

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

CRN: 13907

TED 5320 Teaching Residency I

Cohort 9, FALL 2024

August 7 - December 18

Instructor: Heather Click-Cuellar

E-mail: hclick@utep.edu

Cell Number: 915-328-6190

Office Hours: By appointment

COURSE DELIVERY

Zoom Online, Synchronous Meetings: **Wednesdays from 4:45pm - 6:15pm**

In the event that a seminar class is canceled, a 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 credit hours)

Students complete their first semester of residency in an assigned classroom (resident apprentice) or hired (resident intern) in a local, accredited 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, adhering to the appropriate district calendar, for resident apprentices and 5 days a week for resident interns.

PREREQUISITE

Program requires acceptance into EPP/Miner Teacher 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.

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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 in a placement that aligns with the certification being sought;
- 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 effective teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse children.

REQUIRED READINGS

- **240 Tutoring monthly subscription**-\$25.00 per month with UTEP coupon code
- [Miner Teacher ACP Residency Handbook](#)
- [Texas Essential Knowledge and Skills \(TEKS\)](#) for all grade levels and/or subject matter.
- [Lead4Ward](#)
- [English Language Proficiency Standards](#)
- [TExES exam preparation materials](#) You are required to access 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.
- [The Teaching Channel](#) - Use your UTEP username and password to access
- **Additional readings** to include selected chapters, journal articles, and other publications will be provided.

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance for this Seminar class. Residents are expected to attend every synchronous meeting of this course and to be actively involved with **camera on**. **In the event of excessive absences, as specified in the MTR ACP Handbook, a Performance Improvement Plan will be initiated.** In addition, because this is primarily an 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 your understanding of assignment requirements (ask for clarification when needed)
- Engaging in professional discussions with your peers (verbal, chat box, tool driven, etc.)
- Completing all module activities (assignments, quizzes, etc.)

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- o Completing all assignments during and after seminar with due diligence (POP scoring and reflections, submitting POP Cycle documentation, Pre-conferences/Post-conferences participation, 240 tutoring, etc.)
- o Completing MTAP (Minor Teacher Assessment Portfolio) capstone components
- o **Do not drive while in Zoom live class. Be in a place where you can safely, fully engage.**

TECHNOLOGY REQUIREMENTS

Course content is housed in google classroom and delivered via zoom. Ensure your UTEP e-mail account is working and that you have access to Google Classroom and zoom. You will need to have or have access to a computer/laptop and internet connection for class meetings. Mozilla Firefox and Google Chrome are the most supported browsers for Zoom; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

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.

Tech Support: 915-747-HELP (4357) **Email:** helpdesk@utep.edu

NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any/all postings.
- o Respect and courtesy must be provided to classmates and your 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 Face to Face situation.
- o Zoom meetings are set to not be publicly accessible; all postings to it should be considered private and confidential. Information posted via online spaces is intended for classmates and professors 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 author(s).

LATE WORK POLICY

Know the expectations and deadlines for each assignment/form. Familiarize yourself with the syllabus, the MTR calendar, and schedule to help you meet all the deadlines. Be proactive and have an open line of communication with your Site Coordinator. Late work may jeopardize your successful completion of this course.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to

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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 ones' 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

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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.

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.

CHANGES TO THIS SYLLABUS

I strive for responsive teaching in my courses— to adjust 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.

COURSE ASSIGNMENTS/REQUIREMENTS

POP Cycles

Completion of POP Cycles involves several steps with deadlines. Each resident is expected to complete each step and provide the Site Coordinator with the necessary deliverables (e.g., lesson plan, SAC, etc.) by the due dates. Residents are to schedule 2 POP Cycles (3 for hired, teachers of record Interns) with the Site Coordinator early in the semester.

Refer to the [POP Cycle Packet](#) for more details.

- o Pre-Conference

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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 exemplar (sample) completed by resident at Meets level
 3. Student Achievement Chart (SAC) with proficiency levels defined
 4. Student pre-assessment samples
 5. Lesson Materials (i.e., texts, manipulatives, links to websites, videos, etc.)
 6. 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 a compatible SIBME device.
 - c. Upload the video within 24 hours of the observation into your SIBME Huddle
 - d. Review your lesson video, script what you and students say/do
 - e. Gather and copy & paste evidence for MAT ratings, and to identify a reinforcement and a refinement based [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) completed
 2. Student Assessment Samples from different levels
 3. Analysis of video – lesson delivery – reinforcement and refinement areas based on the Miner Assessment Tool domains.

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

UTEP Device

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

- Based on availability, the resident may sign out/ sign in an IPAD at the beginning/end of their residency. Please reach out to your site coordinator to sign out.
- 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 to Sibme before deleting their UTEP account from the IPAD
- Upon returning the IPAD to the university, the resident should delete all items and reset the device to factory settings.
- The 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, adapter, and cable

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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 a window of time when residents may expect a 10-15-minute observation by their Site Coordinator will be provided.
- 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 a walkthrough form and upload it online to make it accessible to the Resident. The resident may be expected to meet with the site coordinator after each walkthrough to receive feedback, coaching, and support.
- The Knowledge of Self-Walkthrough Feedback 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 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 school year. This action research project will also be included in your Capstone reflections and writing at the end of Residency I and Residency II.

Year long Timeline: POP integration

Timeline	What are you doing?	Due Dates
September	Take Self-Assessment and administer Pre-Survey	<i>No later than October 1</i>
October-November	Analyze results and choose intervention	Complete POP 2 Packet Questions

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

Mentor Teacher Evaluation

Your Mentor Teacher will complete quarterly assessments of your pedagogical and professional progress (as per the UTEP [MAT Domains 1-4](#)). This evaluation will be focused on the resident’s ability to plan and deliver content-specific lessons with the integration of a positive classroom culture to include professional behavior in all actions, settings, interactions, and communications in and outside the classroom. The mentor teacher will complete this form during formal resident observations, twice per semester. ***It is your responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator.*** You will be required to schedule a Domain 4 conference with your mentor teacher. Please discuss your progress reports with your Mentor Teacher since you must be at level 2 for each MAT domain by POP Cycle 2, and by POP Cycle 4 all domains must be at level 3. ****Interns will have an alternate progress report from their mentor which includes Domain 4 feedback.**

Performance Gates for Residency Course

S – Satisfactory

U – Unsatisfactory

You are preparing to be a Texas certified 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 Student Teaching Residency I, however, 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 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 on POP Packet.
- By POP Cycle #2, Teacher Residents must have scored at least a 2 (“Developing”) on each of the Miner Assessment Tool indicators.

*****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.***

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

240 Tutoring Hours/ State Certification Exams

Residents are responsible for keeping an active 240 Tutoring account. 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. Residents are required to attend 240 Tutoring Bootcamp one Wednesday per month in lieu of seminar that week, times and dates will be provided by your site coordinator. The Miner Teacher Residency requires 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 Haley Richardson, Program Coordinator, for information about assessment and study resources.

Haley Richardson, ACP Manager, can be reached in the following ways:

Education Building, Room 413

hrichardson2@utep.edu

915-747-8086

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Summary of components of course grade

Requirements/Assignments	How many
Attendance (seminar course and other meetings)	16
POP Cycles	2 / 3 for Interns
Walkthroughs	3-4
Walkthrough Reflections on POP Packet	2 / 3
Student Perception Survey (Self/Pre/Interventions)	3
Mentor Teacher Evaluations (Domains 1- 4 of MAT)	2/ 3 for Interns (Domain 4 only)
Discussions: Zoom chats/ breakout room participation/ weekly reflections (amount may change)	16
Pulse Check	1
End of Residency I - Google Form Reflection	1
Meet these minimum requirements in order to earn an S	S

COURSE CALENDAR: Dates, Assignments, Projects, Research and Professional Documents (Letter of Interest & Resume), Interviews
- *Subject to Change based on Cohort needs*

TED 5320 - Miner Teacher Residency Seminar Course				
Cohort 9 Fall 2024/Semester 1				
Week	Date	Lesson Frame	Topic/Activities	Homework for Next Week
1	August 7	Get acquainted with school and class rituals, routines, and expectations. Begin getting to know students and what motivates them. Introductions and Review of Syllabus, Handbook, and Walkthrough expectations/schedule Review MAT 3.1-3.3 and Domain 4 (Walkthrough focus)		Read: Syllabus ACP Handbook MAT 3.1 - 3.3 and Domain 4: Professional Awareness and Responsibilities Miner Assessment Tool 240 Tutoring
2	August 14 8:30-3:30 Tomás Rivera Conference Center: Union Building East, Room 308	Miner Teacher Residency Language Institute- Apprentices ONLY <i>This session will be focused on learning about Emergent Bilingual (EB) learners. We will discuss who EBs are and how to identify them in your classrooms; policies about EBs in Texas; how to support EBs linguistically, academically, and socially; and language assessment in Texas.</i> **Bring your charged laptop.		*As assigned at the Institute session. 240 Tutoring

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		POP Packet Lesson Plan (asynchronous) POP: Pre-Conference (Video)	
3	August 21 POP 1 Window	POP Expectations and Timeline Intro to POP Packet Standards Breakdown/SAC (MAT 1.1 - 1.4)	Access, Save, and Review: POP Packet Read: MAT 1.1 - 1.4 Miner Assessment Tool Planning for POP #1 240 Tutoring
4	August 28 POP 1 Window	POP: Post-Conference (Video) Engagement Strategies (MAT 2.1-2.5)	Read: lead4ward Instructional Strategies Playlists Planning for POP #1 240 Tutoring
5	Sept 4 POP 1 Window	Framing The Lesson - Fundamental 5 (Self-reflection: did I frame my lesson in POP 1?) Work in the Powerzone - Fundamental 5	Discuss: POP 1 feedback with your mentor 240 Tutoring
6	Sept 11 POP 1 Window	FRaming the Lesson - Fundamental 5 Peer Discussion on POP 1 to POP 2 What will you do differently? Student Perception Survey- Self Survey	Review: Next Steps from POP 1 - Revisit your R+ and R- 240 Tutoring
7	Sept 18 POP 1 Window	Student Perception Survey- Student Survey	Review: Next Steps from POP 1 - Revisit your R+ and R- Read: Student Perception Survey Overview Administer SPS Pre-survey 240 Tutoring
8	Sept 25	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. **Anyone who has completed ALL tests will not be required to attend.	240 Tutoring
9	October 2	Analysis of Student Perception Survey	240 Tutoring Prepare for POP#1

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10	October 9	Recognize and Reinforce - Fundamental 5	240 Tutoring Lead4ward CFU implementation
11	October 16	Frequent, Small Group, Purposeful Talk About The Learning - Fundamental 5	240 Tutoring Lead4ward CFU implementation
12	October 23	Write Critically - Fundamental 5 How will you incorporate The Fundamental 5 to enhance your instruction and student learning?	Planning for POP #2 240 Tutoring Lead4ward CFU implementation Complete: SPS Questions in POP 2 packet
13	October 30 POP 2 Window	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. **Anyone who has completed ALL tests will not be required to attend.	Planning for POP #2 Implement SPS interventions 240 Tutoring
14	November 6 POP 2 Window	POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, and Fundamental 5?	Continue SPS interventions 240 Tutoring Prepare for POP#2 Complete: SPS Questions in POP 2 packet
15	November 13 POP 2 Window	Reflect on POP #2 Data Goal-Setting Semester 2	Continue SPS interventions 240 Tutoring Prepare for POP#2 Complete: SPS Questions in POP 2 packet
16	November 20 POP 2 Window	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. **Anyone who has completed ALL tests will not be required to attend.	Continue SPS interventions 240 Tutoring Complete: SPS Questions in POP 2 packet
17	November 27	Preparing for Residency II- Review of SPS process and menu of interventions	Continue SPS interventions 240 Tutoring

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18	December 4	<p>240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. **Anyone who has completed <u>ALL</u> tests will not be required to attend.</p>	<p>Continue SPS interventions and collect student artifacts 240 Tutoring</p>
19	December 11	<p>Residency 1 MTAP Requirement Due Monday, December 15, 2024 What has been the most rewarding experience during this semester? What are you most proud of? What can you improve?</p>	<p>Continue SPS interventions and collect student artifacts 240 Tutoring</p>
20	December 18	<p>Strategies for resetting classroom expectations after a long break</p>	<p>Goal Setting for Spring Semester Identify a reinforcement (+glow) Identify a refinement (-grow)</p>

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"> ● EPOP 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 ● Weekly Reflection ● 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 ● Weekly Reflection ● Walk-throughs ● POP Cycles ● MTAP
<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 ● Weekly Reflection ● Walk-throughs ● POP Cycles
<ul style="list-style-type: none"> ● Apply empowering approaches to effective teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse children. 	<ul style="list-style-type: none"> ● Walk-throughs ● Weekly Reflection ● POP Cycles

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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 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.

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

These are specific to the content area and can be found at this link:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>