

ECED 4394/CRN 28395
ELED 4690/CRN 27466
MSED 4394/CRN 28397
MSED 4691/CRN 23619

Student Teaching Residency II
Spring 2021
January 19-May 6

Instructor: Erica Nash

E-mail: enash3@utep.edu

COURSE DELIVERY

100% Online, Synchronous Meetings:

ECED/ELED: [Tuesdays @ 3:00-4:15 pm](#)

MSED: [Tuesdays @ 4:15-5:30 pm](#)

You will receive a series of calendar invites for the upcoming meetings on **Zoom**. In the event that a seminar class is cancelled an updated cancellation notice will be sent accordingly. Please make sure you are checking your email daily to ensure that you do not miss important updates.

COURSE DESCRIPTION (3 credit hours)

Students complete their second semester of student teaching in an assigned EC-6/4-8 classroom in a local elementary or middle 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 5 full days a week for 15 weeks. Students will complete this course by attending weekly meetings with classmates and Site Coordinator.

PREREQUISITE

Successful completion of Student Teaching Residency I course and Miner Teacher Residency program requirements for Fall 2020.

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 EC-6/4-8 education as they develop

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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 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

- [StudentTeaching 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
- **Additional readings** will be available on Blackboard (Bb).

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Teacher candidates 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:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the Discussion Boards
- Completing all module activities (assignments, quizzes, etc.)
- Completing all assignments

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management

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system (LMS). Ensure your UTEP e-mail 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 audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- o Respect and courtesy must be provided to classmates and to instructor 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 only what anyone would comfortably state in a F2F situation.
- o Blackboard 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 instructor 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

Assignments are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. Consistent late work may result in initiation of a Professional Improvement Plan and failure to meet program Professionalism (Domain 4 of the MAT) expectations.

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

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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 is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training at [this site](#).

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at enash3@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.

Even though our course is 100% online, you may plan on going to campus for other reasons (e.g., library, computer or internet access). Prior to any campus visit, you must complete the self-screening (screening.utep.edu). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

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

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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

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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 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.

COURSE ASSIGNMENTS/REQUIREMENTS

POP Cycles

Completion of POP Cycles involves several steps with deadlines. The teacher candidate is expected to complete each step and provide the Site Coordinator with the necessary deliverables (e.g., lesson plan) by the due dates. Teacher Candidates will schedule 2 POP Cycles with the Site Coordinator early in the semester.

- 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 (*if applicable)
- o **Observation**
 - a. TC 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 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.
 - b. Prepare necessary documents for the conference
 1. Student Achievement Chart (SAC)
 2. Student Assessment Samples
 3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.

Walk-throughs

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In addition to the two formal POP Cycles, four 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 Teacher Candidate will be provided a two-week window of when they may expect a 10-15-minute observation by their Site Coordinator.
- Teacher Candidates 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 Candidate 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. The Teacher Candidate 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 Teacher Candidate to complete after each of the four observations. The completion and quality of these reflections will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria 4.2.3: Reflection)

Student Perception Survey (*if applicable)

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

Mentor Teacher Evaluation

Your Mentor Teacher will periodically complete an assessment of your progress and professionalism (as per the UTEP MAT-Domain4). This evaluation will be focused on the teacher candidate's ability to exhibit professional behavior in all actions, settings, interactions, and communications. It is the teacher candidate's responsibility to notify and remind their mentor teacher to complete it in the UTEP online VIA platform. *It is your responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator.*

Online Discussions

Using the Blackboard platform or Flipgrid, you will participate in whole class and small group online discussions for topics and questions that arise throughout the semester. Details will be provided on Blackboard.

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PERFORMANCE GATES AND FINAL GRADE

S – Satisfactory

U – Unsatisfactory

You are preparing to be an elementary or middle 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 Student Teaching Residency II course, Teacher Candidates 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 Teacher Candidate must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #4, Teacher Candidates must have scored at least a 3 (“Proficient”) on each of the Miner Assessment Tool indicators.

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 Teacher Candidate 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 next steps.

Teacher Candidates 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)	16
POP Cycles	2
Walkthroughs	4
<i>Walkthrough Reflections</i>	4
Student Perception Survey (includes pre and post) *if applicable	2
Mentor Teacher Evaluations	3
Discussions: Bb Discussion or Flipgrid (amount may change)	10
Other Assignments (quizzes, Look for(s), etc.)	TBA
<i>Meet these minimum requirements in order to obtain an S</i>	S

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COURSE CALENDAR

ECED/ELED/MSED - Miner Teacher Residency Seminar Course			
Spring 2021/Semester 2			
Week	Date	Topic/Activities	Homework for Next Week
1	1/12	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
2	1/19	edTPA Workshop	
3	1/26	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
4	2/2	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
5	2/9	edTPA Workshop	
6	2/16	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
7	2/23	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
8	3/2	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment TC Leadership Series #1 Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher

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9	3/9	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment TC Leadership Series #2 Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
10	3/23	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment TC Leadership Series #3 Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
11	3/30	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment TC Leadership Series #4 Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
12	4/6	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, edTPA, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
13	4/13	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
14	4/20	SEL Check-In Teaching Tolerance, Equity and Social Justice Data-Driven Professional Learning Segment POP Buddies (reflect, rehearse, refine) Workshop (ex: <i>SPS, planning</i>)	Blackboard: Weekly Reflective Journal *includes weekly Reinforcement and Refinement from Mentor Teacher
15	4/27	Mock Interviews	TBD
16	5/4	Mock Interviews	Be sure to use the last weeks of school to make-up any residency days as needed.

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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"> ● Journal Reflections ● 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"> ● Journal Reflections ● 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

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* **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.