive of sexual orientation.</li> <li>7. Demonstrates culturally responsive practices.</li> <li>8. Demonstrates linguistically responsive practices.</li> </ol>
<p><b>Critical Thinking and Reflective Practice</b></p> <ol style="list-style-type: none"> <li>9. Engages in critical thinking.</li> <li>10. Demonstrates ability to solve problems.</li> <li>11. Is self-assessing.</li> <li>12. Is reflective.</li> <li>13. Is open to new ideas.</li> </ol>
<p><b>Professionalism</b></p> <ol style="list-style-type: none"> <li>14. Maintains high expectations for self.</li> <li>15. Seeks opportunities for continued professional development.</li> <li>16. Maintains appropriate personal appearance for the professional context.</li> <li>17. Meets attendance requirements.</li> <li>18. Is punctual.</li> <li>19. Demonstrates professional interpersonal skills with all stakeholders.</li> <li>20. Displays enthusiasm for working collegially.</li> <li>21. Demonstrates enthusiasm toward teaching.</li> <li>22. Accepts constructive criticism.</li> <li>23. Separates personal and professional issues.</li> <li>24. Works productively as a team member. Maintains high expectations for self and others</li> </ol>
<p><b>Ethical Practice</b></p> <ol style="list-style-type: none"> <li>25. Demonstrates understanding of and compliance with laws and policies.</li> <li>26. Maintains privacy and confidentiality unless disclosure is required by law.</li> <li>27. Demonstrates academic honesty. Demonstrates understanding of and compliance with laws and policies</li> </ol>
<p><b>Communication and Learning Environments</b></p> <ol style="list-style-type: none"> <li>28. Communicates effectively with all stakeholders orally.</li> <li>29. Communicates effectively with all stakeholders in writing.</li> </ol>
<p><b>Content and Instruction</b></p> <ol style="list-style-type: none"> <li>30. Prepares lessons, materials and assessments that meet individual student needs within discipline specific contexts.</li> <li>31. Implements lessons, materials and assessments that meet individual student needs within discipline specific contexts.</li> <li>32. Uses innovative technology to promote learning.</li> <li>33. Is passionate toward learning the content being taught.</li> <li>34. Uses modeling and demonstrating of concepts and/or methods for students/learners.</li> </ol>

**I have read the UTRGV CEP professional dispositions listed above. I acknowledge that professional dispositions are integral to being an effective educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the programs in the College of Education and P-16 Integration, my success and progress in the education program depends upon successful demonstration of these dispositions. I am aware that my professional dispositions will be assessed throughout the education program.**

Printed Student Name

Signature

\_\_\_\_\_ Date

# Teaching Beliefs and Mindsets and Tripod Surveys

## *Teaching Beliefs and Mindsets Survey*

You will be invited to participate in the completion of a Teaching Beliefs and Mindsets Survey as part of a larger project conducted by Deans for Impact. The survey is part of a study on who teacher candidates are, what they know, and how they implement teaching practices, UTRGV, in collaboration with other teacher preparation institutions nationally, hopes to learn about the qualities and experiences of current and future teachers. The data collected in this survey is used by Deans for Impact for research focusing on understanding and improving the teacher education programs here at UTRGV as well as teacher education programs in general. The survey will require no more than 15 minutes of your time to complete, and it will be administered twice in the semester. The confidentiality of participants will be assured; that is, data will never be reported in a way that makes it possible to identify individuals.

## *Tripod Student Surveys*

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.

The purpose of administering tripod student surveys is for teacher candidates to get feedback from their students. The institution will get feedback on the effectiveness of the programs as well. Secondary and All-level student teachers need to choose a class period to administer the survey. An average class of 12 students or more. There are different versions of the survey for different grade levels (K-2, 3-5, 6-12).

The site coordinator will distribute the surveys to teacher candidates. To facilitate the process, the teacher resident will explain the project to mentor teacher. TR will be provided with a parent permission form to send home. The mentor teacher will be administering the survey to the students in the classroom. At this time, TR should not be present when students complete the survey. Surveys will take approximately 30-40 minutes to complete. Site coordinator will collect surveys and return to the UTRGV Office of Field Experience (OFE).

# Teacher Work Sample

The Teacher Work Sample (TWS) is a performance assessment through which teacher candidates provide evidence of their ability to: Use information about the teaching-learning context, plan instruction and assessment, deliver instruction, assess and analyze student learning, make instructional decisions based on evaluation of student learning, and reflect on instruction ability to improve teaching practice. Successful teacher resident support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. The TWS contains seven teaching processes:

1. Contextual factors: You will be required to describe community, school, and classroom factors associated with your clinical teaching placement as well as student individual differences such as characteristics of students, students' prior learning, and implications for instructional planning and assessment.
2. Learning goals: You will be required to set significant, challenging, appropriate and varied learning goals for students. These are NOT the activities done in the classroom. The learning goals are what you expect students to know at the end of the unit. *Ex: By the end of the unit the students will be able to...* This must be aligned with your school district's curriculum and scope and sequence.
3. Assessment Plan: You will use multiple assessments aligned with student learning before, during and after instruction. You will provide an overview of the assessment plan, describe the pre-and post-assessments, and discuss your plan for formative assessment that will help you determine the progress of your students. This must be aligned with your school district's curriculum and scope and sequence.
4. Design for Instruction: You will design and use a variety of instruction, lesson activities, assignments and resources for specific learning goals and student characteristics and needs, and the use of technology in your planning and/or instruction. This must be aligned with your school district's curriculum and scope and sequence.
5. Instructional Decision-Making: You will provide two examples of appropriate modifications of the instructional plan to meet individual student needs. You will be required to provide evidence on why these modifications would improve student progress.
6. Analysis of Student Learning: During this task, you will be required to analyze assessment data, including pre/post assessments to determine students' progress related to the unit learning goals. You will explain the progress and achievement demonstrated by your whole class, subgroups of students, and two individual students.
7. Reflection and Self-Evaluation: You will reflect on your performance as a teacher and link your performance to student learning results. You will select the learning goal where your students were most and least successful, provide two or more possible reasons for each, and discuss the contextual factors under your control as well as what you could do differently or better in the future to improve your students' performance.

