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

> ### BED 4380/CRN 15488, ELED 4380/CRN 14843, MSED 4390/CRN 14844, SPED 4393/CRN 15461
>
> ### Student Teaching Residency I
> ### Fall 2023
> ### August 3-December 14

Instructor: Erica Nash

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COURSE DELIVERY

100% Online, Synchronous Meetings:

Wednesdays @ 4:00 pm - 5:30 pm
https://utep-edu.zoom.us/j/88214530997?pwd=aCttT3QybThYcnVwZjBlaU4rVWl2QT09

You will receive a series of calendar invites for the upcoming meetings on **Zoom**. 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.

COURSE DESCRIPTION (3 or 6 credit hours)

Students complete their first semester of student teaching in an assigned EC-12 classroom in a local school. Fieldwork consists of co-teaching 100% of the school day with a mentor teacher at the assigned campus. Seminars are designed to relate the classroom instructional situation to corresponding instructional theory and provide ongoing support for the growth of Residents. Students will engage in the work of teaching at their assigned campus 4 full days a week following the district calendar. Students will complete this course by attending weekly meetings with classmates and Site Coordinator.

PREREQUISITE

Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

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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 EC-12 education as they develop and deliver lessons and teaching activities that are aligned to the state standards for educators. Students will engage in work that addresses equity and access in education for all students.

COURSE LEARNING OBJECTIVES

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

- Demonstrate completion of at least 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 elementary classrooms;

REQUIRED READINGS.

- 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. The TEKS can be found in the Texas Education Agency (TEA) website
- 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

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Residents are expected to attend **every** synchronous meeting of this course. In the event of excessive absences, as specified in the MTR Handbook, a Performance Improvement Plan will be initiated and may result in failure to meet program Professionalism (Domain 4 of the MAT) expectations. In addition, because this is a 100% online course, attendance will be determined by class participation online. Participation is determined by completion of the following activities:

o   Being on time (*logging in and being ready to work when class begins*)
o   Participating in discussion with peers
o   Completing all work assigned during and outside of seminar with due diligence

TECHNOLOGY REQUIREMENTS

Course content may be delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Flipgrid, Blackboard, Zoom, and Microsoft Teams. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

NETIQUETTE

o   Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings or chat messages.

o   Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings will be tolerated.

o   When reacting to someone else's message, address the ideas, not the person. Post and chat only what anyone would comfortably state in a F2F situation.

o   Blackboard and Zoom is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and instructors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

LATE WORK POLICY

Familiarize yourself with the syllabus to help you meet all the deadlines. Consistent late, incomplete, or poor quality work may result in initiation of a Professional Improvement Plan and failure to meet program Professionalism (Domain 4 of the MAT) expectations.

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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.

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 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

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 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 support you need. You are not alone.

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) **before** the Pre-Conference and Post-Conference time. Residents will schedule 2 POP Cycles with the Site Coordinator early in the semester.

- o **P**re-Conference
  Student will complete lesson plans with Mentor Teachers and be prepared to share completed lesson plan with Site Coordinator at the scheduled Pre-Conference.
  1. Prepare necessary documents for the conference:
     1. Lesson plan with aligned state standards
     2. Completed Student Achievement Chart (SAC) with Pre-Assessment results
     3. Student pre-assessment work samples
     4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
     5. Complete ALL required sections and reflection questions in POP Packet

6. Student Perception Survey (SPS) for POP Cycles 2 – 4 only

o **O**bservation
   a. Residents will implement the lesson with the suggestions made by the MT and SC.
   b. Capture the instructional event using the Swivl app or other appropriate means
   c. Upload the video within 24 hours of the observation
   d. Review the lesson and gather evidence for <u>reinforcement and refinement</u> based on domains in the Miner Assessment Tool
   e. Resident will <u>score</u> themselves in each dimension of the MAT

o **P**ost Conference
   a. Within 48-72 hours of the observation, attend a post conference with SC.
   b. Prepare necessary documents for the conference
      1. <u>Completed</u> Student Achievement Chart (SAC) with Post-Assessment results
      2. Student Assessment Samples
      3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.
      4. <u>Complete ALL required sections and reflection questions</u> in POP Packet

Walk-throughs

In addition to the two formal POP Cycles, 3-4 informal observations per semester will be conducted by the Site Coordinator. 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 Resident may be asked to provide a two-week window or best time of day 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 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 Teacher Candidate.

Student Perception Survey

Residents will administer a <u>Student Perception Survey</u> (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.

Timeline	What are you doing?	Due Dates
October-November	Take Self-Assessment, administer Pre-Survey	*No later* than November 1
November	Analyze results and choose intervention	Complete **POP 2** Packet Qs

November-March	Conduct interventions, reflect and revise plan as necessary	
April	Administer Post-Survey, analyze results	Complete **POP 4** Packet Qs

Mentor Teacher Evaluation

Your Mentor Teacher will periodically complete an assessment of your progress and professionalism (as per the UTEP MAT-Domain 4). This evaluation will be focused on the resident's ability to exhibit professional behavior in all actions, settings, interactions, and communications. It is the resident's responsibility to notify and remind their mentor teacher to complete it in the UTEP if it has not been completed after each POP cycle during the Mentor Teacher Training as scheduled. *It is your responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator.*

PERFORMANCE GATES AND FINAL GRADE

S – Satisfactory
U – Unsatisfactory

You are preparing to be a 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 Student Teaching Residency I 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 Residency I 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 district calendar year.

- By POP Cycle #2, Residents must have scored at least a 2 ("Developing") on each of the Miner Assessment Tool indicators with consistent progress.

Teacher Candidates 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 ("2- Developing" on all indicators), s/he will not move on the Residency II and 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 next steps.

Residents must also meet the criteria for all other course assignments to pass this course.

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Summary of components of course grade

Requirements/Assignments	How many
Attendance	17
POP Cycles	2
Walkthroughs	3-4
Student Perception Survey (includes pre and post)	2
Mentor Teacher Evaluations	2
Participation in UTEP/Community Events	TBD
Meet these minimum requirements in order to obtain an S	**S**

Miner Teacher Residency I Seminar			
Fall 2023 (Semester 1)			
Week	**Date**	**Topic/Activities**	**Preparation for Next Week**
PD Week July 24-28 (YISD) July 31-August 4 (EPISD)			
1	Aug. 9	Introductions and Review of Syllabus, Walkthroughs, POP Timeline, POP Packet, Co-teaching Strategies Slides	Read: MAT 3.1 - 3.3 Read and sign MTR Handbook Read, find and use a check for understanding. Be ready to share!
2	Aug. 16	Analyze: MAT 3.1-3.3 (scripting and score) POP Cycle Overview Slides	Read: MAT 1.1-1.4 Sign Up for POP #1 (meet with mentor)
3	Aug. 23	*Continue* Analyze: MAT 3.1-3.3 (scripting and score) **Pulse Check Survey** Slides	Read: MAT 2.1-2.5 **Watch** Pre-Conference (video) **Finish** 3.1-3.3 spreadsheet individually **Complete** 1.1-1.4 work Complete Pulse Check (mentors too!)
4	Aug. 30	*Continue* Analyze MAT 1.1-1.4 (script and score) Slides Analyze MAT 2.1-2.5 (breakdown and script/score) SAC and Pre-Assessments Discuss Pre-Conference	Prepare for POPs Watch Post-Conference (video)
5	Sept. 6	*Continue* Analyze MAT 2.1-2.5 (script and score) Slides Discuss Post-Conference Scripting/Self-Scoring (*POP training slides*)	Prepare for POPs
6	Sept. 13	Asynchronous: Effective Questioning	Prepare for POPs Work due by Wednesday, 9/20 @ 4pm
7	Sept. 20	Target: 2.5 Monitor and Adjust: *Aggressive Monitoring* Slides	

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		Miner Teacher Residency I Seminar	
		Fall 2023 (Semester 1)	
Week	**Date**	**Topic/Activities**	**Preparation for Next Week**
8	Sept. 27	Target: 2.5 Monitor and Adjust *Aggressive Monitoring II* Slides	
9	Oct. 4	*Intercession: No Seminar*	
10	Oct. 11	*Intercession: No Seminar*	
11	Oct. 18	Student Perception Survey Slides	Sign up for Walkthrough #3 Sign up For POP 2 **SPS**: Administer Pre-Survey
12	Oct. 25	Follow-up on Aggressive Monitoring Target: 2.3 Communication (Questioning) Slides	Prepare for POP 2 **Language Institute:** Gather artifacts
13	Nov. 1	*We Will not meet on Zoom this week. Instead you will participate in the Language Institute on Zoom* **Wednesday, 11/1 @ 5-6:30 pm**	Prepare for POP 2
14	Nov. 8	Analyze Student Perception Pre-Assessment results and choose (add to POP #2 packet) Slides	Prepare for POP 2
15	Nov. 15	*Data-Driven Targeted Lesson (TBD)*	**SPS:** Begin interventions
16	Nov. 22	*Happy Thanksgiving! No Seminar*	Cook turkey, eat turkey and rest!
17	Nov. 29	*Data-Driven Targeted Lesson (TBD)*	
18	Dec. 6	*Data-Driven Targeted Lesson (TBD)*	
19	Dec. 13	End of semester Reflection	Prepare for Residency II

Helpful Linked Resources:
- Miner Assessment Tool
- Emergent Bilingual MAT Checklist
- POP Packet *(sample)* (*template*)
- POP Sign-In
- MTR Handbook
- SPS information
- UTEP OneDrive (Go to "Technology" click on *OneDrive for Business* and then "Shared")

STUDENT LEARNING OUTCOMES

Student will:	Assessments
- Demonstrate completion of at least 75 school/classroom field hours	- Documentation

● 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;	● Walk-throughs ● POP Cycles
● 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;	● SPS ● Walk-throughs ● POP Cycles

TExES: Texas Examinations of Educator Standards
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 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.