

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

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SCED 4393 CRN:15464

**Miner Teacher Residency I**

**Fall 2023**

August 1 – December 15

**Instructor: Gloria E. Martinez**

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**Cell Number: 915-329-9593**

**COURSE DELIVERY**

We will meet at EDHS, Room **TBD** on **Tuesdays @ 4:30 - 6:00 pm**. In the event that a seminar class is canceled, a cancellation notice will be sent out. Please make sure you are checking your UTEP email & What's App daily to ensure that you do not miss important updates.

**COURSE DESCRIPTION (3 credit hours)**

Students complete their first semester of residency in an assigned classroom 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 three full days a week for 15 weeks.

**PREREQUISITE**

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

**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.

**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;

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

- 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**

- **Miner Teacher Residency Handbook:** <https://tinyurl.com/3ew2pj83>
- 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 <http://www.tea.state.tx.us/index2.aspx?id=6148>
- *Educator Guide to TELPAS Grades K-12* (2011) available at <http://tea.texas.gov/student.assessment/ell/telpas/>.
- Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners available at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>.
- **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: <http://cms.texas-ets.org/prepmaterials/>.
- **Additional readings** will be available on Blackboard (Bb).

### **ATTENDANCE POLICY**

Professional behavior includes consistent and punctual attendance. Teacher residents are expected to attend every seminar class. In the event of absences, as specified in the MTR Handbook, a Performance Improvement Plan will be initiated. Attendance and participation are 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 in class and/or on the Discussion Boards
- Completing all assignments

### **TECHNOLOGY REQUIREMENTS**

Course content is delivered in person and via the Educator Preparation Online Portal (EPOP). Ensure your UTEP email 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.

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

### **LATE WORK POLICY**

Assignments/Forms to be completed for POPs 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 is 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 [gemartinez@utep.edu](mailto:gemartinez@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 another as their 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.

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

- [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 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.

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

***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 multiple steps with deadlines. The resident is 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 POP Cycles with Site Coordinator early in the semester.

○ **Pre-Conference**

Resident will complete lesson plans with Mentor Teacher and upload lesson plans to Site Coordinators 48 hours prior to the scheduled Pre-Conference.

1. Prepare & upload necessary documents for the conference:

1. Lesson plan with aligned state standards
2. Completed Student Achievement Chart (SAC) with Pre-Assessment results
3. **GRADED** student **pre**-assessments (scanned & uploaded as **one** document)
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

○ **Observation**

a. Residents will implement the lesson with the suggestions made by the MT and SC.

b. Videotape/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 (R+) and refinement (R-) based on domains in the Miner Assessment Tool (MAT)

e. Resident will score themselves in each dimension of the MAT and provide sufficient evidence for the score

○ **Post Conference**

a. Within 48-72 hours of the observation, attend the post conference with SC.

b. Prepare & upload necessary documents for the conference:

1. Completed Student Achievement Chart (SAC) with Post-Assessment results
2. **GRADED** student **post**-assessments (scanned & uploaded as **one** document)
3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.
4. Complete ALL required sections and reflection questions in POP Packet

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

### Walk-throughs

In addition to the two formal POP Cycles, the Site Coordinator will conduct 3-4 informal walk-throughs per semester. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and into your teaching career.

- Walkthroughs will not be scheduled, but the resident may be asked to provide a two-week window and best time of day when they may expect a 10-15-minute walk-through by their Site Coordinator.
- Residents do not need to prepare for the visit. The SC 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 make it accessible to resident.
- The Walkthrough Form will have a Reflection portion for the resident to complete after each walkthrough. 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

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.

Timeline	What are you doing?	Due Dates
October-November	Administer Pre-Survey	<i>No later than November 1</i>
November	Analyze results and complete Part 1	<u>Part 1</u> : November 15
November-March	Conduct Interventions and complete Part 2 (#9) Progress Monitoring Form 1: by <b>POP 3</b> (#10) Progress Monitoring Form 2: by <b>POP 4</b>	<u>Part 2</u> : April 20
April	Administer Post-Survey	<i>No later than April 20</i>
April	Analyze results and complete Part 3	<u>Part 3</u> : April 27

### 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 teacher candidate's ability to exhibit professional behavior in all actions, settings, interactions, and communications. *Mentor Teacher should complete this form during formal mentor teacher training, twice per semester and as scheduled by your Site Coordinator.* If the mentor teacher does not complete the reflection, *it is the resident's responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator.*

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

**EPOP Assignments/Forms**

On EPOP, you will have forms to fill out after observations. Please refer to the WT/POP spreadsheet for observation dates.

**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 integrity, you would intend your future students to demonstrate! At the end of your Teacher Residency 1 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 the Miner Teaching Residency I, the Teacher Resident **must** meet the following criteria:

- All excused, and unexcused absences have been made up by the end of the semester.
  - By POP Cycle #2, Teacher Candidates must have scored at least a 2 (“Developing”) on each Miner Assessment Tool indicator.
- 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 (“2- Developing” on all indicators), s/he will not advance to the second semester of the Residency Program (i.e. Residency II).
- ★ Residents must also meet the criteria for all other course assignments, including online discussions and Walk-through reflections to pass this course.

***Residency 1 - Summary of components of course grade***

Requirements/Assignments	How many
<b>Attendance</b> (punctual and prepared) SISD expectation	17
<b>Seminar Engagement, Participation, Completion of Tasks</b>	17
<b>POP Cycles</b>	2
<b>Walkthroughs</b>	3-4
<i>Walkthrough Reflections</i>	3-4
<b>Student Perception Survey</b> (includes pre and post)	2
<b>Mentor Teacher Evaluations</b>	2
<b>Discussions: BR Discussion or Flipgrid</b> (amount may change)	10
<b>Other Assignments</b> (quizzes, Look for(s), etc.)	TBA
<i>Meet these minimum requirements in order to obtain an S</i>	<b>S</b>

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

**COURSE CALENDAR - Subject to Change.**

<b>Miner Teacher Residency I Seminar</b>			
<b>Fall 2023 (Semester 1)</b>			
Week	Date	Topic/Activities	Homework for Next Week
<b>SISD PD Week July 24-28</b>			
1	Aug. 1	Introductions of MTR Program (Syllabus, Walkthroughs, POP Timeline, Co-teaching Strategies)  <b>EXIT Ticket:</b> Complete class schedule for WTs.	Review <a href="#">MTR Handbook</a> & submit <a href="#">Acknowledgement Form</a>  Read & be ready to discuss MAT 3.1 - 3.3
2	Aug. 8	Analyze: MAT 3.1-3.3 Review <a href="#">POP Cycle Packet</a> Pre-Conference	Read & be ready to discuss MAT 1.1 - 1.4 Discuss possible dates for POP #1 with mentor
3	Aug. 15	Analyze <b>PLANNING Domain</b> MAT 1.1-1.4 Pre-Conference Standards Breakdown and SAC (pre-assessments)	Read & be ready to discuss MAT 2.1-2.3 Sign up for POP #1 (window Aug. 21 - Sept. 8) Prepare for POPs
4	Aug. 22	Analyze <b>INSTRUCTION Domain</b> MAT 2.1-2.5 Lesson Plan Lead4ward Resources	Prepare for POPs
5	Aug. 29	Plan/Reflect on POP #1 (POP Buddies)	Read: Student Perception Survey
6	Sept. 5	<b>Complete: Step 1 of SPS Self-Assessment</b> Data Driven MAT Lesson	
7	Sept. 12	Let's look deeper to <b>MAT 2.3 COMMUNICATION</b> <b>Complete: Step 2 of SPS</b>	Develop <b>HOT</b> questions for next lesson/POP Start implementing SPS interventions
8	Sept. 19	<b>Reflect</b> on POP #1 (POP Buddies)	Discuss & Prepare for R+/R-
9	Sept. 26	Let's look deeper to <b>MAT 2.4 DIFFERENTIATION</b> Data Driven MAT Lesson	Plan how you will <b>DIFFERENTIATE</b> next lesson/POP Discuss possible dates for POP #2 with mentor
10	Oct. 17	Review SPS Interventions & Data	Sign up for POP #2 (window Oct. 30 - Nov. 17) <b>Complete: Step 3 of SPS Pre-Administration</b>
11	Oct. 24 <b>SISD OPEN HOUSE</b>	Plan for POP #2/Reflect on POP #1 (POP Buddies) Data Driven MAT Lesson	Prepare for POP #2



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

12	Oct. 31 Halloween	Nov. 1st LANGUAGE INSTITUTE Follow-Up via ZOOM FALL Start Residents ONLY	
13	Nov. 7	Lead4ward Resources and Instructional Playlist	Select L4W strategy to implement in your class
14	Nov. 14	<b>Complete: Step 4 of SPS Analyze and Plan for Intervention</b>	
15	Nov. 28	<b>Reflect</b> on POP #2 (POP Buddies)	Discuss & Prepare for R+/R-
16	Dec. 5	Data Driven MAT Lesson	
17	Dec. 12	End of semester Reflection	Prepare for Residency II

**Helpful Linked Resources:**

- [Minor Assessment Tool \(MAT\)](#)
- [POP Cycle Packet](#)
- [MTR Handbook](#)
- **Student Perception Survey (SPS)** coming soon!

**STUDENT LEARNING OUTCOMES**

Student will:	Assessments
● Demonstrate completion of 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;	● Discussions ● 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	● Discussion ● Walk-throughs ● POP Cycles
● 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;	● Discussions ● Walk-throughs ● POP Cycles
● Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	● Walk-throughs ● POP Cycles

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

**TEExES: Texas Examinations of Educator Standards**

**TEExES Standards Incorporation:** Class activities and assignments use the best practice methods that support the competencies from the TEExES 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 TEExES.

**TEExES 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.