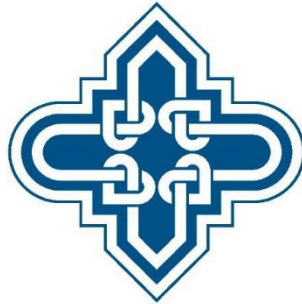


Teacher Residency Handbook: 2026-2027

ST. MARY'S UNIVERSITY



Department of Education

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The Teacher Residency Program

First Semester

(minimum of 260 hours, no less than 21 hours/week)

- Residents will engage in their placement for three days per week, or an alternative schedule totaling at least 21 hours/week in the assigned placement and aligned with the first and last instructional days of the academic term. Participation will follow a gradual release co-teaching model to support increasing instructional responsibility. Hours may include campus- or district-wide professional development days before the start of classes. Students will continue completing on-campus coursework to fulfill degree requirements during periods when they are not engaged at their residency site.

Second Semester

(minimum of 490 hours)

- Five days/week at placement co-teaching with host teacher, beginning and ending with the first and last days of instruction with students, and continuing the co-teaching model. Overall hours at placement must total 750 hours by the end of placement.
- Must be enrolled in the appropriate Professional Development Seminar course (ED 4338- Elementary or ED 4388-Secondary.
- Teacher residents, upon approval, may take no more than three (3) additional credit hours of coursework in conjunction with the residency teaching and seminar courses. Outside work should be limited to ten hours per week, preferably on weekends.

Attendance and Log of Hours

For the spring semester, the teacher residents will follow the host school's calendar and schedule. Throughout the residency program, the teacher resident will maintain a log of hours and days/half-days. The log will be submitted to the university field supervisor for verification at the end of each semester. Submission of the logs for verification may also be required each semester. Candidates must meet the above requirements for hours/days by the end of the semester to be recommended for certification. Students should also follow the school's and the university's attendance/sign-in policies.

Absences

All absences must be reported to:

1. Your host teacher by 7:00 am or as early as the absence is known.
2. Your university field supervisor by 7:00 am.
3. Your assigned school by the time required by the administration (no later than 8:00 am).

If a teacher resident is absent due to parental leave, military leave, or bereavement, the total residency hours may be reduced to 700. The teacher resident will contact the EPP to request a reduction in the total residency hours for the reasons above. They will also inform the St. Mary's Office of the Dean of Students and submit all

documentation to them. They, in turn, will notify the EPP of the approved excused absences. The EPP will then reduce the required residency hours for that teacher resident, provided the total does not fall below 700.

Enhanced Certificate

Upon completion of the teacher residency program and all performance gates, teacher residents may earn an enhanced standard certificate. An enhanced standard certificate is a Texas teaching certificate for residents who complete a full-year residency and meet higher performance expectations. It shows that they have completed a high-quality residency and are ready to serve as a full-time teacher.

Benchmarking

Benchmarking is how the program checks your progress during the residency year. At several points in the year, we look at your teaching to make sure you are:

- Meeting program expectations.
- Growing toward "proficient" performance on key teaching skills.
- On track to qualify for the enhanced standard certificate.

Throughout the residency year, teacher residents will have at least **four major checkpoints called performance gates at least twice each semester**. Each checkpoint includes a formal observation and review of classroom responsibilities. Teacher residents will receive feedback after each checkpoint, so they know what they are doing well and what to improve.

Benchmarking Roles

- Teacher Resident: Teach, reflect, and bring your best effort; review feedback and set goals.
- Host Teacher: Works with the teacher resident every day, co-teaches, provides regular feedback, and helps the teacher resident prepare for each checkpoint.
- University Field Supervisor: Conducts informal and formal observations, completes the checkpoint form, and rates your progress.
- Campus Supervisor (principal or designee): Looks at the teacher resident's overall performance on the campus and gives input at the end of the residency.

The Teacher Resident

The teacher residency experience is the culmination of teacher preparation. Everything learned in classes or through field experience comes together and comes alive when you assume the responsibility of being a full-time teacher. You will be supported by your host teacher, university field supervisor, and advisor, but the responsibility for your success lies with you. As in all experiences, the more effort you put into your residency teaching, the more rewarding it becomes.

Prerequisites for Approval to do Teacher Residency

1. Admission into the St. Mary's University Educator Preparation Program.
2. An overall Grade Point Average of 2.60 or higher.
3. Anticipated completion of all courses in the Professional Sequence with a GPA of 2.6 or higher.
4. Anticipated completion of all courses in the teaching field(s) with a GPA of 2.6 or higher.
5. Recommendations from the Department of Education faculty and from the teaching field faculty,
6. Documentation of at least 30 hours of field experience in the schools in connection with education courses, and

- At the time of application, the student may request the district where they would like to complete their residency teaching experience. While every effort will be made to place teacher residents in their requested district, placement there is not guaranteed.

Professionalism

Teacher residents must observe the unwritten as well as the written rules of professional conduct, such as:

- Conforms to the dress and behavior of the expectations of the assigned schools and St. Mary's University.
- Participate in parent conferences, faculty meetings, lunch, or ground duties, and other responsibilities expected of the host teacher.
- Respect confidentiality regarding any student, faculty member, and/or administrator.
- Maintain rapport with students that aligns with the expectations of a professional teacher/student relationship.
- Refrain from using corporal punishment, sarcasm, ridicule, or harassment.
- Keep a detailed weekly log during the first semester of residency and a daily log (which could be changed to a weekly log) during the second semester, documenting professional progress and anecdotal evidence of residency teaching experiences.
- Maintain a daily attendance log with sign-in and sign-out times and secure the host teacher's signature for each entry.
- Adhere at all times to the Texas Educators' Code of Ethics.**

Procedures

- As soon as the school placement is known, the student should make an appointment to visit the school, meet the principal and/or assistant principal, or host teacher(s), and discuss their expectations.
- To become familiar with the school and district requirements, the teacher resident should request copies of school rules, schedules, curriculum guides, textbooks, faculty and student handbooks, parking passes, ID badges, and other related materials.
- Before the end of the second day of the assignment, the teacher residents should contact the Director of Clinical Experiences to verify the appropriateness of their placement. By Friday of the first week, they should contact their university field supervisors to inform them of the host teacher(s)' daily schedule (conference period, lunch, etc.).
- Schedules for the assumption of classes should be negotiated by the teacher resident and the host teacher before the end of the second week, considering the teacher resident's preparedness and potential. The following assignments are suggested:

Before Week 1	
	Teacher residents will be assigned to schools. The university field supervisors will meet with the clinical teacher.
Semester 1	
Week 1: Performance Gate 1 Opens	The teacher resident: - Becomes acquainted with the students (students' names, special needs, accommodations, etc.) and with the classroom and school schedules. - Meets grade level/content team, principal, and/or other office personnel. - Begins co-teaching, including One Teach, One Observe (conduct focused observations to learn the host teacher's management strategies and get to know students), and One Teach, One Assist (assist students with work, monitor behavior, establish connections with students).

Week 2	The teacher resident: • Continues to get to know the students and let them get to know him/her. • Begins co-teaching one class (including participating in Lesson Planning) with the host teacher observing or assisting. • Focuses on student engagement during observations of the host teacher. • Begins assuming responsibility for some classroom routines (i.e., hall monitoring, breaks, attendance) each day they are there.
Week 3	The teacher resident: • Continues taking the "co-teaching" role (including lesson planning) with the host teacher observing or assisting, and increasing the planning and teaching role to two lessons this week. • Continues to focus on student engagement during observations of the host teacher. • Adds another co-teaching strategy (station teaching, parallel teaching, supplemental teaching, or differentiated teaching) to support the identified student's needs. • Participates in a university field supervisor (UFS) visit for informal observation #1.
Week 4	The teacher resident: • Continues taking the "co-teaching" role (including lesson planning) with the host teacher observing or assisting, and increases the planning and teaching role to three lessons this week.
Week 5	The teacher resident: • Continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least four lessons this week. • Takes responsibility for additional classroom routines and procedures.
Week 6: Performance Gate 1 Closes	The teacher resident: • continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least four lessons this week. • Takes responsibility for transitions, classroom routines, and procedures. • Participates in a university field supervisor (UFS) visit for informal observation #2.
Week 7: Performance Gate 2 Opens	The teacher resident: • Continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least four lessons this week. • Reviews the students' grades over the last few weeks with the host teacher and identifies a student whose grade is low for a reason other than not having mastered the objectives (e.g., language, disengagement, invalid assessment).
Week 8	The teacher resident: • Continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least four lessons this week.
Weeks 9-14	The teacher resident: • Continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least five lessons this week. • Participates in a university field supervisor (UFS) visit for informal observation #3.

Weeks 15-18: Performance Gate 2 Closes	The teacher resident: - Continues co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing, assisting, or performing another co-teaching role for at least six lessons this week. - Meets with the host teacher to review and plan for the spring semester, including curriculum, testing interruptions, and a plan for 5 days a week on campus, etc. - Participates in a university field supervisor (UFS) visit for informal observation #4.
Semester 2	
Week 1: Performance Gate 3 Opens	The teacher resident: - Begins the semester with full implementation of the co-teaching model in collaboration with the host teacher, with the teacher resident in a lead role (not observer or assistant) for much of the time. - Takes responsibility for transitions, classroom routines, and procedures. - Revisits/reestablishes classroom rules and guidelines with students. - Plans out the classroom schedule and any additional responsibilities on campus for spring with the host teacher. - Collaboratively plans out lessons and co-teaching strategies weekly with the host teacher and campus team.
Weeks 2-14 Week 11: Performance Gate 3 Closes Week 12: Performance Gate 4 Opens	The teacher resident: - Continues with full implementation of the co-teaching model in collaboration with the host teacher, with the teacher resident in a lead role (not observer or assistant) for much of the time. - Participates in a university field supervisor (UFS) visit for informal observation #s 5, 6, 7.
Week 15	The teacher resident: Begins to decrease the host teacher's role as the lead in co-teaching as the year draws to a close.
Week 16: Performance Gate 4 Closes	The teacher resident: - Continues to decrease the co-teaching lead role, with the host teacher assuming more of the lead role as the year ends. - Meets with the host teacher to do an End-of-Residency evaluation. - Submits all residency documents. - Participates in a university field supervisor (UFS) visit for informal observation #8.

In addition to the orientation meetings, the university field supervisor will make at least four formal and eight informal observations (see the calendar of formal and informal observations).

Prescribed forms will be completed on these occasions. A pre-observation conference will be followed by a post-observation conference involving the teacher resident, the host teacher, and the field supervisor. Any of the parties mentioned above may require additional visits.

Upon completion of the residency teaching assignment, the teacher resident will schedule an exit interview with the university field supervisor. At this meeting, the students' logs, all lesson plans, and all materials gathered during the semester will be examined and discussed. The university field supervisor will then determine the student's grade, considering all evaluations and recommendations of the host teacher and other school personnel collaborating with the teacher resident. The teacher resident will receive a grade of "P" (pass) or "F" (fail).

Residency Placement: District, Campus, and Host Teacher

Campus Placement

Teacher residents will receive a single-district placement before being accepted as residents and will be contracted to serve both semesters in the same district. In most cases, students will also be assigned to the same classroom and host teacher for both semesters of residency.

Multiple classrooms/campus assignments

Students seeking certification in a single content area, including K-12 certification, may be assigned to an elementary campus for one semester and a secondary campus for the second semester to ensure preparation at all levels. This change will be planned, and no assignment change form will be required.

A great deal of care is taken to place students in an appropriate classroom before the first day of residency. However, if there is a mismatch between the resident, 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.

Host Teacher Selection

The host teacher is an educator jointly assigned by St. Mary's, the district representative, and the campus administrator who supports the candidate through co-teaching and coaching during the candidate's teacher residency field placement.

Host Teacher Selection Process and Criteria

The following process will be followed to select host teachers for candidates. The Director of Clinical Experiences will:

- Reach out to district personnel for campus recommendations.
- Contact the principal at the recommended campus and request recommendations of teachers with the above qualifications and who are believed to be strong mentors for our candidates.

Host Teacher Qualifications

- At least three creditable years of teaching experience,
- Be an accomplished educator, as determined by the EPP in partnership with the district or campus administration, demonstrated by:
 - At least three years of proficient or above proficient ratings on teacher evaluations.
 - 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).
 - Additional dispositional criteria as evidenced in an interview (residents only)
- Not assigned to the candidate as a field supervisor.
- Hold a valid certification in the certification category for the residency assignment for which the residency candidate is seeking certification.

If an individual who meets the certification category and/or experience criteria for a host teacher is unavailable, the Director of Clinical Experiences will collaborate with the district or campus administrator to select an individual who closely meets the criteria and assign them as the host teacher for the teacher resident candidate. The reason for selecting an individual who does not meet the criteria will be documented in the Host Teacher Credential Verification Form.

Host Teacher Training Requirements

Host teachers will be required to participate in training twice a year:

Fall (Before or within the three weeks after being assigned as host teacher): Orientation to St. Mary's Teacher Residency policies and procedures and Coaching Model Training, Part I

Spring: Coaching Model Training, Part II

Host Teacher Duties/Responsibilities

Co-teach with the residency candidate, gradually releasing instructional responsibility. Guide, assist, give feedback to, and support the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, collaborating with parents, obtaining materials, and district policies; and report the candidate's progress to the candidate's field supervisor at least monthly.

Host teachers play a vital role in preparing teacher residents. Your decisions will determine the quality and quantity of the teacher residents' learning experience. Although all teacher residents have had theoretical and practical experiences that have prepared them to participate in the classroom with some measure of effectiveness, you should never forget that they are not yet fully qualified teachers. Few people influence the developing teacher more than the host teacher. Your teacher resident can grow in confidence, competence, and professionalism through your guidance. The degree of success in the residency teaching experience and in the field as a beginning teacher is directly related to the host teacher's collaboration with the teacher resident.

It is important to remember that your teacher resident is not you. Your teacher resident may develop a different teaching style from yours. You are not expected to "clone" the teacher resident in your image, but this *is* your opportunity to help the teacher resident become a competent professional educator. Teacher residents should be encouraged to try out their own ideas so they can learn for themselves how best to teach.

Contributing to the development of the teacher resident is a uniquely rewarding experience. We hope these suggestions will aid you in guiding the teacher resident and help you realize the satisfaction from this experience.

Preparing for the Teacher Resident's Arrival

Preparations made before the teacher resident arrives in the classroom will help the host teacher and the teacher resident adjust to the new experience.

- **A brief discussion with your students** will help them prepare for the arrival of the teacher resident. Explain some of the ways you will be working together. Help them understand that this teacher will work with the class for a specific time and should be given the same respect as any other teacher in the building. It will be evident that you are the teacher and the teacher resident is the learner; therefore, it should not be necessary to emphasize this. A more helpful approach might be emphasizing the team-teaching aspect of collaborating with a maturing professional educator.
- **Collect materials that may help the teacher resident.** Remember that the teacher resident must be oriented to the facets of school life that have become "second nature" to you – the school building, schedules, policies, classroom procedures, faculty routines, etc. A map of the building, copies of handbooks, and copies of class bell schedules would be helpful. Having a folder of such items available when the teacher resident arrives will demonstrate your interest and make the teacher resident feel that this will be an excellent workplace. Please invite the teacher resident to in-service activities scheduled before and during the semester. Please assist the teacher resident in obtaining a school ID, parking pass, and tech access, if possible.

- **Plan for a teacher resident workspace.** The teacher resident will need a place in the classroom for books, supplies, teaching materials, and personal items. If possible, provide a desk for the teacher resident. If not, clear a desk drawer, cabinet space, or provide a table. If you have an office, share it with the teacher resident and make media equipment, school supplies, and duplicating materials and equipment available. Please inform the teacher resident of any campus policies or restrictions concerning the use of materials and equipment. When possible, please ensure that the teacher resident has access to tools, materials, and activities that help you make your teaching exciting. Please provide copies of the faculty and parent-student handbooks and share the resource guides. This will facilitate making residency teaching a rewarding and professional experience.

The Initial Teacher Resident Visit

You can do a lot during the teacher resident's initial visit to ensure their success. One of the most significant services you can provide is helping the teacher resident build a sense of personal security and belonging.

Activities to Help the Teacher Resident Begin Teaching

Residency teaching is an intensely personal, emotional experience, and students vary widely in their readiness to meet its demands. Each teacher resident should be guided through a planned sequence of increasingly responsible activities, with constant adaptation to their needs and demonstration of competence. It is vital to balance the types and durations of activities, and the host teacher must assess the complexity of activities and schedule them according to the teacher resident's readiness to participate.

Planning for Teaching Experience

Lesson plans should be **developed cooperatively**, well before the presentation date (long-range planning). Emphasize to the teacher resident that good planning is essential to successful teaching. Knowing precisely what to do makes the Teacher resident more secure. This security, in turn, is transmitted to the students, thereby establishing the basis for a practical teaching-learning situation.

Prerequisites to Planning

Knowledge of students: the teacher resident should make personal contact with students and, if appropriate, review available records. This, along with the insight you can provide, will help the teacher resident determine each student's abilities, needs, interests, and background.

Building background knowledge: the teacher resident should have sufficient time to read and review texts, resource guides, and other available materials before teaching the lessons. Thinking through the plan: as the teacher resident considers both the students and the possible content, a plan begins to develop for choosing appropriate content and activities that will be most effective with students. At this point, the teacher resident is ready to tackle planning for instruction.

Daily lesson plans should be written in consultation with the host teacher. The host teacher will guide instruction as needed. It is imperative that the host teacher read and approve all teaching plans. St. Mary's University will provide a lesson plan template that the teacher resident must use to plan lessons. An accepted plan will include these elements: learning objectives, methods, activities, materials, and evaluation procedures. The importance of planning cannot be overemphasized. Initial planning should be done in cooperation with the host teacher. The responsibility for planning should shift increasingly to the teacher resident as their abilities are demonstrated.

Evaluation

Evaluation is a continuous process. Your open critiques and communication (**both positive and negative**) will be the most valuable aspect of the evaluation process. **You will complete one column of the Performance Gate Review form at approximately six- to nine-week intervals;** these will be reviewed and signed during each of the university field supervisor's informal visits. Additionally, this form may be used to direct discussion during the

three-way conference following each formal observation. **You will be asked to complete and sign the Performance Gates Review form and the Final Evaluation of Residency Teaching-Host Teacher form at the end of the residency teaching assignment period.** Please use the forms provided in the host teacher's packet you will receive, or the ones in the handbook. If needed, additional copies are available from the university field supervisor.

Communication

Please stay in touch with the university field supervisor and feel free to ask for help whenever needed. The Education Department at St. Mary's University wants this to be a beneficial experience for all concerned. Please call 210-436-3121 or email the field supervisor with any questions.

University Field Supervisor	Email Address
Dr. Lydia Bartlett	lbartlett@stmarytx.edu
Dr. Angeli Willson	awillson@stmarytx.edu
Prof. Joann Gawlik	jgawlik@stmarytx.edu
Prof. Mona Lopez	mlopez6@stmarytx.edu

Classroom Visits of Exemplary Teachers

A distinctive feature of our program is the opportunity for teacher residents to visit and conduct informal observations of exemplary teachers across your campus. Please help facilitate these visits at times that do not conflict with the teacher resident's instructional responsibilities. Ideally, observations should take place during the teacher resident's conference period. The classrooms designated for these visits are listed below.

Suggested Timeline	Classroom
January	Special Education
February	Bilingual
March	Certification Area
April	Elective / Lab

The University Field Supervisor

The university field supervisor coordinates the residency teaching experience and serves as the professional liaison between the university and the assigned schools. The diverse experiences of the university field supervisors provide a broad perspective on the abilities and needs of teacher residents and host teachers. The university field supervisor must be well acquainted with the university and the school district; the supervisor must accommodate the requirements of one institution for the other, as necessary.

Required Qualifications of a Field Supervisor (19 TAC 228.101)

University Field Supervisors must:

- Demonstrate accomplishment as an educator, as shown by student learning.
- Not be employed by the same school where the candidate being supervised is completing their residency internship or practicum.
- Trained by the educator preparation program (EPP) as a field supervisor.
- 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.

- Have completed Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates and is currently a certified Texas Teacher Evaluation and Support System (T-TESS) appraiser.
- Not be assigned to the candidate as a mentor, cooperating teacher, or site supervisor.
- Have three years of creditable experience in a class in which supervision is provided.
- Hold a valid certification in the class in which supervision is provided, or
- Hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided.

Duties of a field supervisor (19 TAC 228.101)

1. Supervision of each candidate shall be conducted with structured guidance and ongoing support from an experienced educator who has been trained annually as a field supervisor by the EPP and has completed TEA-approved field supervisor training at least every three years. Field supervisors who have completed TEA-approved training must renew it by September 1, 2026, and then renew it at least once every three years thereafter. Field supervisors who support teacher candidates and who maintain valid T-TESS certification are not required to renew TEA-approved field supervisor training.
2. The field supervisor must contact the assigned candidate within the first three weeks after the assignment start date for candidates seeking certification as classroom teachers.
3. The field supervisor shall verify the candidate's placement within the first three weeks of the candidate's assignment and shall notify the EPP if the placement does not meet the requirements of this chapter, including assignment of a qualified Host Teacher.
4. Field supervisors shall conduct **two formal observations** of candidates that are a **minimum of 45 minutes in duration per semester** as described in §§228.103 (Formal Observations for Candidates in Residency Assignments), 228.105 (Formal Observations for All Candidates for Initial Classroom Teacher Certification), 228.107 of this title (relating to Formal Observations for Candidates in Residency Teaching Assignments)
5. Field supervisors of candidates in residency assignments shall provide informal observations and ongoing coaching that, at a minimum, include the following:
 - a. At least **four in-person informal observations per semester, each lasting 15 minutes or more, totaling a minimum of eight observations over the year-long residency. The first informal observation must occur within the first four weeks** of the residency placement.
 - b. Written feedback provided during post-observation conferences.
 - c. Observation and feedback on targeted skills, with opportunities to follow up on the candidate's development in the targeted skill.
6. For a residency, the field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency, including regular meetings and/or collaborative support at least **three times each semester** with the campus supervisor and **twice monthly** with the host teacher. Meetings may be held virtually, and collaborative support may include, but is not limited to, co-observation and co-coaching of candidates, as well as calibration to improve inter-rater reliability.

University field supervisors are very responsible for each teacher resident under their supervision. The university field supervisor becomes the teacher resident's guide, advisor, and advocate. The university field supervisor and the host teacher ensure that each teacher resident has a positive, productive teaching experience during their residency. The following procedures are provided to support your role as a university field supervisor.

Orientation

After placement and before the residency begins, the university field supervisor should meet with the host teachers with whom they will work. It is essential to establish procedures for campus visits, to verify the proper placement of each teacher resident, and to lay the groundwork for a pleasant, professional relationship between you (as a university representative) and the host school personnel.

Campus Visits

The university field supervisor is expected to make a minimum of four formal and eight informal observations of each teacher resident and to complete the appropriate forms. On occasion, some students will require more visits. The university field supervisor will give feedback to the student immediately following the observation (if possible) or at a scheduled conference. The Performance Gates will be used in several ways, including promoting formative evaluation, providing direction for a three-way conference, initiating communication between the teacher resident and the host teacher, and surfacing problems that require attention.

Schedule of Formal Observations by the University Field Supervisor	
By Week 6	First Formal Observation (Performance Gate 1)
September - December	Second Formal Observation (Performance Gate 2)
January - March	Third Formal Observation (Performance Gate 3)
April - May	Fourth Formal Observation (Performance Gate 4)
Schedule of Informal Observations by the University Field Supervisor	
By Week 4	First Informal Observation
September	Second Informal Observation
October	Third Informal Observation
November	Fourth Informal Observation
January	Fifth Informal Observation
February	Sixth Informal Observation
March	Seventh Informal Observation
April	Eighth Informal Observation

Communications

University field supervisors are expected to contact each teacher resident they supervise weekly. This communication must be maintained. This contact may occur at St. Mary's, on the school campus, or via technology, wherever convenient for you and the teacher resident. Conferences may be used to discuss your observations, suggest techniques or management, and help students resolve any difficulties. The university field supervisor should provide informal coaching as needed (in addition to the required formal coaching demonstrated through observation and the Performance Gates). The teacher resident will document all communication with the university field supervisor and the Department of Education faculty during the residency teaching experience.

The university field supervisor should also communicate with the teacher resident's host teacher, share observations concerning the teacher resident, and collaborate to develop procedures to improve the teacher resident's performance.

Appendix A: Chart of Required Documents to Be Submitted

Chart of Required Documents to be Submitted-TR

This chart lists the forms and evaluations that the teacher resident, the host teacher, and the university field supervisor initiate for submission and/or completion.

Teacher Resident	Host Teacher	University Field Supervisor
• Appendix D: Daily Attendance Log • Appendix E-Staff Development/ Teacher Workday Log-TR • Appendix F-1 & 2: Weekly reflection logs from the Teacher Resident (due to the UFS every week, no later than Friday at 11:59 pm) • Appendix G: Lesson Plans (due to UFS at least 48 hours or TWO WORKING DAYS before observation) • Appendix L: Post-Conference Reflection (one for each observation) • Appendix M-Contact Log • Appendix U: Residency Portfolio (Binder)	• Appendix P: Verification of Completion (Host Teacher) - TR	• Appendix I: Pre-Observation Feedback (one for each observation) • Appendix J: Lesson Review-TR (one for each observation) • Appendix K: Informal Observation • Appendix O: Performance Gates Review • Appendix Q: Formal Written Feedback of Observations-TR (Host Teacher) • Appendix R: Department Documentation of Formal and Informal Observations • Appendix W: Receipt of Teacher Residency Training • Final Evaluation of Residency Teaching-UFS • Verification of Completion-TR (UFS)

Appendix B: Schedule Of Required Documents to Be Submitted

Schedule of Required Documents to be Submitted-TR

WHAT	WHEN
1. Class/bell schedule and school calendar	1. No later than Friday of the first week of school.
2. Lesson Plans for each observation should follow the university lesson plan model and be submitted to the UFS at least 48 hours (TWO WORKING DAYS) before the formal observation. Keep a copy in your portfolio/binder. Have a copy of the UFS available on the day of the formal observation.	2. Send to UFS at least 48 hours (TWO WORKING DAYS) before the formal observation.
3. Weekly Reflection Log: Record what is happening, your reactions, responses, ideas, and observations.	3. Submit to UFS at the end of the week (due to the UFS every week, no later than Friday at 11:59 pm)
4. Attendance Log: Record of date, in/out times, and Host Teacher signature.	4. Last week of residency teaching
5. Pre-Conference Observation	5. 24 hours before the observation
6. Post-Observation Reflection	6. 24 hours after the observation
7. Teacher Resident Portfolio (Binder)	7. Maintained and updated throughout the residency
ORGANIZATION OF 3-RING BINDER Table of Contents (use sectional dividers with tabs) • Schedule & Classroom Data • Observation Cycle Materials • Lesson Plans • Pre- and Post- Observation Forms • Lesson Reviews • Daily Attendance & Professional Development Logs • Weekly Reflections • Contact Log • Instructional Materials • Samples of Student Work (redacted) • Meeting Notes • Faculty • Department/Grade Level • T-TESS • Instructional Resources	NOTE: The organization of materials should serve as a record of residency teaching and become a resource for future use or reference.

Appendix C: Campus Assignment and Host Teacher Credential Verification

05/14/2026 Ib

ST. MARY'S UNIVERSITY Campus Assignment and Host Teacher Credential Verification-TR

Teacher Residency Candidate Name:

Grade(s)/Subject Area(s):

School District:

Campus:

Host Teacher(s):

Host Teacher Qualifications:

Following TAC §228.2 (14), the Host Teacher has:

1. 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 a valid certification in the category of their current teaching assignment

Verification of Host Teacher Qualifications:

_____The host teacher has met the Host Teacher Qualifications above.

Multiple Field Placements, If Needed:

Check the reason for the change:

- _____The candidate is seeking certification in more than one certification category
- _____The candidate is seeking certification in the EC-12 certification categories
- _____The candidate has reasonable human resources concerns

Second Campus Placement:

Verification of Second Host Teacher Qualifications:

_____The second host teacher has met the Host Teacher Qualifications above.

Alternative Host Teacher Placement, If Needed:

An individual who meets the certification category and/or experience criteria for a host teacher is not available. Therefore, representatives from the EPP and the district/campus have selected the host teacher for the teacher residency candidate above for the following reasons:

We have verified that the information written above is correct.

District Official Name: _____ **EPP Official Name:** _____

Signature: _____ **Signature:** _____

Date: _____

Appendix D: Daily Attendance Log (Abbreviated View)

#37

05/08/25 lb

DAILY ATTENDANCE LOG - TR

TEACHER RESIDENT NAME

SEMESTER

YEAR

Fall

Spring

20

TEACHER HOST NAME

SCHOOL/DISTRICT

	Date	Start Time	End Time	Total Hours	Host Teacher Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
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37					

Appendix E: Staff Development/Teacher Workday Log

#30

05/08/26 lb

Staff Development/Teacher Workday Log-TR

Teacher Resident Name

Semester

Year 20

Fall Spring

Host Teacher Name

School & District

	Date & Topic	Start Time	End Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

I certify the teacher resident was present for Staff Development/Teacher Workday during the above dates/times during his/her residency experience.

Host Teacher Signature

Date

University Field Supervisor Signature

Date

Appendix F: Contact Log (Abbreviated View)

#29

5/14/26 lb

CONTACT LOG

Semester: Year:

Teacher Resident's Name:

University Field Supervisor

Date:	Form of Communication:	Purpose:
Comments:		

Date:	Form of Communication:	Purpose:
Comments:		

Date:	Form of Communication:	Purpose:
Comments:		

Date:	Form of Communication:	Purpose:
Comments:		

University Field Supervisor Signature

Teacher Resident Signature

Date

1

Appendix G-1: Weekly Reflection Log (FALL)

Weekly Reflection Log-TR (FALL)

Name:

Directions:

- Use this form as a template to complete your daily written reflection on your classroom experiences.
- Place the cursor in the brackets and type your response. Answer each prompt in complete sentences.
- The responses need not be lengthy; they should be concise and directly address the prompt. Each entry should be at least five complete sentences.
- If a day was a non-instructional day, complete the section below titled "other." Additionally, use this space to note any special events you attended and classes you visited.
- The log for each week is due on Friday by 11:59 pm.

Week of:

Instructional Hours Completed This Week:

Personal Hours Used This Week:

Non-Instructional Hours Completed This Week:

Total Cumulative Hours Completed to Date:

1. Identify a learning goal that was a focus during the week.
2. Specifically state and describe the instructional strategies you or your host teacher used to help the students understand, develop, and apply the identified learning goal (before and during the learning task).
 - Gen Ed Strategy:
 - ELL Strategy:
 - SPED Strategy:
3. Describe the informal and formal assessments used and the students' performance in each assessment. Include an example of the feedback you gave to a student.
 - The informal/formal assessment used, and the students' performance
 - Example of feedback
4. Describe the following steps based on your analysis of the students' performance. If it's to reteach, how? If it's to move on to the next lesson, what is it?
5. What surprised you today and created a personal learning experience?
6. Other:

Appendix G-2: Weekly Reflection Log (SPRING)

Name:

Weekly Reflection Log-TR (SPRING)

Directions:

- Use this form as a template to complete your daily written reflection on your classroom experiences.
- Place the cursor in the brackets and type your response. Answer each prompt in complete sentences.
- The responses need not be lengthy; they should be concise and specifically respond to the prompt. Each entry should be at least five complete sentences.
- If a day was a non-instructional day, complete the section below titled "other." Additionally, use this space to note any special events you attended and classes you visited.
- The log for each week is due on Friday by 11:59 pm.

Week of:

Instructional Days Completed This Week:

Personal Days Used This Week:

Non-Instructional Days Completed This Week:

Total Cumulative Days Completed to Date:

1. Identify a learning goal that was a focus during the week.
2. *Specifically state and describe the instructional strategies* you or your host teacher used to help the students understand, develop, and apply the identified learning goal (before and during the learning task).
 - Gen Ed Strategy:
 - ELL Strategy:
 - SPED Strategy:
3. Describe the informal and formal assessments used and the students' performance in each assessment. Include an example of the feedback you gave to a student.
 - Informal/formal assessment used, and the students' performance
 - Example of feedback
4. Describe the following steps based on your analysis of the students' performance. If it's to reteach, how? If it's to move on to the next lesson, what is it?
5. What surprised you today and created a personal learning experience?
6. Other:

Appendix H: Informal Observation

St. Mary's University Informal Walkthrough

Clinical Teacher/Teacher Resident's Name: _____

Date: _____

University Field Supervisor: _____

Informal Obs. #: _____ Time: _____

Domain 1: Planning • Setting and communicating learning outcomes ☐ Grade-appropriate TEKS and SWBATs are present ☐ Students are aware of the learning objective(s) • Demonstrating knowledge of students ☐ Differentiated instruction is evident • Designing coherent, student-centered instructional activities ☐ Instruction appropriate for all students, which includes objective, activity, and assignment alignment ☐ Collaborative learning strategies were included • Designing formative assessments and utilizing the data to tailor instruction ☐ Formal formative assessment used (data-driven) ☐ Formal formative assessment used (inquiry-based) • Demonstrating knowledge of standards and alignment ☐ The objective includes the "What" and the "How."	Domain 2: Instruction • Communicating with students ☐ Specific constructive/explicit feedback ☐ Holding discussions with students • Engaging students in learning ☐ Facilitating small groups ☐ Peer interaction ☐ Collaborative learning strategies used • Using questioning and discussion techniques to monitor individual student learning ☐ Asking higher-order questions ☐ Asking knowledge-level or procedural questions • Demonstrating flexibility and responsiveness with students ☐ Evidence that the teacher uses intervention ☐ Relearning or re-evaluation of material • Achieving daily learning objectives ☐ Evidence of finishing/finished product • Demonstrating knowledge of content and pedagogy ☐ Real-world/student interest connections ☐ Cross-curriculum connections
Domain 3: Learning Environment • Establishing a culture for learning ☐ Differentiated instruction evident / co-teaching ☐ Equitable, consistent application of the rules • Creating an environment of respect and rapport ☐ Respectful behavior/positive regard ☐ Specifying expectations & desired behaviors • Encouraging positive student learning behaviors and student thinking ☐ Cooperative/collaborative classroom • Organization of physical space ☐ The room is pleasant & without clutter • Utilizing efficient classroom procedures ☐ Effective material management ☐ Effective time management • Employing technology and other tools for learning ☐ Technology enhances learning & helps achieve the lesson objective	The students were: ☐ Listening and responding ☐ Self-directed/Self-initiated/Creating original work ☐ Presenting to class ☐ Working in groups ☐ Completing worksheet The clinical teacher/teacher resident was: ☐ Teaching from the power zone ☐ Specifying expectations and desired behavior ☐ Circulating among students ☐ Asking higher-order questions ☐ Lecturing ☐ Sitting or standing behind a desk or podium
Recommended Skill(s)/Area(s) of Focus/Gradual Increase of Responsibilities:	
Coaching Strategies (Suggestions & Feedback):	

Clinical Teacher/Teacher Resident Signature:

University Field Supervisor Signature:

Appendix I: Lesson Plan

#16

2/3/24jg

Lesson Plan Form

Name:

Date:

Subject:

Grade:

Topic of Lesson:

Diverse Learners:

IEPs/504 Plans (Classifications/Needs)	Number of Students	Supports, Accommodations, Modifications, Relevant IEP Goals
English Learners (Language Proficiency Levels)	Number of Students	Supports, Accommodations, Modifications
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Content Standards (TEKS):

Learning Objectives (SWBAT/I can):

Language Objectives (Aligned w/the ELPS)

(Minutes:) Focus (Attention-Getter)- [SWBAT #]:

(Minutes:) Background Information/Lesson Rationale- [SWBAT #]:

(Minutes:) Input/Presentation/Modeling (I do)- [SWBAT #]:

- Informal Check for Understanding

(Minutes:) Guided Practice (We do)- [SWBAT #]:

- Informal Check for Understanding

(Minutes:) Independent Practice (You do)- [SWBAT #]:

- Extension:

(Minutes:) Assessment of Learning:

- Formative
- Summative

(Minutes:) Closure:

Materials Needed (provide links and handouts):

Appendix J: Lesson Plan (Suggested Instructions)

#16
5/14/26 lb

Lesson Plan Form (Suggested Instructions)

Name:

Date:

Subject:

Grade:

Topic of Lesson:

Diverse Learners: Refer to the "Diverse Population Accommodations Worksheet" resource in the assignment.

IEPs/504 Plans (Classifications/Needs)	Number of Students	Supports, Accommodations, Modifications, Relevant IEP Goals
English Learners (Language Proficiency Levels)	Number of Students	Supports, Accommodations, Modifications
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Content Standards (TEKS):

List the Texas Essential Knowledge and Skills (TEKS) that you will address and assess in this lesson. Include the standard number and text. Only include the parts of the standard relevant to this lesson. All parts of the standard stated here must be addressed and assessed.

Leads4ward TEKS Resources - [https://lead4ward.com/resources/Texas-Essential-Knowledge-and-Skills-\(TEKS\)](https://lead4ward.com/resources/Texas-Essential-Knowledge-and-Skills-(TEKS))

Learning Objectives (SWBAT/I can):

Write lesson objectives addressing the following areas:

1. What students will be able to do to demonstrate learning of the TEKS above – required in each of the lessons of the lesson segment; Label this objective as "SWBAT1".
2. Vocabulary – as needed, be sure to address vocabulary in at least one lesson; Label this objective as "SWBAT2".

Language Objective (Aligned w/the ELPS):

List the English Language Proficiency Standard(s) that you will address in this lesson. Label this objective as "ELPS".
<file:///C:/Users/Owner/Downloads/elps-summary-chart-10-pt-original%20esc4.pdf>

(Minutes:) Focus (Attention-Getter)- [SWBAT #]:

Write what you will say and do to inspire motivation, focus attention, review (link to past learning), and preview (tell them what they are going to learn and what your objectives are). Techniques: music, video clips, artifacts, graphic organizers, role-play, anecdotes, jokes, satire, representations of concepts/time periods, open-ended questions, room arrangement, ambiance, etc.

(Minutes:) **Background Information/Lesson Rationale- [SWBAT #]:**

Write what you will say to explain why students should learn this material. Your explanation should aim to convince the students who will be taught this lesson that what they are to learn is relevant to their lives. Remember to relate your rationale to students' developmental levels and interests. If you can convince them now that "this stuff" is worth their attention, then the rest of the lesson will be considerably more successful!

(Minutes:) **Input/Presentation/Modeling (I do)- [SWBAT #]:**

What will you say and do to introduce the day's lesson? How will you teach key vocabulary? Techniques for input/presentation/modeling: Direct teach, modeling, and the use of anchor charts to ground concepts that they will be learning in this lesson.

Informal Check for Understanding

How will you know/determine if the students understand your instructions and expectations (informal assessment)? What adjustments will you make if the students are not aware of the day's lesson objectives? Techniques: awareness of/adjustment to student attention, participation, and understanding; appropriate pacing; time management; transitions

(Minutes:) **Guided Practice (We do)- [SWBAT #]:**

(The teacher directly monitors students' practice of the learning) What will you do and say to provide guided practice for the students? Instructional Techniques: individual work or cooperative group work; board work, seat work, discussion; inquiry or problem-solving; team competitions

Informal Check for Understanding

How will you know/determine if the students understand your instructions and expectations (informal assessment)? What adjustments will you make if the students are not aware of the day's lesson objectives? Techniques: awareness of/adjustment to student attention, participation, and understanding; appropriate pacing; time management; transitions

(Minutes:) **Independent Practice (You do)- [SWBAT #]:**

What will the students do, individually or in groups, to develop mastery of the lesson's learning objective/objectives? Include activities/assignments that incorporate awareness of different learning styles and/or readiness levels.

- o **Extension:**
What will the students do to take what they know or have learned and apply it to the next level? (of Bloom's Taxonomy).

(Minutes:) **Assessment of Learning:**

How will you monitor whether students are mastering the lesson's learning objective (s)?

- o **Formative**
- o **Summative**

Closure:

What will you do to bring the lesson to an appropriate and logical conclusion?

Elements: Closure should involve the learner and summarize the learning; demonstrate where learning fits with past and future learning; show students the big picture

Examples: Check to see if objectives were accomplished; summarize (or have students summarize) key concepts learned; brief activity that requires students to demonstrate understanding of key concept(s) (this is often used as an exit pass); brief Q&A session.

Materials Needed (provide links and handouts):

Appendix K: Pre-Observation Feedback

#18

05/08/26 lb

St. Mary's University Pre-Observation Feedback -TR

Name of the Teacher Resident: _____

Date of Pre-Observation: _____ Date of Observation: _____

Lesson Title: _____

Lesson Plan Feedback

Positive Feedback:

Constructive Feedback:

Focus Area(s) for the Upcoming Observation:

- ☐ Introduction (Objectives are stated/written. Background knowledge is activated.)
- ☐ Guided Practice (The opportunities for guided practice are engaging and effective.)
- ☐ Independent Practice (The opportunities for independent practice are effective.)
- ☐ Assessment (The assessments to check for understanding measure learning.)
- ☐ Classroom Management (Students are on task. The teacher redirects off-task behavior.)
- ☐ Time management
- ☐ Other (Please specify: _____)

Teacher Resident Signature: _____ Date: _____

University Field Supervisor Signature: _____ Date: _____

Appendix L: Lesson Review

St. Mary's University: Lesson Review

Clinical Teacher/Teacher Resident: _____ Observation #: _____

Date: _____ Time: _____

District/School: _____ Subject: _____ Grade: _____

Teacher: _____ Observer: _____

Topic(s): _____

Objectives: _____

Description of Group: _____

Rate each dimension by checking/highlighting the descriptor that best matches observed practice.

Performance Gates			
Dimension	Improvement Needed	Developing	Proficient
1.1 Standards & Alignment	Few goals/objectives aligned; limited sequencing and closure. ☐	Most goals aligned; most activities sequenced and aligned. ☐	All goals/objectives aligned; activities relevant, appropriate for diverse learners; technology when applicable. ☐
1.2 Data & Assessment	Few assessments, feedback opportunities, and data sources. ☐	Assessments for most students, timely feedback, and multiple data sources. ☐	Formal/informal assessments for all; consistent feedback; analyzes data to inform instruction. ☐
2.1 Achieving Expectations	Low expectations; few students show mastery. ☐	Challenges most students; some mastery and initiative. ☐	Challenges all students; addresses mistakes; most students demonstrate mastery. ☐
2.2 Content Knowledge	Inaccurate content; little anticipation of misconceptions. ☐	Accurate content; sometimes anticipates misunderstandings. ☐	Accurate content in multiple contexts; anticipates misunderstandings; varied thinking. ☐
2.3 Communication	Little dialogue; unclear communication/questions. ☐	Some dialogue; limited response to misunderstandings. ☐	Clear communication; responds to misunderstandings; probing questions. ☐

3.1 Environment / Routines	Procedures unclear; unsafe/disorganized. ☐	Most routines are clear; some inefficiencies. ☐	Clear routines; safe, organized classroom. ☐
3.2 Student Behavior	Rarely enforces expectations. ☐	Inconsistent behavior management. ☐	Consistently implements behavior system; expectations met. ☐
3.3 Classroom Culture	Few students engaged; disrespect was evident. ☐	Most students engaged; occasional disrespect. ☐	All students engaged; respectful collaboration. ☐
4.1 Professional Ethics	Fails to meet ethics/professional standards. ☐	Meets most professional standards. ☐	Meets ethics and professional standards; advocates for students. ☐
4.2 Goal Setting	Goals vague; little improvement. ☐	Sets short-term goals; some improvement. ☐	Sets short/long-term goals; improves practice and outcomes. ☐
4.3 Professional Development	Participates in a few PD activities. ☐	Engages in most required PD. ☐	Actively collaborates in PD/PLCs and committees. ☐
Other Areas Observed			
Dimension	Improvement Needed	Developing	Proficient
1.3 Knowledge of Students	Few lessons connect to prior knowledge; few adjustments. ☐	Most lessons connect to prior knowledge and adjust for most students. ☐	All lessons connect to prior knowledge and adjust for the strengths and gaps of all students. ☐
1.4 Activities	Little higher-order thinking; poor grouping/alignment. ☐	Some higher-order thinking; groups meet most needs. ☐	Higher-order thinking; groups based on needs; aligned activities/resources. ☐
2.4 Differentiation	One-size-fits-all instruction. ☐	Addresses some student needs. ☐	Differentiates for all students; monitors engagement and responds. ☐
2.5 Monitor & Adjust	Rarely adjusts; ignores disengagement. ☐	Sometimes adjusts; misses some clues. ☐	Monitors and adjusts instruction; maintains engagement. ☐

Observation Notes

Clinical Teacher/Teacher Resident Signature: _____

Date: _____

University Field Supervisor Signature: _____

Date: _____

Appendix M: Post-Conference Reflection

#21

05/08/26 lb

St. Mary's University Post-Conference Reflection - TR

Teacher Resident: _____

Date of Observation: _____ Observation #: _____

Lesson Title: _____

Positive Feedback (Write your reflections on the areas of strength that were discussed in the post-observation conference with your host teacher and university field supervisor.)

Constructive Feedback (Write your reflections on the opportunities for improvement that were discussed in the post-observation conference with your host teacher and university field supervisor.)

Other Comments:

Teacher Resident Signature

Date

Appendix N: Performance Gates Information

Clinical Teaching:

Clinical teaching candidates are observed and evaluated on specific performance criteria aligned to the Texas educator standards and the requirements of the Texas Administrative Code (TAC). Under 19 TAC § § 228.35 and 228.37, clinical teachers must demonstrate proficiency in planning and delivering standards-based instruction, managing the classroom environment, using data to assess and respond to student learning, and upholding professional responsibilities and ethics.

Teacher Residency:

As per TAC 228.65(c), (f), & (g), residency candidates must be observed and evaluated by the field supervisor on performance tasks established by the Educator Preparation Program (EPP). These tasks will be used to demonstrate mastery of educator standards and count towards specific performance gates that the EPP is required to establish to enable residents to be eligible for the enhanced standard certificate.

These criteria are evaluated through formal and informal observations conducted by the university field supervisor and the cooperating/mentor teacher, using program-designed rubrics and documentation forms that align with applicable educator standards and TAC requirements. Together, these observations and evaluations provide evidence that the clinical teacher has met state and program expectations for effective beginning teaching practice and is prepared for standard certification in Texas.

The St. Mary's EPP used the T-TESS ([T-TESS Rubric.pdf](#)) as the framework for the performance tasks and to establish the performance gates. Below are the performance gates for our EPP:

- Performance Gate 1 - The clinical teacher/teacher resident needs to meet, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester.
- Performance Gate 2 - The clinical teacher/teacher resident needs to meet, at a minimum, *developing* on all of the dimensions at least once during the 1st semester.
- Performance Gate 3 - The clinical teacher/teacher resident needs to meet, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.
- Performance Gate 4 – The clinical teacher/teacher resident needs to meet *proficiency* on all dimensions at some point during the program.

If the clinical teacher/teacher resident has met the performance gates at the end of the 1st semester, they may proceed to the 2nd semester. If the clinical teacher/teacher resident did not meet the performance gates at the end of the 1st semester, the clinical teacher/teacher resident must be placed on a Professional Improvement Plan (PIP) and may proceed to the 2nd semester. If the teacher resident has met the performance gates at the end of the 2nd semester, they may be

referred for certification. If the teacher resident does not meet the performance gates at the end of the 2nd semester, they must be placed on a Professional Improvement Plan (PIP) and complete another semester of residency.

After the fourth formal observation, if the teacher resident has earned a *proficient* rating on each dimension at least once during the residency, the field supervisor, host teacher, and campus supervisor may recommend the teacher resident for certification.

Evaluation Timelines:

Clinical Teaching: 1st quarter = 1st to 4th week; 2nd quarter = 5th to 8th week, 3rd quarter = 9th to 12th week, 4th quarter = 13th to 16th week

Residency: 1st quarter = 1st to 6th week, 2nd quarter = 7th to 18th week, 3rd quarter = 19th to 29th week, 4th quarter = 30th to 38th week

Appendix O: Performance Gates Review

Performance Gates Review

Clinical Teacher/Teacher Resident: _____ CT/TR TEA #: _____

School/District: _____ Grade Level/Subject: _____

Cooperating/Host Teacher: _____ Cooperating/Host Teacher TEA #: _____

University Field Supervisor: _____

Campus Supervisor/Title: _____

	Performance Gate 1 Date:	Performance Gate 2 Date:	Performance Gate 3 Date:	Performance Gate 4 Date:
Dimension 1.1 Standards & Alignment				
Dimension 1.2: Data & Assessment				
Dimension 2.1 Achieving Expectations				
Dimension 2.2 Content Knowledge & Expertise				
Dimension 2.3 Communication				
Dimension 3.1 Classroom Env. Routines & Proc.				
Dimension 3.2: Managing Student Behavior				
Dimension 3.3 Classroom Culture				
Dimension 4.1 Professional Demeanor & Ethics				
Dimension 4.2 Goal Setting				
Dimension 4.3 Professional Development				

Indicate the Dimensions that the Resident needs targeted intervention to make adequate progress towards meeting.

- ☐ Dimension 1.1 Standards & Alignment
- ☐ Dimension 1.2: Data & Assessment
- ☐ Dimension 2.1 Achieving Expectations
- ☐ Dimension 2.2 Content Knowledge & Expertise
- ☐ Dimension 2.3 Communication
- ☐ Dimension 3.1 Classroom Environment, Routines, & Procedures
- ☐ Dimension 3.2: Managing Student Behavior
- ☐ Dimension 3.3 Classroom Culture
- ☐ Dimension 4.1 Professional Demeanor & Ethics
- ☐ Dimension 4.2 Goal Setting
- ☐ Dimension 4.3 Professional Development
- ☐ None

Indicate whether the Resident has met the performance gates.

1st Formal Observation:

☐ After the 1st Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester.

☐ After the 1st Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester

2nd Formal Observation:

☐ After the 2nd Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *developing* on all of the dimensions during the 1st half of the 1st semester.

☐ After the 2nd Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *developing* on all of the dimensions at least once during the 1st semester.

3rd Formal Observation:

☐ After the 3rd Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.

☐ After the 3rd Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.

4th Formal Observation:

☐ End of Program: Clinical teacher/teacher resident **met** *proficiency* in each dimension at some point during the program.

☐ End of Program: Clinical teacher/teacher resident **failed to meet** *proficiency* on all dimensions at some point during the program.

Evaluation Timelines:

Clinical Teaching: 1st quarter = 1st to 4th week; 2nd quarter = 5th to 8th week, 3rd quarter = 9th to 12th week, 4th quarter = 13th to 16th week

Residency: 1st quarter = 1st to 6th week, 2nd quarter = 7th to 18th week, 3rd quarter = 19th to 29th week, 4th quarter = 30th to 38th week

Complete after the 4th Performance Gate Evaluation:

_____ **Recommend** the clinical teacher/teacher resident for certification.

_____ **Do not recommend** the clinical teacher/teacher resident for certification.

Summary of Performance Gates Ratings:

	Performance Gate 1	Performance Gate 2	Performance Gate 3	Performance Gate 4
Met/Not Met				
University Field Supervisor Signature				
Cooperating/Host Teacher Signature				
Campus Supervisor Signature				
Clinical Teacher/Teacher Resident Signature				
Date				

Appendix P: Verification of Completion (Host Teacher)

#35

ST. MARY'S UNIVERSITY

5/13/26 lb



Verification of Completion by the Host Teacher-TR

Directions: Please complete this form for the Teacher Resident that was assigned to you this year. Submit this form to your University Field Supervisor.

Teacher Resident (name)	Residency Site (name of campus and district)	Host Teacher (name)

I. Attendance Verification

I verify that the above-named Teacher Resident completed at least 750 hours of residency teaching experience as evidenced in the "Teacher Resident Daily Attendance Log."

____ Yes

____ No

II. Proficiency Verification

I verify that the above-named Teacher Resident demonstrated proficiency according to the [Texas Teaching Standards Adopted in Chapter 149](#).

____ Yes

____ No (Please provide rationale) _____

III. Host Teacher Recommendation

I verify that the above-named Teacher Resident be recommended for the standard teaching certificate.

____ Yes

____ No (Please provide rationale) _____

Signature of Host Teacher

Date

For Office Use Only

Signature of University Field Supervisor

Date

Appendix Q: Formal Written Feedback of Observations

#33

05/08/26 lb

St. Mary's University

Formal Written Feedback of Observations-TR

I received written feedback from the StMU UFS on the teacher resident, _____
following a formal observation and 3-way debrief session conducted by his/her University Field Supervisor on
the following dates:

Printed Name of Host Teacher

Signature of Host Teacher

Date Signed:

Printed Name of University Field Supervisor

Signature of University Field Supervisor

Date Signed:

Appendix R: Department Documentation of Formal and Informal Observations

#34

5/13/26 lb

Department Documentation for Formal and Informal Observations

Teacher Resident: _____

University Field Supervisor: _____

Semester: _____

Dates of Informal Observation	Length of Informal Observation	Dates of Debrief	Dates of Formal Observation	Length of Formal Observation	Dates of Debrief	Topics of Discussion
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

I, the undersigned, confirm that during each semester of my teacher residency experience, I was informally observed a minimum of eight (8) times and formally observed a minimum of four (4) times. Each formal observation was preceded by a pre-observation conference with my university field supervisor and followed by a debriefing with my host teacher and university field supervisor. I also received written feedback from my university field supervisor on each observation.

Teacher Resident Signature: _____

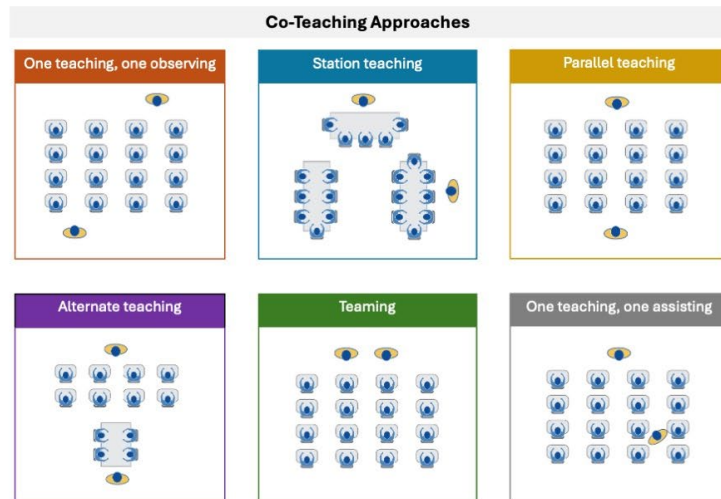
Date: _____

University Field Supervisor Signature: _____

Date: _____

Six Types of Co-Teaching Approaches

1. One teaching, one observing
2. Station teaching
3. Parallel teaching
4. Alternative teaching
5. Team teaching
6. One teaching, one assisting



Appendix T: Meeting Timeline

Meeting Timeline

Meetings	Persons Present	Topics Covered
August #1: Performance Gate 1 Opens	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	Orientation & Training, Part I: Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
August #2:	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #1 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
September #1:	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
September #2: Performance Gate 1 Closes	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #2 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
October #1 Performance Gate 2 Opens	Host Teacher, Resident, Field Supervisor, Other	Mid-Semester Check-In Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
October #2:	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #3 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
November #1:	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
November #2:	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #4 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
December #1: Performance Gate 2 Closes	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	End-of-Semester Meeting Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
January #1: Performance Gate 3 Opens	Host Teacher, Resident, Field Supervisor, Other	Training, Part II: Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
January #2:	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #5 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
February #1:	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
February #2:	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #6 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
March #1: Performance Gate 3 Closes	Host Teacher, Resident, Field Supervisor, Other	Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
March #2: Performance Gate 4 Opens	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #7 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
April #1:	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
April #2" Performance Gate 4 Closes	Host Teacher, Resident, Field Supervisor, Other	Informal Observation #8 Co-Teaching, Gradual Increase of Responsibilities, Coaching Strategies, Other
May #1:	Host Teacher, Resident, Field Supervisor, Campus Supervisor, Other	End-of-Year Meeting

Residency Portfolio/Binder Sections

Below are the TEN sections you should have identified in your residency portfolio/binder:

1. Schedule and Classroom Data:
 - a. Emergent Bilingual
 - i. Number of students by period and level
 - ii. Plan to address needs
 - b. Special Education
 - i. Number of students by period and disability
 - ii. Plan to address needs
 - c. 504
 - i. Number of students by period and need
 - ii. Plan to address needs
 - d. Any additional student data relevant to your area
2. Lesson Plans
 - a. Lesson Plan
 - b. Pre-Observation Feedback
 - c. Observation Lesson Feedback
 - d. Post-Conference Reflection
3. Daily Attendance Log & Professional Development Log
4. Weekly Reflections
5. Contact Log
6. Instructional Materials (personally created to meet specific learning goals/needs)
7. Samples of Student Work (student names must be redacted)
8. Meeting Notes
 - a. Faculty
 - b. Department/Grade Level
9. T-TESS
 - a. Domain I: Planning (include evidence)
 - b. Domain II: Instruction (include evidence)
 - c. Domain III: Learning Environment (include evidence)
 - d. Domain IV: Professional Practices and Responsibilities (include evidence)
10. Resources
 - a. Classroom Management Materials
 - i. PowerPoint,
 - ii. Introduction Script,
 - iii. Checklists (chronological and conceptual),
 - iv. Room Arrangement, and
 - v. Classroom Rules
 - b. Instructional Resources
 - i. Bloom's Levels of Thinking
 - ii. Empowering Questions
 - iii. Sentence Frames
 - iv. Modifications & Accommodations Quick Reference

At each visit, the UFS will review your binder with you. Please ensure that it is up to date.

Appendix V: Receipt of Teacher Residency Training

Date of Training: _____

St. Mary's University Receipt of Teacher Residency Training

My signature below acknowledges that I received a copy of the St. Mary's University Teacher Resident Handbook and participated in teacher residency training covering, but not limited to, the topics listed below:

1. The Teacher Residency Program
2. Teacher Resident Experience, Requirements, and Expectations
3. The Host Teacher Qualifications and Duties
4. University Field Supervisor's Role and Responsibilities
5. Required Documentation
 - Overview of Required Documents
 - Campus Assignment & Host Teacher Credential Review
 - Attendance & Staff Development/Teacher Workday Log
 - Contact Log
 - Weekly Reflections
 - Informal Observation
 - Lesson Plan & Suggested Instructions
 - Formal Observation Cycle (Pre-Conference, Lesson Review, Post-Conference Reflection)
 - Performance Gates Review
 - Verification of Completion
 - Formal Written Feedback of Observations
 - Department Documentation of Observations
 - Co-Teaching Approaches
 - Meeting Timeline
 - Residency Portfolio/Binder
 - Receipt of Teacher Residency Training

Printed Name: Host Teacher

Signature: Host Teacher

Printed Name: Teacher Resident

Signature: Teacher Resident

Printed Name: University Field Supervisor

Signature: University Field Supervisor

Printed Name: Director of Clinical Experiences

Signature: Director of Clinical Experiences

Orange - Teacher resident initiates these documents

Blue - Host teacher initiates these documents