

College of Education, Teacher Education
University of Texas at El Paso

Biling Elem Stu Teach Res I(BED-4690 CRN: 15409)

Elem Stu Teach Residency I(ELED-4690 CRN: 15417)

Spec Ed Residency I(SPED-4691 CRN: 13151)

Student Teaching Residency II

Fall 2024

August 26 -December 5

Instructor: Anaeva Rodriguez

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Office: College of Educ. Rm 210-J

COURSE DELIVERY

Will be both asynchronous and synchronous via Zoom online on **Wednesdays from 9:30 am-10:50 am**. In the event that a seminar class is canceled, an updated cancellation notice will be sent accordingly. Please make sure you are checking your UTEP email daily to ensure that you do not miss important updates.

<https://classroom.google.com/c/NjE3MjczMDUxNzQ0?cjc=ukynxwf>

COURSE DESCRIPTION (6 credit hours)

Students complete their first semester of student teaching in an assigned classroom (resident apprentice) or hired (resident intern) in a local elementary, middle, or high school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom four full days a week for 18 weeks.

PREREQUISITE

Successful completion of Student Teaching Residency I course and Miner Teacher Residency program requirements for Spring 2022: BED 4380, ELED 4380, SPED 4350.

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of bilingual/EL education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators. In line with the College of Education's Roadmap to the Future (2017), the course prepares students to address and advocate for diverse learners by understanding how linguistic issues are part of social justice.

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COURSE LEARNING OBJECTIVES

The objective of this course is for students to develop an understanding of the following topics and the ability to begin applying this understanding in all areas of teaching.

- Demonstrate completion of 75 school/classroom field hours;
- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom;
- Identify the components of dual language learning environments, classroom interactions and educational activities in which children's diversity, cultural and first language assets and individual differences are respected;
- Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.

REQUIRED READINGS

- **240 Tutoring monthly subscription** _ \$20.00 per semester with coupon code
- [Miner Teacher Residency Handbook](#)
- Selected Chapters, Journal articles, other publications and readings on websites.
- [Texas Essential Knowledge and Skills \(TEKS\)](#) for different grade levels or subject matter.
- [Lead4Ward](#)
- [English Language Proficiency Standards](#)
- [Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners](#)
- [TExES exam preparation materials](#): You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through the ETS website.
- **Additional readings** will be available on Blackboard (Bb) and/or google classroom.

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Residents are expected to attend every meeting of this course. In the event of absences, as specified in the MTR Handbook, a Performance Improvement Plan will be initiated. Attendance and participation are determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Being on time.
- Participating in discussions with peers.

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- o Completing all work assigned during seminar with due diligence (weekly reflection, assignments, quizzes, 240 tutoring, observations, etc.).

TECHNOLOGY REQUIREMENTS

Course content is delivered in person and via the Educator Preparation Online Portal (EPOP). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. You will need to have or have access to a computer/laptop and internet connection for class meetings. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#), as they are trained specifically in assisting with the technological needs of students.

LATE WORK POLICY

Assignments/Forms to be completed on EPOP are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment/form. Familiarize yourself with the syllabus and the MTR calendar./schedule to help you meet all the deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

COVID-19 INFORMATION AND ACCOMMODATIONS

During this difficult time filled with uncertainty, your health and well-being are very important. I want to support you in ensuring that you remain safe. If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at arodriguez342@utep.edu. My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course. *The [UTEP Health Services Center](#) does offer Covid-19 testing for UTEP students. COVID-19 Vaccinations are offered in many places throughout our community and may be required by the district where you are completing your residency. The school district in which you are completing your residency will have their own Covid-19 procedures and protocols. These were presented during PD Week. Be sure to follow these procedures and keep your Mentor Teacher and Site Coordinator informed of any concerns.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of

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another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

POLICIES AND PROCEDURES

Inclusiveness, equity, and language policy for this course

This seminar course is designed to develop ways to ensure students (your K-12 students and yourselves as students in this course) are in a safe learning environment where everyone feels valued and accepted. We will focus on learning to value students' (and each other's) diverse backgrounds, including language, culture, perspectives, experiences, challenges, resources, gender identities, sexual orientations, religions, race, ethnicities, economic statuses, immigration statuses, parenthoods, veteran statuses, ages, abilities and disabilities, etc. Your knowledge of and appreciation of diversity in your future students, in yourselves, and in our community is essential for the development of safe learning environments. Please know that all the characteristics of your identity are welcome in our learning community. We will show respect for each other at all times and make sure our *whole self* is valued.

As a way to integrate our backgrounds in this course, you are encouraged to use and develop your own biliteracy skills. *You may submit any formal assignment in English or in Spanish.* For discussions, the most important criterion is that everyone has the opportunity to understand and to be understood—thus, any form of discussion group may use any variety(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to

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wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know, and I will be happy to help you find the supports you need. You are not alone.

Changes to the syllabus

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and our needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard or by email and Google Classroom.

COURSE ASSIGNMENTS/REQUIREMENTS

POP Cycles

Completion of POP Cycles involves several steps with deadlines. The Resident is expected to complete each step and provide the Site Coordinator with the necessary deliverables (e.g., lesson plan) by the due dates. Residents will schedule 2 POP Cycles with the Site Coordinator early in the semester. [POP Cycle Packet](#)

- o **Pre-Conference**

Student will submit lesson plans to Mentor Teachers and Site Coordinators 48 hours prior to the scheduled Pre-Conference.

 1. Prepare necessary documents for the conference:
 1. Lesson plan with aligned state standards
 2. Assessment sample
 3. Student Achievement Chart (SAC) with proficiency levels
 4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
 5. Student Perception Survey (SPS) for POP Cycles 2 – 4 only
- o **Observation**
 - a. Residents will implement the lesson with the suggestions made by the MT and SC.
 - b. Capture the instructional event using their UTEP issued IPAD
 - c. Upload the video within 24 hours of the observation onto UTEP Onedrive folder
 - d. Review the lesson and gather evidence for reinforcement and refinement based on domains in the [Miner Assessment Tool](#)
- o **Post Conference**
 - a. Within 48 hours of the observation, attend post conference with SC.

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- b. Prepare necessary documents for the conference
1. Student Achievement Chart (SAC)
 2. Student Assessment Samples
 3. Analysis of video – lesson delivery – reinforcement and refinement areas based on the Miner Assessment Tool domains.

Failure to complete all POP Cycle requirements successfully will result in the initiation of a Professional Improvement Plan.

UTEP Device

An IPAD can be provided to teacher residents for coursework and POP Cycle video recording purposes.

- The teacher resident will sign out/ sign in the IPAD at the beginning/end of their residency.
- Only UTEP credentials should be used when adding an account to the device.
- The teacher resident must upload all video recordings of their POP cycles before deleting their UTEP account from the IPAD
- Upon returning the IPAD to the university, the resident should delete and reset their UTEP account.
- The teacher resident will be held accountable for the care of the IPAD and included items. Any damage or missing parts will result in fines. Any fines need to be cleared in order for the university to allow residents' degree and/or certifications to post onto their TEA account.
 - Items include: IPAD, IPAD cover, wall mount, and cable

Walk-throughs

In addition to the two formal POP Cycles, the Site Coordinator will conduct four informal observations per semester. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the Teacher Resident will be provided a two-week window of when they may expect a 10-15-minute observation by their Site Coordinator.
- Residents do not need to prepare for the visit. The Site Coordinator will capture whatever is happening at the time in the classroom and will give the Teacher Resident feedback and an opportunity to reflect.
- The Site Coordinator will complete the Walkthrough Form and upload it online to make it accessible to the Resident. The Resident is expected to meet with the Site Coordinator after each walkthrough to receive feedback, coaching, and support.
- The Walkthrough Form will have a Reflection portion for the Resident to complete after each of the four observations. The completion and quality of these reflections will be

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factored into the overall final grade for the course. ([Miner Assessment Tool: Domain 4, Criteria 4.2.: Reflection](#))

Student Perception Survey

Residents will administer a [Student Perception Survey](#) (pre/post-test format) in their field placement, with the pre-survey happening the first weeks of October-November, and the post-survey by the end of April. Based on data gleaned from this survey, Residents will develop an intervention to be implemented during the semester.

Date	Spring Start Residents
September 1 - September 29	Window for Administering the Student Perception Survey (Pre-Survey)
October 2 - October 18	<u>Analyze the results</u> of the SPS and complete Part 1 of the SPS Packet
October 19 - December 1	<u>Conduct Interventions</u> and complete Part 2 of the SPS Packet
December 4 - December 8	Window for Administering the Student Perception Survey (Post-Survey)
December 11 - December 20	<u>Analyze the results</u> of the SPS and complete Part 3 of the SPS Packet

Mentor Teacher Evaluation

Your Mentor Teacher will complete quarterly assessments of your pedagogical and professional progress (*as per the UTEP MAT Domain 1-4*). This evaluation will be focused on the resident's ability to plan and deliver content specific lessons with integration of a positive classroom culture. To include professional behavior in all actions, settings, interactions, and communications in and outside the classroom. Mentor Teacher will complete this form during formal resident observations, twice per semester and as scheduled with resident and Site Coordinator.

EPOP Assignments/Forms

On EPOP/Google forms, you will have forms to fill out after observations. Please refer to the MTR schedule/calendar for observation dates.

PERFORMANCE GATES AND FINAL GRADE

S – Satisfactory

U – Unsatisfactory

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You are preparing to be an elementary or secondary school teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of your Miner Teacher Residency II course, Residents are assigned a grade of Satisfactory 'S' or Unsatisfactory 'U'. No letter grade is assigned, and this course grade does not impact your overall GPA. ***In order to pass Student Teaching Residency II and be recommended for certification, the resident must meet the following criteria:***

- All excused and unexcused absences have been made up by the end of the semester for both District and UTEP purposes.
- The Resident has prepared (Resume and Cover Letter) and attended District Job Fair.
- The Resident has administered the Student Perception Survey to their classroom students, analyzed pre and post data, implemented interventions, and provided a complete SPS reflection to Site Coordinator (Completed part 1-3).
- By POP Cycle #4, Residents must have scored at least a 3 ("Proficient") on each of the Miner Assessment Tool indicators, Domains 1-4.

*****Teacher Residents who fail to achieve or maintain ratings in this manner may have the option to complete one additional POP cycle to reach the standard, at the discretion of their Site Coordinator and in collaboration with program leadership.***

If a resident does not meet this performance standard ("3- Proficient" on all indicators), s/he will not be recommended for certification. Students who do not meet program requirements may still graduate with a non-certified undergraduate degree and will need to meet with their academic advisor to determine the next steps.

240 Tutoring Hours/ State Certification Exams

Teacher residents are responsible for keeping an active 240 tutoring account. Teacher residents are to set aside time and follow their designed study plan to complete 240 tutoring modules and practice exams before requesting the university to clear them for registration to take any state exams. The Miner Teacher Residency allows teacher residents to take their TExES certification exams while enrolled in the Residency. It is recommended that you follow the timeline provided by the university to prepare for testing. Please contact Lluvia Parral, Program Coordinator, for information about assessment and study resources.

*Students are required to attend the designated Bootcamps for 240 tutoring scheduled throughout the semester.

Lluvia can be reached in the following ways:

Email: lparral@utep.edu

Phone: 915-747-5512

Office: EDUC 412

Schedule an appointment [here](#).

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Residents must also meet the criteria for all other course assignments, including online discussions and walkthrough reflections, to pass this course.

Summary of components of course grade

Requirements/Assignments	How many
Attendance (seminar course and other meetings)	18
POP Cycles	2 or 3
Walkthroughs	4
Walkthrough Reflections	4
Student Perception Survey (includes pre and post administration, analyze data, & final packet)	4
Mentor Teacher Evaluations	2
Weekly Discussions: (amount is subject to change)	18
Other Assignments (quizzes, Look for(s), etc.)	TBA
<i>Meet these minimum requirements in order to obtain an S</i>	S

COURSE CALENDAR - *Subject to Change*

Miner Teacher Residency Seminar Course				
Week	Date	Lesson Frame	Topic/Activities	Homework for Next Week
PD Week		All sections		Professional Development week for teachers.
Asynchronous		Establish rituals & routines, build strong working relationships, and gain knowledge of students.		Read and review Syllabus and MTR Handbook Bring any questions to your next seminar class.

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1		Learning for Justice Standards, activities, scenarios, videos	Bell Ringer 1 Classmate Check In Lead4Ward Discussion 1	Groups: Highlight/Challenge; Whole group: Positive Classroom Environment POP, WT, PR
2		Learning for Justice Standards, activities, scenarios, videos	Bell Ringer 2 Classmate Check In Lead4Ward Discussion 2	Weekly Reflection Whole group: Positive Classroom Environment 240 Tutoring SPS
3		How will we engage ALL students with relevant, meaningful learning?	Bell Ringer 3 POP Lesson Plan Classmate Check In Lead4Ward Discussion 3	Weekly Reflection Whole group: Positive Classroom Environment 240 Tutoring SPS UTEP SISD Field Trip
4		Emergent Bilinguals	Bell Ringer 4 Student Perception Survey Classmate Check In Discussion 4	Weekly Reflection 240 Tutoring SPS Prepare for POP#3
5		Gifted and Talented Special Education	Bell Ringer 5 Classmate Check In Discussion 5	Weekly Reflection 240 Tutoring Prepare for POP#3 Read: Student Perception Survey Overview
6		Speech Section 504 Underperformers	Bell Ringer 6 Classmate Check In Discussion 6 Begin: Step 2 of SPS Plan and Implement Interventions	Weekly Reflection Plan SPS Complete: Step 1 of SPS Prepare for POP#3 SWAP prep
7		High Achievers Discipline-Emotional Disturbance Social Emotional	Bell Ringer 7 POP Buddies Classmate Check In Discussion 7 Begin: Step 2 of SPS Plan and Implement Interventions	Prepare for POP #3 Weekly Reflection 240 Tutoring SPS Prepare for POP#3 SWAPosium prep and presentation

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8		Learning-SEL	Bell Ringer 8 POP Buddies Classmate Check In Discussion 8	Weekly Reflection 240 Tutoring SPS POP 3-Self-Assessment	
9		Learning for Justice Standards, activities, scenarios, videos.	Bell Ringer 9 Classmate Check In Discussion 9	Weekly Reflection 240 Tutoring SPS	
10			Bell Ringer 10 Classmate Check In Discussion 10	Complete: Step 2 of SPS Prepare for "SWAPOSIMUM" 240 Tutoring	
11			How will we engage ALL students with relevant, meaningful learning?	Bell Ringer 11 POP Buddies Classmate Check In Discussion 11	Complete: SPS intervention Weekly Reflection 240 Tutoring
12		Emergent Bilinguals	Gifted and Talented	Bell Ringer 12 POP Buddies Classmate Check In Discussion 12	Complete: SPS intervention Weekly Reflection 240 Tutoring Prepare for POP#4
13		Special Education		Bell Ringer 13 POP Buddies Classmate Check In Discussion 13	Complete: SPS intervention Weekly Reflection 240 Tutoring Prepare for POP#4
14	1	Speech	Section 504	Bell Ringer 14 POP Buddies Classmate Check In Discussion 14	Complete: SPS intervention Weekly Reflection 240 Tutoring Prepare for POP#4 Revise and Edit Resume and Cover letter
15		Underperformers	High Achievers	Interview Buddies	Complete: SPS intervention Weekly Reflection 240 Tutoring Prepare for POP#4 Revise/Edit Resume and Cover letter Prep for district interviews
16		Dicipline-Emotional Disturbance	Social Emotional Learning-SEL	Bell Ringer 15 Classmate Check In Discussion 15 MOCK interviews	Administer Post SPS survey POP 4-Self-Assessment Revise/Edit Resume and Cover letter Prep for district interviews
				Bell Ringer 16 POP Buddies Classmate Check In MOCK interviews	

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17			Bell Ringer 17 Interview Buddies Classmate Check In	Prep for district interviews Complete Step 3 of SPS packet
18		Overall class reflection	Bell Ringer 18 Classmate Check In: How has this residency prepared me to be a teacher? How has it strengthened my teaching?	Apply for Certification and begin application for District Teaching Positions

STUDENT LEARNING OUTCOMES

Student will:	Assessments
<ul style="list-style-type: none"> ● Demonstrate completion of 75 school/classroom field hours 	<ul style="list-style-type: none"> ● Documentation
<ul style="list-style-type: none"> ● Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification; 	<ul style="list-style-type: none"> ● Discussions ● Walk-throughs ● POP Cycles
<ul style="list-style-type: none"> ● Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom 	<ul style="list-style-type: none"> ● Discussion ● Walk-throughs ● POP Cycles
<ul style="list-style-type: none"> ● Identify the components of dual language learning environments, classroom interactions and educational activities in which children’s diversity, cultural and first language assets and individual differences are respected; 	<ul style="list-style-type: none"> ● Discussions ● Walk-throughs ● POP Cycles
<ul style="list-style-type: none"> ● Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children, and members of their community. 	<ul style="list-style-type: none"> ● Walk-throughs ● POP Cycles ● SWAPosium ● Field Trips

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TEXES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

TEXES Elementary Professional Development Standards
(Pedagogy and Professional Responsibilities Standards, EC Grade-12)

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Creating an Environment of Respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

* **Standard III.** 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.
Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to the legal and ethical requirements of the profession.
Interacting and Communicating with Families, Interacting with Other Educators and
Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards, students will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, students will be practicing concepts from all four standards listed above.