



Teacher Residency Pilot
& Yearlong Clinical Teaching
Handbook

2024-2025

Teacher Residency

Upon approval by the Texas Education Agency, the CTX Teacher Residency program will become a route leading to an enhanced standard certificate to recognize candidates who have completed the extensive preparation program outlined here.

CTX Scope and Sequence for Residency Program

Students following all requirements for the residency program will be eligible for recommendation to the Texas Education Agency to receive an enhanced teaching certificate designating their completion of an approved residency program starting in 2025-2026.

Year 1-2

Students will complete the CTX Common Experience and foundational education classes which includes Introduction to Education with 15 hours of observations (non-interactive)

Year 3

Students will complete upper-level content and teacher education classes which includes the first practicum with a minimum of 50 hours of interactive fieldwork (focused interactive observations, assisting in class; developing and delivering lessons). Students will apply for residency spring of year 3 if interested.

Year 4

EDU 4601 Teacher Residency

Students who are participating in a teacher residency program will enroll in EDU 4601 Teacher Residency. Through this course, teacher candidates will develop their teaching skills under the mentorship of a highly qualified teacher with the support of a university supervisor in a yearlong co-teaching placement using a gradual release model. This course is taken twice, first in conjunction with the second practicum and then repeated as a stand-alone course to fulfill all clinical teaching requirements.

In addition to the requirements listed below, this course meets 1 day/week after school hours with a university professor and other residents and clinical teachers. These hours are not included in the log and do not count towards the required residency or clinical teaching hours per week or year.

Residency

First semester

- 3 days/week at placement, starting and ending with the first and last instructional days for students using a gradual release coteaching model. May include campus/district professional development days prior to classes beginning (no less than 21 hours/week in assigned placement).

- 2 days/week at Concordia University. Students will complete practicum II classes and apply their learning from these classes in their residency placements. The hours in class do not count toward the 21 hours per week and are not included in the overall 750 hours for the year.

Second semester

- 5 days/week at placement co-teaching with mentor teacher beginning and ending with the first and last days of instruction with students and continuing the coteaching model (no less than 21 hours/week in assigned placement).
- Overall hours at placement must total 750 hours by end of placement which may include up to 50 hours of excused absences for illness with a doctor's note submitted for all hours missed.

Yearlong half-day Clinical Teaching

First semester

- 5 days/week at placement co-teaching with mentor teacher beginning and ending with the first and last days of instruction with students and continuing the coteaching model for a minimum of 4 hours per day.
- Overall days at placement must total 70 half days (4 hours or more each) by end of semester

Second semester

- 5 days/week at placement co-teaching with mentor teacher beginning and ending with the first and last days of instruction with students and continuing the coteaching model (no less than 21 hours/week in assigned placement).
- Overall days at placement must total 70 half days (4 hours or more each) by end of semester (Total of 140 half days over the year)

Attendance and Log of hours

Residency and Clinical teaching candidates will maintain a log of hours and days/half-days. The log will be submitted to the host/mentor teacher for verification at the end of each semester. Candidates must meet the above requirements for hours/days by the end of the semester to be recommended for certification.

Allowable hours

- Co-teaching
- Focused observations
- Lesson planning, team meetings
- Communication with parents
- Professional development (within placement dates)
- Assisting the host/mentor teacher with other instructional or supervisor duties

Absences

If the residency candidate or clinical teacher is unable to attend a scheduled day at their placement, they will inform the host teacher and their university supervisor as soon as they are aware that they will be unable to attend. They will also share any lesson plans or other materials they were responsible for on that day. If a doctor is seen and the candidate wishes to apply for the hours to be excused, they must secure a note from the doctor and submit it to the program coordinator within 24 hours.

Residency Placement: District, Campus and Host Teacher

Campus Assignment

Teacher residents will receive a single district placement prior to being accepted as residents and will be contracted to serve both semesters within the same district. In most cases students will also be assigned to the same classroom with the same host teacher both semesters of the residency. Yearlong clinical teachers will also be assigned a single placement (district, campus and classroom) for the year whenever possible.

Multiple classrooms/campus assignments

The following procedures will be followed when/if a student is assigned to multiple host teachers and/or campuses.

- Students seeking certification in a single content which includes K-12 certification may be assigned to an elementary campus one semester and a secondary campus the second semester to ensure preparation at all levels. This change will be planned in advance and no assignment change form will be required.
- A great deal of care is taken in placing students in an appropriate classroom prior to the first day of residency. However, in the event that there is a mismatch with the resident and the campus, grade or host teacher, a Residency Assignment change form will be submitted and, if approved, a new residency location within the district will be secured as soon as possible.

[See Appendix A: Residency Assignment Change Form](#)

Host Teachers

The host teacher is an educator who is jointly assigned by Concordia University Texas and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.

Host Teacher Qualifications

- 1) at least **three creditable years** of teaching experience
- 2) an **accomplished educator**, as determined by the EPP in partnership with the district or campus administration, and shown by:
 - a. at least **three years of proficient or above proficient ratings on teacher evaluations**;
 - b. **demonstrated evidence of positive impact** on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership (residents only);

- c. other **dispositional criteria** as evidenced in an interview (residents only)
- d. **not** assigned to the candidate as a field supervisor; and
- e. **valid certification in the certification category** for the residency assignment for which the residency candidate is seeking certification.

See Appendix B: Host Teacher Credential Verification Form

Host Teacher Selection Process and Criteria

The following process will be followed to select host teachers for candidates. The Placement Director will...

- (1) Reach out to district personnel for campus recommendations.
- (2) Reach out to the principal at the recommended campus requesting a recommendation of teachers with the above qualifications who they believe would be strong mentors for our candidates.
- (3) Interview teachers to confirm appropriate placements based on the following criteria (residents only):
 - a) Grade and subject match both the host teacher's certification and the candidate's intended certification area,
 - b) positive disposition toward coaching and co-teaching,
 - c) use of assessment to drive instruction, and
 - d) the disposition for developing a positive class culture.

See Appendix C: Host Teacher Interview

Host Teacher Training Requirements

Host teachers will be required to Participate in training twice/year

- 1) Fall: orientation to CTX policies and procedures and Coaching Model Training Part I
- 2) Spring: Coaching Model Training Part II

Host Teacher duties/responsibilities

- 1) Co-teach with the resident following a gradual release model.
- 2) Coach the resident using the model provided in training.
- 3) Complete at least 2 informal observations each semester using the coaching form provided. See [appendix D Informal Coaching Form](#)
- 4) Work collaboratively with the university supervisor reporting the candidate's progress at least monthly.
- 5) Confer with the principal and contact the university supervisor immediately if they perceive that the clinical teacher's presence is detrimental to their students.
- 6) Remain the teacher of record throughout the placement.

Coteaching and Gradual Induction

Concordia University teacher residency students implement coteaching strategies under the mentorship of the host teacher using a gradual induction model.

Coteaching

Co-teaching is a practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Coteaching Strategies

- **One teach – One Observe:** one teacher has primary instructional responsibility while the other engages in a focused observation on specific teacher moves and/or student actions or engagement.
- **One Teach – One Assist:** one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors and/or assists with formative assessment.
- **Station Teaching:** The collaborative pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Additional independent station(s) may be used along with the teacher led stations.
- **Parallel Teaching:** Each teacher instructs half of the students. Both teachers are addressing the same instructional material and presenting the material using the same instructional strategies.
- **Supplemental teaching:** One teacher will work with a large group of students while the other works with a designated small group who need the content or materials to be retaught, extended, or remediated.
- **Alternative/Differentiated Teaching** - This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is tailored to the learning styles of the students in each group.
- **Team Teaching** - Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. There is no clearly defined leader- as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
- **Solo Teaching** - Ultimately, teacher candidates become the lead of the classroom, but cooperating teachers remain actively engaged as co-teachers. The cooperating teacher continues to partner with the teacher candidate providing feedback, guidance and accountability without enabling.

Gradual Induction

Gradual Induction is the process whereby the residency candidate engages in increased responsibility for student instruction as the host teacher gradually releases that responsibility. By the second semester, the residency candidate will assume the leadership role in coteaching and leading classroom instruction for at least 400 hours.

The following to do's and reflections are intended to guide the residency candidate's planning and reflective processes. Residency candidates should work with their host teachers and university supervisors to determine how best to implement the to do's and make reasonable adjustments. Residency candidates will respond to the given reflection prompts each week unless alternative prompts are agreed upon with the university supervisor.

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p>Semester 1, Week 1 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc.</p> <ul style="list-style-type: none"> • Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and mentor teacher before sending it home. • Meet grade level/ content team, principal and/or other office personnel. • Check videotape permissions of your students and send home the video permission letter as needed. • Begin coteaching including One Teach, One Observe (conduct focused observations to learn teacher's management strategies and get to know students) and One Teach, One assist (assist students with work, monitor behavior, establish connections with students). • Make plans to extend your classroom duties and assume instructional co-teaching role in collaboration with your host teacher. • Complete weekly reflection and make sure to post it by Friday at 6:00 pm. 	<p>Week 1 Briefly describe your first week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Provide your daily schedule... (Include times for subjects/courses taught, specials, planning, lunch, etc.).</p> <p>Insert your Letter of introduction... <i>(Paste in a copy of your letter of introduction that you sent home with the students.)</i></p>
<p>Semester 1, Week 2 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue to get to know the students and let them get to know you.</p> <ul style="list-style-type: none"> • Gather evidence on your school you're your students and complete the Context for Learning Form including students with special needs. • Take on the "teach" role (including lesson planning) with the host teacher observing or assisting in at least one content area or one class period this week. 	<p>Week 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss how the information from the Context for Learning form might impact teaching and learning on your campus. Identify one or two students who need extra support in your class that goes beyond what the class as a whole needs. Explain any identified needs they have as well as behaviors (academic or otherwise) that they are exhibiting that stand out. Discuss what strategies is your teacher using to address their needs or behaviors?</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<ul style="list-style-type: none"> • Begin assuming responsibility for some classroom routines (i.e., hall monitoring, breaks, attendance) each day you are there. • Verify video permission or gather videotape permission forms from any students needing and submit Verification of Video Permission to BB. • Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Describe what you have learned about their everyday experiences, cultural and language backgrounds, and interests. How might you use this information to build meaningful lessons for them?</p>
<p>Semester 1, Week 3 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue to increase your planning and instructional responsibilities within the coteaching model.</p> <ul style="list-style-type: none"> • Continue taking the “teach” role (including lesson planning) with the host teacher observing or assisting and increase planning and teaching role to two lessons this week. • Add another coteaching strategy (station teaching, parallel teaching, supplemental teaching, differentiated teaching) to support identified student needs. • Schedule University Supervisor visit (informal observation). • Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 3 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Coteaching Discuss how you are implementing the coteaching model in collaboration with your cooperating teacher. Which roles have you taken on? What are you learning from each and which are you most comfortable with? Which role(s) have you not tried and/or are you struggling with?</p>
<p>Semester 1, Week 4 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role and increase planning and teaching role to three lessons this week.</p> <ul style="list-style-type: none"> • Complete a focused observation on student engagement while your host teacher is teaching a lesson. Note what the teacher is doing to engage the students with the content and evidence that the students are learning. 	<p>Week 4 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Student Engagement Discuss in detail specific strategies you and/or your host teacher use to engage the students in meaningful ways with content objectives. How do you know the students are engaged (not just compliant), and how can you tell if the students are learning?</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<ul style="list-style-type: none"> Request informal observation/feedback from your host teacher regarding student engagement during a lesson you teach. Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	
<p>Semester 1, Week 5 (3 days/21 hrs. – residents; 5 half days-clinical teachers)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Review the scope and sequence for the classes/subjects you are teaching with your host teacher and identify which objectives need to be addressed in the coming lessons. Identify strategies and resources to use for introducing the objectives, providing practice applying the knowledge and skills and assessing mastery of the knowledge and skills. Take responsibility for additional classroom routines and procedures. Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 5</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Matching objectives and activities</p> <p>Describe an objective or series of related objectives that you have taught over several days.</p> <p>How do the activities that you have designed support the standards and learning objectives within the lessons?</p> <p>How do your lessons and activities build upon each other to help students make connections between the skills they are learning?</p>
<p>Semester 1, Week 6 (3 days/21 hrs. – residents; 5 half days-clinical teachers)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Take responsibility for transitions, classroom routines and procedures. Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 6</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Behavior Management</p> <p>Discuss the behavior systems you and your teacher are using. Explain how well they are working including during transitions within a lesson when changing activities and between lessons, subjects, classes, etc. What structures are in place to ensure students understand the expectations? What strategies are in place to provide reminders and/or hold students accountable for their behaviors during transitions?</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p>Semester 1, Week 7 (3 days/21 hrs. – residents; 5 half days-clinical teachers)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <p>Student Achievement</p> <ul style="list-style-type: none"> Review your students' grades over the last few weeks with your host teacher and identify a student whose grade is low for a reason other than not having mastered the objectives (e.g. language, disengagement, invalid assessment) Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 7</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Grading</p> <p>Describe a student who is performing below level based on graded assessments. What factors are influencing the student's achievement?</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills prior to assessing.</p> <p>Identify supports or interventions that could help the student(s) to be successful moving forward.</p>
<p>Semester 1, Week 8 (3 days/21 hrs. – residents; 5 half days-clinical teachers)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 8</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Now that you have had two informal and one formal observation, discuss how the observations have impacted you including...</p> <ul style="list-style-type: none"> How they have affirmed you as a teacher Things that you have made improvements on during the process Things you want to keep working on
<p>Semester 1, Week 9 (residency students will attend 5 full days this week; Clinical teachers – 5 half days)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least five lessons this week.</p> <ul style="list-style-type: none"> Collaborate with your cooperating teacher to ensure that you are able to implement lessons from all of your fieldwork classes. 	<p>Week 9</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Review the video recording of the lesson you recorded this week. Answer at least four the questions/prompts below in complete and thoughtful sentences. For each response, site a timestamp on the video to support your response.</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<ul style="list-style-type: none"> • Video record a lesson and upload it to BB this week. Make sure to capture yourself as well as students engaging in the lesson. • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<ol style="list-style-type: none"> 1. Describe how you introduced the objectives of the lesson. What methods did you use to engage or draw students into the lesson? 2. Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. 3. Describe student engagement. How did you monitor and encourage student engagement throughout the lesson? 4. What instructional strategy or strategies did you use in the lesson? Why did you select these strategies? 5. How did students demonstrate their understanding of the concepts or skills? 6. What did you notice about your eye contact, “with-it-ness”, tone of voice, body language, professional language, etc. during the lesson? 7. Identify a part of the lesson that you would change. What would you do instead? Why
<p>Semester 1, Week 10 (residency students will attend 5 full days this week; Clinical teachers – 5 half days)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least five lessons this week.</p> <ul style="list-style-type: none"> • Collaborate with your cooperating teacher to ensure that you are able to implement lessons from all of your fieldwork classes. • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 10</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss the feedback you have been getting from your professors on observed lessons. What are they noticing about your teaching? How is their feedback helping you grow as a teacher?</p> <p>In what ways do you think this experience is preparing you for your first teaching position?</p>
<p>Semester 1, Week 11 (3 days/21 hrs. – residents; 5 half days-clinical teachers)</p> <p>Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing</p>	<p>Week 11</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Respond to any questions/prompts your supervisor has posted.</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p>another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	
<p>Semester 1, Week 12 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 12 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have. Respond to any questions/prompts your supervisor has posted.</p>
<p>Semester 1, Week 13 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week. Holidays</p> <ul style="list-style-type: none"> Discuss with your host teacher how they manage holidays including... <ul style="list-style-type: none"> helping students manage stress maintaining classroom management and focus on teaching and learning with inevitable disruptions planning for revisiting classroom procedures after the holiday Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm 	<p>Week 13 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss your week before the thanksgiving holiday. What disruptions did you experience? What positive and/or negative impact have the holiday events had on the students? What is your plan for revisiting classroom routines after the holiday?</p>
<p>Semester 1, Week 14 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the</p>	<p>Week 14 (after Thanksgiving) Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>

Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p>host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Complete weekly reflection and make sure it is posted by Friday at 6:00 pm 	<p>Discuss how your teacher revisited and implemented procedures after the break and how the students responded.</p>
<p>Semester 1, Week 15-16 (3 days/21 hrs. – residents; 5 half days-clinical teachers) Continue coteaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another coteaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> Take time to review and plan for the spring semester with your host teacher including curriculum, testing interruptions, plan for 5 days a week on campus, etc. Compile and submit all reflections with comments as one document to BB. 	<p>Week 15 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss your plans for fall based on your discussion/planning conversation with your host teacher.</p> <p>No new assigned reflection after week 15. Work with your supervisor.</p>

The following to do's and reflections are intended to guide the residency candidate's planning and reflective processes. Residency candidates should work with their host teachers and university supervisors to determine how best to implement the to do's and make reasonable adjustments. Residency candidates will respond to the given reflection prompts each week unless alternative prompts are agreed upon with the university supervisor.

To Do's	Reflections
<p>Semester 2, Week 1 (3-5 full days-residents; 5 half-days-clinical teachers) <ul style="list-style-type: none"> Begin the semester with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Take responsibility for transitions, classroom routines and procedures. </p>	<p>Week 1 Briefly describe your first week back including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Provide your daily schedule for spring – at least 21 hours/week in your assigned classroom with your mentor (Include times for subjects/courses taught, specials, planning, lunch, etc.).</p>

To Do's	Reflections
<ul style="list-style-type: none"> • Revisit/reestablish classroom rules and guidelines with students. • Plan out classroom schedule and any additional responsibilities on your campus for spring with your Mentor teacher. • Collaboratively plan out your lessons and coteaching strategies weekly with your mentor and campus team – always plan ahead • Complete weekly reflection and make sure to post it by Friday at 6:00 pm. 	<p>List any other duties you will have as a residency candidate (subbing, monitoring, TA responsibilities, etc.) outside of the 21 hours/week.</p>
<p>Semester 2, Week 2 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Revisit/reestablish classroom rules and guidelines with students as needed. • Continue to collaboratively plan out your lessons and coteaching strategies weekly with your mentor and campus team – always plan ahead • Schedule University Supervisor visit (informal observation) for next week. • Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 2</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Behavior Management</p> <p>Discuss the behavior systems you and your teacher are using. Explain how well they are working including during transitions within a lesson when changing activities and between lessons, subjects, classes, etc. What structures are in place to ensure students understand the expectations? What strategies are in place to provide reminders and/or hold students accountable for their behaviors during transitions?</p>
<p>Semester 2, Week 3 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Schedule an informal observation with your mentor teacher for next week. • Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 3</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Coteaching</p> <p>Discuss how you are implementing the coteaching model in collaboration with your cooperating teacher now that you are attending every day.</p> <p>Reflect on the coaching observation from your supervisor from this week</p>

To Do's	Reflections
<p>Semester 2, Week 4 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Take responsibility for transitions, classroom routines and procedures. Schedule a formal observation for next week (pre-conference, 45-minute observation and post-conference) Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 4</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Student Engagement</p> <p>Discuss in detail specific strategies you have become most comfortable using to engage the students in meaningful ways with what they are learning. How can you tell if students become disengaged or are not authentically engaged and what do you do to re-engage them?</p> <p>Reflect on the coaching observation from your mentor teacher from this week</p>
<p>Semester 2, Week 5 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Take responsibility for transitions, classroom routines and procedures. <p>Assessment:</p> <ul style="list-style-type: none"> Collect student work from the lessons you have been teaching. Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. <p>Other:</p> <ul style="list-style-type: none"> Complete the spring formal observation cycle 1 with your supervisor and schedule an informal coaching observation next week Complete weekly reflection and make sure it is posted by Friday at 6:00 pm. 	<p>Week 5</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss how you are using formal and informal assessment to inform instruction. Describe the assessments you and/or your teacher have used to determine which objectives in the scope and sequence to emphasize (formative) and which you use to determine whether the students are mastering their objectives (summative/formative). Explain how the assessed work you reviewed demonstrates mastery of and/or a need for further instruction on the skills you have been teaching.</p> <p>Reflect on the formal observation from your supervisor for this week</p>

To Do's	Reflections
<p>Semester 2, Week 6 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Record the lesson you do for your informal coaching observation (supervisor) this week • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 6</p> <p>Reflect on the video from the lesson you recorded that your supervisor completed a coaching observation for this week.</p> <ul style="list-style-type: none"> • Describe how you introduced the objectives of the lesson. What methods did you use to engage or draw students into the lesson? • Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. • Describe student engagement. How did you monitor and encourage student engagement throughout the lesson? • What instructional strategy or strategies did you use in the lesson? Why did you select these strategies? • How did students demonstrate their understanding of the concepts or skills? • What did you notice about your eye contact, “with-it-ness”, tone of voice, body language, professional language, etc. during the lesson? • Identify a part of the lesson that you would change. What would you do instead? Why?
<p>Semester 2, Week 7 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Review your students’ grades over the last few weeks and identify a student whose grade is low for a reason other than not having mastered the objectives (e.g. language, disengagement, invalid assessment) • Schedule an informal coaching observation with your supervisor for next week • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 7</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Grading</p> <p>Describe a student who is performing below level based on graded assessments. What factors are influencing the student’s achievement?</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills prior to assessing.</p> <p>Identify supports or interventions that could help the student(s) to be successful moving forward.</p>

To Do's	Reflections
<p>Semester 2, Week 8 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Collect student responses from an assessment that you have graded this semester and analyze how students did overall as well as individual misconceptions. • Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback. • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 8</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your class performance on the assessment you chose to analyze. Describe how the students did overall. What did the class overall do well on and what did they struggle with? Were there any outliers – How did they perform and why do you think they performed as they did? How did they respond to your feedback?</p> <p>Describe your plan to re-engage any students who did not master the objectives. Explain why you chose those reengagement strategies/activities.</p> <p>Discuss how the lesson went and whether students were successful in the reengagement lesson. Give specific examples. (If lesson is delivered in week 9, move this to week 9 reflections.)</p>
<p>Semester 2, Week 9 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. • Take responsibility for transitions, classroom routines and procedures. • Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 9</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss what you like best and least about teaching at this point. What specifically do you like about the subject(s), students at this grade/age, interactions with other adults, etc. How can you use this information to decide where to apply when you graduate?</p>
<p>Semester 2, Week 10 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> • Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not 	<p>Week 10</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize the feedback you have been getting from your cooperating teacher from the</p>

To Do's	Reflections
<p>observer or assistant) for the majority of the time.</p> <ul style="list-style-type: none"> Complete weekly reflection and Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>beginning of your placement to now. How has the feedback changed? How have you changed? In what ways do you think this experience has prepared you for your first teaching position?</p>
<p>Semester 2, Week 11 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 11 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Respond to any questions/prompts your supervisor has posted.</p>
<p>Semester 2, Week 12 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Video record one of the lessons you teach this week and analyze it in your reflection Ask your cooperating teacher to write a letter of recommendation. Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm. 	<p>Week 12 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Review a video recording of a lesson you have taught this semester. Answer the questions/prompts below in complete and thoughtful sentences. For each response, use a few sentences that clearly and concisely communicate the observations and learning from the lesson.</p> <ul style="list-style-type: none"> Describe how you introduced the objectives of the lesson. What methods did you use to engage or draw students into the lesson? Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. Describe student engagement. How did you monitor and encourage student engagement throughout the lesson? What instructional strategy or strategies did you use in the lesson? Why did you select these strategies? How did students demonstrate their understanding of the concepts or skills? What did you notice about your eye contact, "with-it-ness", tone of voice, body

To Do's	Reflections
	<p>language, professional language, etc. during the lesson?</p> <ul style="list-style-type: none"> Identify a part of the lesson that you would change. What would you do instead? Why?
<p>Semester 2, Week 13 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. 	<p>Week 13 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your experience with clinical teaching. Describe your relationship with the students and how it developed over the past 13 weeks. Describe what you learned from or were reminded of by your cooperating teacher about teaching strategies, student engagement, classroom management, etc. Describe your experience with the content you taught. Discuss how your understanding now compares with your understanding of the content coming into the class? What are your hopes going into your first teaching job?</p>
<p>Semester 2, Week 14 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <ul style="list-style-type: none"> Continue with full implementation of the coteaching model in collaboration with your cooperating teacher with you in a lead role (not observer or assistant) for the majority of the time. Complete weekly reflection and make sure it is posted by Friday at 6:00 pm 	<p>Week 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Revise your Philosophy of Education from Intro to Education to reflect your more experienced views and paste it into your reflection journal for feedback from your university supervisor.</p>
<p>Semester 2, Week 15 (3-5 full days-residents; 5 half-days-clinical teachers)</p> <p>Begin to decrease lead role in coteaching as your host teacher assumes more of the lead role as the year comes to a close.</p> <ul style="list-style-type: none"> Complete weekly reflection and make sure it is posted by Friday at 6:00 pm 	<p>Week 15 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>
<p>Semester 2, Week 16 - last week of CTX semester – all assignments due to BB (3-5 full days-residents; 5 half-days-clinical teachers)</p>	<p>Week 16 No new reflection this week. Use the time to compile and submit your reflections from weeks 1-15.</p>

To Do's	Reflections
<p>Continue to decrease lead role in coteaching as your host teacher assumes more of the lead role as the year comes to a close.</p> <ul style="list-style-type: none"> • Assist the cooperating teacher in teaching and duties, but release responsibility back. • Compile and submit all reflections from week 1-Week 15 with comments as one document to BB. No new reflection this week • Submit your log up to this point to BB. <i>Note: you will continue to log hours and submit the log using the log verification form on the students' last day.</i> 	
<p>Semester 2, Week 16 through end of semester (3-5 full days-residents; 5 half-days-clinical teachers)</p> <p>Continue to decrease lead role in co-teaching as your host teacher assumes more of the lead role as the year comes to a close. Perform a focused observation of your host teacher during an “end of year” activity. During this time, make sure to</p> <ul style="list-style-type: none"> • Return all borrowed materials to the appropriate persons. • Update resume and list of references. • Assist the cooperating teacher in teaching and duties, but release responsibility back. • Write a “Thank-You” note to your cooperating teacher and others who have supported you. <p>On the last week of your residency:</p> <ul style="list-style-type: none"> • Compile and submit your reflections again, including the final weeks • Submit your final log using the log verification form on your last day with students. 	<p>Continue to use the reflections journal to reflect on your experiences as you and your supervisor see fit. Make sure to include a discussion of how your teacher conducts end-of-year activities and manages interruptions to maximize student engagement and continued learning through the end of the year.</p>

Field Supervisor

Each Concordia University Texas teacher residency candidate will be assigned a university field supervisor who will oversee the residency and support the candidate. The university supervisor will be hired by Concordia Texas to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Qualifications

Each Concordia University Texas supervisor will meet the following qualifications:

- accomplishment as an educator as shown by student learning; and
- not employed by the same school where the candidate being supervised is completing his or her
- clinical teaching, internship, or practicum; and
- trained by the educator preparation program (EPP) as a field supervisor; and
- trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner; and
- has completed Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates, is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser; and
- not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
- three years of creditable experience in the class in which supervision is provided
- valid certification in the class in which supervision is provided

Supervision and Coaching Requirements

Collaboration

The university field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency. Collaboration will include regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually, and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.

Informal Observations

The university field supervisor shall provide informal observations and coaching throughout the residency according to the schedule outlined in the Residency Checklist ([see Appendix E](#)). The informal observations and coaching include, but are not limited to the following:

- At least four in person informal observations (15 minutes or more in duration) will be completed each semester, totaling at least 8 observations over the course of the yearlong teacher residency placement. The first informal will occur within the first 4 weeks of the residency placement. All informal observations will be recorded on the Coaching Observation form ([see Appendix D](#)).
- Written coaching feedback will be provided for post-observation conferences and on weekly residency candidate reflections that promote the clinical teacher's development (including feedback regarding what is working well and what needs to be adjusted).
- Observations and feedback on targeted skills will be provided, with opportunities for the supervisor to follow up on the candidate's development in the targeted skill.

Formal Observations

The university field supervisor will provide four formal observations over the residency. The formal observations include but are not limited to the following expectations:

- Two formal observations will be completed each semester using the CTX formal observation protocol (See [Appendix F – Formal Observation](#)), and the first formal observation will occur within the first four weeks of the residency assignment.
- Each formal observation will be in person and last at least 45 minutes.

- Each formal observation will include a pre-observation conference (may be asynchronous) and post-observation conference (synchronous) with the candidate

Additional University Supervisor Duties

- Participate in Concordia university supervisor training prior to the first day the residency candidate will be with students.
- Exchange information and schedule the first supervisory visit with the residency candidate.
- Contact and train the host teacher on CTX policies, forms and procedures within the first week of residency.
- Keep an electronic log which lists the following:
 - all correspondence (email, text, phone) and visits with the residency candidate, the host teacher and the university regarding the placement
 - all coaching and collaboration with the residency candidate including formal and informal observations and responses on the weekly reflections
- Complete a recommendation form at the end of each semester including a recommendation of the candidate. (See Appendix G)

Residency Performance Gates

The Formal Observation Protocol (within the Preconference, Observation, Post conference (POP) cycle) will be used to determine and guide the residency candidate's progress through the program.

Progression

Teacher Residency Students are expected to meet the following standards on their formal observations throughout the program. Observation windows are included on the student checklist.

- **Semester 1** (Formal Observation 1): Proficient or Developing in all dimensions.
- **Semester 1** (Formal Observation 2): Proficient or Developing in all dimensions; Proficient in at least 2 dimensions.
- **Semester 2** (Formal Observation 3): Proficient or Developing in all dimensions; Proficient in at least 3 dimensions.
- **Semester 2** (Formal Observation 4): Proficient in all dimensions.

Response to candidate Performance

- University supervisors will record pre- and post- conference notes for all formal observations and include recommendations for any areas below proficient.
- Students will set goals during post- conferences for all formal observations which will be recorded by the supervisor.

Intervention and support

- Supervisors will work in conjunction with mentor teachers and campus supervisors to develop intervention plans for students scoring below expected levels as listed above (see Residency Intervention Plan Template)

- Supervisors and mentor teachers will monitor the candidate's progress and provide coaching assistance (model lessons, assistance with lesson planning, etc.).

Process of Candidate Recommendation

Candidates will be recommended by the university supervisor and mentor teacher at the end of each semester. The following guidelines will be used to guide the process. Other factors may be included as this is an overall recommendation.

End of first semester

- **Recommend continue residency** (Proficient or Developing in all dimensions; Proficient in at least 2 dimensions)
- **Recommend continue in residency with additional support** (Proficient or Developing in all dimensions; proficient in fewer than 2 dimensions)
- **Recommend continue in residency on Intervention plan with support or not recommendation for continuation**, depending on severity of concerns (In need of improvement in one or more dimensions)

End of second semester

- **Recommend residency certification:** recommended by host teacher, district personnel and supervisor, proficient in all TTESS dimensions on final formal observation, and meeting the 21 hour/week requirement including the first and last student day.
- **Recommend regular certification:** recommended by host teacher, district personnel and supervisor, proficient or developing in all dimensions on final formal observation and meeting the 490 hour/70 full-day or 140 half-day requirement.
- **Not recommendation for certification** (if any of these apply): not recommended by cooperating teacher, district personnel and/or supervisor, in need of improvement in one or more dimensions on final formal observation, and/or not meeting the 490 hour/70 full-day requirement or 140 half-day requirement)

Residency Governance

Members of the Concordia university Educator Preparation Program will meet at least quarterly with **district and campus administrators** of the school district with which the EPP has partnered, including the campus **supervisors** of all the EPP's current residency candidates, to review data including performance data for the EPP's current residency candidates and to make programmatic decisions or changes to implement continuous improvement of the EPP's residency program.

Timeline

Fall Semester

- Meeting 1 – September/October
- Meeting 2 – November/December

Spring Semester

- Meeting 1 – February
- Meeting 2 – March/April

Participants

Concordia University

- Program Coordinator for Undergraduate Education
- University Supervisors for district candidates
- Placement Coordinator

District/Campus Administrators

- Campus Supervisor (school administrator or designee responsible for the annual performance appraisal of the resident)
- District Official for Human Resources

Topics/Agenda

Data

- TExES Assessment data for teacher candidates to date (progress toward targets)
- Formal and Informal Observation Data (progress toward targets)

Program Recommendations for Continuous Improvement

- Recommended assessment support for students not meeting assessment targets
- Recommended coaching/intervention plans for students not meeting targets

Targets

- 100% of candidates passing all required TExES exams by the end of spring semester
- 100% of candidates Proficient in all dimensions of the final formal observation
- 100% of candidates recommended for Residency Certification upon completion of the residency

Appendix A: Residency Assignment Change Form

A fillable form is available from the program coordinator and certification officer

Concordia University Texas Residency Assignment Change Form

This form will be used when a mismatch is discovered between the teacher residency candidate and the assigned campus, subject, grade or host teacher. When a mismatch is discovered by a student, host teacher, campus principal or district official, they will inform the Concordia University Texas Undergraduate Education placement director who will initiate the form.

Current Assignment

Residency Candidate: _____ ID _____

Date of request: _____ District: _____

Campus _____ Principal: _____

Host Teacher: _____ Grade(s): _____

Subject(s): _____

Reason for Assignment Change

___ Grade level does not match student's intended certification band or requested level

___ Content area does not match student's intended certification for majority of day

___ Host teacher's certification does not match student's intended certification

___ Other: _____

New Assignment

Residency Candidate: _____ ID _____

Start Date for new assignment: _____ District: _____

Campus _____ Principal: _____

Host Teacher: _____ Grade(s): _____

Subject(s): _____

Signatures:

_____ (Placement Director)

_____ (New Host Teacher)

_____ (Campus Principal)

Appendix B: Host Teacher Credential Verification Form

An electronic version of this form will be sent to the appropriate district personnel.

Clinical Teaching/Residency Cooperating Teacher Credential Verification

Thank you for supporting future educators by selecting cooperating teachers that have met or exceeded in [TAC §228.2 \(14\)](#) for Concordia University Texas.

The Cooperating/Mentor/Host Teacher must:

1. have at least three creditable years of teaching experience (at least one of which was in the past three years)
2. be an accomplished educator (as evidenced by at least three years of proficient or above proficient ratings on teacher evaluations, demonstrated evidence of positive impact, and/or other dispositional criteria such as interpersonal and leadership skills), and
3. hold valid certification in the category of their current teaching assignment

Cooperating Teacher(s):

I have verified that the cooperating teacher(s) listed above has/have met the requirements for cooperating teachers listed in [TAC §228.2 \(14\)](#).

School District: _____

District Official Name: _____

Signature: _____

Date: _____

Appendix C: Host Teacher Interview

Host Teacher Interview Questions:

1. What are you certified to teach and what do you teach for the majority of the day?
2. Why do you want a resident and what type of coaching or mentoring experience do you have?
3. How do plan on implementing co-teaching and in what ways will it work best in your setting?
4. How is student growth and success measured in your classroom and used to inform instruction?
5. How do you think a resident will adjust to being part of your classroom and the culture you have established?
6. Do you have any questions for us? How can we best serve and support you?

Appendix D Informal Coaching Form

A fillable version of this form is available online and via Dynamic Forms

Residency and Clinical Teaching Coaching Form

Directions to the mentor teacher & supervisor: As you observe the residency candidate or clinical teacher, note actions that they are taking that fall into the dimensions listed below. Add coaching notes to help them understand what is working well and why, along with recommendations to improve outcomes. See checklist for required observation windows.

Student/Candidate _____ Date _____
 Lesson _____ Subject/Grade _____
 Mentor Teacher _____ Supervisor _____

	Dimensions	Coaching Feedback
Planning (based on lesson planning and preparation)	1.1-Standards & Alignment - Aligns goals, standards and objectives - Paces lesson appropriately - Includes appropriate technology to maximize engagement and learning	
	1.2-Data & Assessment - Uses assessment to inform instruction - Includes opportunities to monitor progress (formal and informal assessment) - Includes opportunities to provide feedback	
	1.3-Knowledge of Students - Includes activities to meet varied learning styles - Includes options for potential modifications/adjustments based on learning needs	
	1.4-Instructional Activities - Includes questions at various levels (Bloom) - Groups students appropriately to the task - Includes activity that requires students to demonstrate/applying the learning objective	

	Dimensions	Coaching Feedback
Instructional Delivery	2.1-Achieving Expectations - Has high expectations for all learners - Encourages student to make mistakes and self-correct - Encourages students to take initiative and self-monitor	
	2.2-Content Knowledge & Expertise - Demonstrates content knowledge in multiple contexts - Links objectives across disciplines - Sequences & links instruction meaningfully	
	2.3-Communication - Anticipates potential misunderstandings - Uses clear verbal & written communication - Demonstrates appropriate wait time for student responses	
	2.4-Differentiation - Individualizes lessons as needed for student success - Differentiates content & processes as needed for student success	
	2.5-Monitor & Adjust - Monitors participation & performance - Adjusts instruction based on student responses - Invites student input - Adjusts pacing & activities to maintain engagement	
Learning Environment	3.2-Managing Classroom and Student Behaviors - Is organized and prepared - Follows behavior systems - Maintains appropriate behavior standards to facilitate learning	
	3.3-Classroom Culture - Engages students in relevant, meaningful learning - Facilitates respectful individual and collaborative work - Demonstrates positive rapport with students and other adults	

Observer's Signature _____

Completed by (check one): Mentor teacher _____ University Supervisor _____

Appendix E – Residency Checklist

CTX Teacher Residency 2024-2025 Checklist

Timeline for TEA Required Documentation Additional assignments listed by due date in BBLearn		Due
Training: August 9, 2023		Official Start: 1st day in classroom 8/20 (AISD)
<input type="checkbox"/> Supervisor Coaching Observation #1 (window 8/20-9/13) <input type="checkbox"/> Host/Mentor Teacher Coaching Observation #1 (window 8/20-9/13)		9/13/24
<input type="checkbox"/> Supervisor Coaching Observation #2 (window 9/16-10/4)		10/4/24
<input type="checkbox"/> Supervisor Formal Observation #1 (window 10/7-11/1)		11/1/24
<input type="checkbox"/> Supervisor Coaching Observation #3 (window 11/4-11/15) <input type="checkbox"/> Host/Mentor Teacher Coaching Observation #2 (window 11/4-11/15)		11/ 15/24
<input type="checkbox"/> Supervisor Coaching Observation #4 (window 11/18-11/29)		11/29/24
<input type="checkbox"/> Supervisor Formal Observation #2 (window 12/2-12/13) <input type="checkbox"/> Semester 1 Summary/Recommendation <input type="checkbox"/> Semester 1 Reflections (all one PDF)		12/13/24
<input type="checkbox"/> Semester 1 Signed Log Verification form		12/20/24
Second Semester		
<input type="checkbox"/> Supervisor Coaching Observation #5 (window 1/6 & 1/17)		1/17/25
<input type="checkbox"/> Supervisor Coaching Observation #6 (window 1/21-1/31) <input type="checkbox"/> Host/Mentor Teacher Coaching Observation # (window 1/6– 1/31)		1/31/25
<input type="checkbox"/> Supervisor Formal Observation #3 (window 2/10-2/28)		2/28/25
<input type="checkbox"/> Supervisor Coaching Observation #7 (window 3/3 – 3/21)		3/21/25
<input type="checkbox"/> Supervisor Coaching Observation #8 (window 3/24 – 4/4) <input type="checkbox"/> Host/Cooperating Teacher Coaching Observation #4 (window 3/3-4/4)		4/4/25

<input type="checkbox"/> Formal Observation #4 from Supervisor (window 4/7-4/25) <input type="checkbox"/> Final Summary/Recommendation Form <input type="checkbox"/> All Reflections <u>in one PDF document</u>	4/25/25
<input type="checkbox"/> Semester 2 Signed Log Verification Form	5/30/25 (last student day)

Weekly Meetings:

Clinical teachers and residency students meet together once a week in the late afternoon/evening starting with the first day of CTX semester. The meeting time and day are in BB, but may be adjusted with the class approval.

Reflections:

Clinical teachers and residency students who are also taking practicum II classes will complete reflections connected to their coursework throughout the semester and submit them all as one document at the end of the CTX semester. Clinical teachers and residency students will also complete weekly reflections for the clinical teaching/residency class which are due every Friday by 6:00 pm. These reflections are interactive between the student and their supervisor who will provide feedback and coaching comments each week.

Required Days:

Your placement follows the calendar for the school/district in which you have been placed according to the contract signed. You must log a minimum of 21 hours/week throughout the year and at least 490 hours in the class you were placed in and by the end of the year to be recommended for certification. Residency candidates also need to have a total of 750 total hours by the end of the year which may include time assisting in other classrooms, etc., at the discretion of the campus administrator and cooperating teacher.

Observations:

Formal observations for all clinical teachers and residency students must follow the POP cycle (preconference, 45-minute in person observation, and synchronous post conference)

Informal Observations for residency students will be in-person. Informal Observations for clinical teachers may be remote.

Appendix F: Formal Observation

An electronic copy of this form will be emailed to the supervisor prior to each observation window.

Clinical Teaching FORMAL OBSERVATION

Teacher Candidate: _____

Clinical Teaching Start Date: _____ Grade and Subject: _____

Cooperating Teacher: _____

School & District: _____

University Supervisor: _____

Observations are expected to be in-person visits. If a virtual observation is needed, please contact the course professor first and indicate why a virtual observation was needed.

Observation Method _____ Observation Number _____

Observation Date: _____ Time: _____ to _____

I confirm that this observation was at least 45 minutes in length.

PRE-Observation Conference: Date: _____ Delivery: _____

POST-Observation Conference: Date: _____ Delivery: _____

Observation Completed By: _____

Directions: This form is to be used by the university supervisors to support the development and growth of the teacher candidate.

- All observations for clinical teachers must be **at least 45 minutes** in length.
- Script the lesson on a separate document and attach the script using the attachment field below.
- Using the script of the lesson list evidence and suggestions for improvement into the evidence box of the appropriate dimensions.
- Choose the appropriate descriptive text in the rating section of each dimension.
- Determine rating for each dimension based on evidence in each column.

TEACHER CANDIDATE

UNIVERSITY SUPERVISOR

COOPERATING TEACHER

**Dimension 1 Planning:
Standards & Alignment; Data & Assessment; Knowledge of Students; Activities**
Please check all observed

PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Activities, materials and assessments</p> <ul style="list-style-type: none"> • are relevant to students. • provide appropriate time for lesson and lesson closure. • fit into the broader unit, course objectives and state standards. • are appropriate for diverse learners. <p>Formal and informal assessments are used to monitor progress of all students.</p> <p>Lessons are connected to students' prior knowledge and experiences.</p> <p>Questions/activities encourage all students to engage in complex, higher-order thinking.</p>	<p>Most activities, materials and assessments</p> <ul style="list-style-type: none"> • are appropriately sequenced. • sometimes provide appropriate time for lesson and lesson closure. <p>Formal and informal assessments are used to monitor progress of most students.</p> <p>Lessons are sometimes/ somewhat connected students' prior knowledge and/or experiences.</p> <p>Questions/activities promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</p>	<p>Few activities, materials and assessments</p> <ul style="list-style-type: none"> • are appropriately sequenced. • rarely provide appropriate time for lesson and lesson closure <p>Formal and informal assessments are rarely/not used to monitor progress.</p> <p>Little or no connection is made to students' prior knowledge or experiences.</p> <p>Questions/activities promote little or no complex higher-order thinking.</p>

Evidence from script and suggestions for improvement:

Dimension 1 Planning Rating:

Dimension 2 Instruction: Achieving expectations, Content Knowledge and Expertise, Communication, Differentiation, Monitoring & Adjusting <i>Please check all observed</i>		
PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Addresses student mistakes and follows through to ensure student mastery.</p> <p>Anticipates possible student misunderstandings.</p> <p>Provides explanations that are clear and uses verbal and written communication that is clear and correct.</p> <p>Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</p>	<p>Sometimes addresses student mistakes.</p> <p>Sometimes anticipates possible student misunderstandings.</p> <p>Uses verbal and written communication that is generally clear with minor errors in usage</p> <p>Sometimes provides differentiated instructional methods and content.</p>	<p>Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</p> <p>Does not anticipate possible student misunderstandings.</p> <p>Uses verbal and written communication that is characterized by inaccuracies and errors in usage.</p> <p>Rarely provides differentiated instructional methods and/or content.</p>
<p>Evidence from script and suggestions for improvement:</p>		

Dimension 2 Instruction rating:

Dimension 3 Learning Environment: Classroom Environment, Routines and Procedures; Managing Student Behaviors; Classroom Culture <i>Please check all observed</i>		
PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>All procedures, routines and transitions are clear and efficient.</p> <p>Consistently implements the campus and/or classroom behavior system to maximize student engagement and learning.</p> <p>Engages all students in meaningful learning.</p>	<p>Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</p> <p>Inconsistently implements the campus and/or classroom behavior system.</p> <p>Engages most students in the lesson/activities.</p>	<p>Procedures, routines and transitions are characterized by confusion and inefficiency.</p> <p>Rarely or unfairly enforces campus or classroom behavior standards.</p> <p>Engages few students in the lesson/activities.</p>
<p>Evidence from script and suggestions for improvement:</p>		

Dimension 3 Learning Environment rating:

**Dimension 4 Professional Practices and Responsibilities:
Professional Demeanor and Ethics; Goal Setting; Professional Development; School Community Involvement**

Please check all observed

<p>PROFICIENT Instructional Planning Includes:</p>	<p>DEVELOPING Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
<p>Meets all professional standards (e.g. attendance, professional appearance and behaviors).</p> <p>Sets short- and long-term professional goals based on self-assessment, reflection and mentor/supervisor feedback.</p> <p>Plans collaboratively with mentor and team and writes meaningful reflections on the process.</p>	<p>Meets most professional standards (e.g. attendance, professional appearance and behaviors).</p> <p>Sets short- and long-term professional goals based on self-assessment.</p> <p>Meets with mentor to plan and reflects somewhat on the process.</p>	<p>Meets few professional standards (e.g. attendance, professional appearance and behaviors) or violates legal requirements.</p> <p>Sets low or ambiguous goals unrelated to student needs or self-assessment.</p> <p>Rarely reflects on the planning process.</p>

Evidence from script and suggestions for improvement:

Dimension 4 Professional Practices and Responsibilities rating:

Appendix G: Semester Recommendation

This form will be sent as a Dynamic Form to the host/mentor teacher, university supervisor and campus supervisor each semester and will include fillable boxes for all demographic data.

Residency Recommendation by Semester

Directions: This form is to be used by mentor teachers, university supervisors and campus supervisors to provide a recommendation at the end of each semester based on the teacher candidate's progress. Please provide your recommendation and describe the clinical teacher's teaching attributes for the four state standards, noting such things as strengths and areas for continued growth. Please note that a justification is required if the student is not fully recommended for the next step at the end of the semester.

To Be Completed by Mentor Teacher:

Standard I: Instructional Design (Planning)

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: Classroom Environment (Learning Environment)

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: Student Learning (Instruction)

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: Professionalism (Professional Practices and Responsibilities)

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Attach any additional information:

To Be Completed by: Mentor Teacher

Comments related to Recommendation - Please Explain if not Fully Recommended:

*

Recommendation *

To Be Completed by: University Supervisor

Comments related to Recommendation - Please Explain if not Fully Recommended:

*

Recommendation *

To Be Completed by: Campus Supervisor/District Personnel

Comments related to Recommendation - Please Explain if not Fully Recommended:

* 

Recommendation *

Mentor Teacher _____ Date _____

University Supervisor _____ Date _____

Campus Supervisor _____ Date _____

Residency Candidate _____ Date _____

Initials Certification Officer _____ Date _____