

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

**TED 5321 ACP Student Teaching Residency II**

**CRN: 23692**

Cohort 9, Fall 2025

January 8- May 28

**Instructor: Heather Click-Cuellar**

**E-mail: [hclick@utep.edu](mailto:hclick@utep.edu)**

**Cell Number: 915-328-6190**

Office Hours: By appointment

**COURSE DELIVERY**

Zoom Online, Synchronous Meetings: **Wednesdays from 4:00pm-5:30pm**

In the event that a seminar class is canceled, a cancellation notice will be sent accordingly. Please make sure you check your UTEP 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 classroom (resident apprentice) or hired (instructional aide or resident intern) in a local elementary, middle, or high school. Fieldwork consists of assisting in student-centered classroom instruction and participating in seminars designed to relate the classroom instructional situation to corresponding instructional theory. Resident apprentices are in their assigned classroom four full days a week for the spring semester- Wednesdays are designated UTEP days for exam study, lesson planning, POP preparation, coursework, etc.

**PREREQUISITE**

Successful completion of Student Teaching Residency I course and Miner Teacher Residency program requirements for Fall 2024.

**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 minimum 750 school/classroom field hours in a placement that aligns with the certification being sought (combination of Residency 1 and Residency II);
- 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-serving classrooms;
- 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 children.

### **REQUIRED READINGS**

- **240 Tutoring monthly subscription** - \$25.00 per semester with coupon code
- [Miner Teacher Residency Handbook](#)
- Selected Chapters, Journal articles, other publications and readings on websites.
- [Texas Essential Knowledge and Skills \(TEKS\)](#) for different grade levels or subject matter.
- [Lead4Ward](#)
- [English Language Proficiency Standards](#)
- [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.
- [The Teaching Channel](#) - Use your UTEP username and password to access.
- **Additional readings** will be available via google classroom.

### **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, and successful completion of this course may be in jeopardy.** In addition, because this is primarily an online course, attendance will be determined by class participation. 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.)

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- Completing all module activities (assignments, quizzes, etc.)
- 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.)
- Completing MTAP (Miner Teacher Assessment Portfolio) capstone components
- Do not drive while in Zoom live class. Be in a place where you can safely, fully engage.

### **TECHNOLOGY REQUIREMENTS**

Course content is delivered in person, via Zoom, and the online tool Sibme. 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 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.

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

### **NETIQUETTE**

- Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings will be tolerated.
- 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.
- Zoom meetings are not 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 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 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

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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 or AI 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***

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

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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>. 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 the Syllabus**

I strive to provide 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 needs for growth. 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 by email and/or text.

**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, SAC, etc.) by the due dates. Residents will schedule 2 POP Cycles (may be more for Interns) with the Site Coordinator early in the semester. [POP Cycle Packet](#)

○ **Pre-Conference**

The resident 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 – 4/5 only

○ **Observation**

- a. Residents will implement the lesson with the suggestions made by the MT and SC
- b. Capture the instructional event via video 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

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- e. Gather and copy & paste evidence for MAT ratings, and to identify a reinforcement and a refinement based on the [Miner Assessment Tool](#)
- o **Post Conference**
  - a. Within 48-72 hours of the observation, attend post-conference with SC.
  - b. Prepare necessary documents for the conference
    1. Student Achievement Chart (SAC) completed with levels defined for post-assessment
    2. Student Assessment Samples from different levels
    3. Analysis of lesson video with script completed
    4. Ratings of MAT dimensions with evidence cited
    5. Reinforcement (R+) and refinement (R-) areas identified based on the Miner Assessment Tool domains

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

### **UTEP Device**

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

- Based on availability, the resident may sign out/ sign in an IPAD at the beginning/end of their residency. Please contact 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.
  - o Items include: IPAD, IPAD cover, adapter, and cable

### **Walkthroughs**

In addition to 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 15-minute observation by their Site Coordinator will be provided.
- Residents do not need to formally prepare for these visits. The Site Coordinator will capture whatever is happening at the time in the classroom to provide the resident feedback and an opportunity to reflect.
- The Site Coordinator will complete a walkthrough form and upload it to the resident's POP folder to make it accessible. The resident may be expected to meet with the Site Coordinator after each walkthrough to receive feedback, coaching, and support.

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- The *Knowledge of Self* Walkthrough Feedback will have a reflection portion for the resident to complete after each of the four POP 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 semester. This action research project will also be included in your Capstone reflections and writing at the end of Residency II.

**Semester long Timeline: POP integration**

Timeline	What are you doing?	Due Dates
August	Take Self-Assessment and administer Pre-Survey	<i>No later than September 1</i>
September	Analyze results and choose intervention	TBD Complete <b>Part 1</b> of SPS Reflection (OneDrive folder)
November-April	Ongoing: Conduct interventions, reflect and revise plan as necessary	
April-May	Administer Post-Survey and analyze results	TBD Complete <b>Part 2</b> of SPS Reflection (OneDrive folder)

**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**

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**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 and II courses, Residents are assigned a grade of Satisfactory 'S' or Unsatisfactory 'U'. No letter grades are assigned, and these course grades do not impact your overall GPA, however, they are a requirement of TEA Certification Preparation and Texas Certification.

In order to pass Student Teaching Residency II and be recommended for certification, the resident must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester for both District and UTEP purposes.
- The resident has 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 in their SPS folder.
- By POP Cycle #4/5, Teacher Residents must have scored at least a 3 ("Proficient") on each of the Miner Assessment Tool dimensions.

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

If a resident does not meet this performance standard ("3- Proficient" on all indicators), s/he will not be recommended for certification. Students who do not meet program requirements may still graduate with a non-certified Master's degree (if on that pathway) and will need to meet with Haley Richardson to determine the next steps. Residents must also meet the criteria for all other course assignments, including online discussions and walkthrough reflections, to pass this course.



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**240 Tutoring Hours/ State Certification Exams**

Residents are responsible for keeping an active 240 tutoring account. Teacher residents are to set aside time and follow their designed study plan to complete 240 Tutoring modules and practice exams before requesting the university to clear them for registration to take any state certification exams. The Miner Teacher Residency requires teacher residents to take their TExES certification exams while enrolled in the Residency. It is recommended that you follow the timeline provided by the university to prepare for testing. Please contact 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](mailto:hrichardson2@utep.edu)  
915-747-8086

***Summary of components of course grade***

Requirements/Assignments	How many
<b>Attendance</b> (seminar course and other meetings)	18
<b>POP Cycles</b>	2 (3 for some Interns)
<b>Walkthroughs</b>	4
<b><i>Walkthrough Reflections on POP Packet</i></b>	2 (3 for some interns)
<b>Student Perception Survey</b> (Self/Pre/Interventions/Post)	4
<b>Mentor Teacher Evaluations</b> (Domains 1- 4 of MAT)	2 (3 for Interns- Domain 4 only)
<b>Discussions: Zoom chats/ breakout room participation/ weekly reflections (amount may change)</b>	18
<b>Pulse Check</b>	1
<b>End of Residency II - Final Reflection/ MTAP</b>	1
<b><i>Meet these minimum requirements in order to earn an S (pass)</i></b>	<b>S</b>

**Essential Questions** to be addressed in this course: How will we engage ALL students with relevant, meaningful learning? Emergent Bilinguals, Gifted and Talented, Special Education, Speech, Section 504, Underperformers, High Achievers, Discipline-Emotional Disturbance, Social Emotional, Discipline-Emotional Disturbance, Social Emotional Learning-SEL  
How do you use data to differentiate instruction and support students identified with specific learning disabilities so all students can learn?

How do you keep your students engaged and motivated, and how do you promote student voice and choice to help them become self-directed learners?

What will your classroom expectations look and sound like? How will you communicate with parents? What will your parent letter include?


How do you cultivate positive relationships with your students and create a sense of class community?

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

<b>Miner Teacher Residency Seminar Course</b>			
<b>Spring 2025/Residency 2</b>			
<i>Week</i>	<i>Date</i>	<i>Topic/Activities</i>	<i>Homework for Next Week</i>
1	January 8 Walkthrough 5 & 6	<i>Welcome Back!</i> OneDrive updates, POP cycle packet updates, Sibme access, SPS, Walkthrough 5 & 6, Shared Schedule	Reflection on Residency 1 and goal setting for Residency 2 Review of SPS Walkthrough 5 & 6
2	January 15 Walkthrough 5 & 6	What rituals and routines did you and your mentor teacher use to re-establish classroom norms? Fundamental 5: Revisit PZ and Framing the Lesson	240 Tutoring: State Exams Implement Lesson Frame in each lesson Walkthrough 5 & 6
3	January 22 POP 3 Window UTEP Spring Classes begin Jan. 21	Fundamental 5: Recognize & Reinforce POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, and Fundamental 5?	240 Tutoring: State Exams Prepare for POP#3 Walkthrough 5 & 6
4	January 29 POP 3 Window Optional 240 Tutoring Boot Camp 8-12	Fundamental 5: Frequent, Small Group, Purposeful Talk About the Learning POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, and Fundamental 5?	240 Tutoring: State Exams Prepare for POP#3 Walkthrough 5 & 6
5	February 5 Asynchronous POP 3 Window	Fundamental 5: Write Critically	240 Tutoring: State Exams Finalize POP#3
6	February 12 POP 3 Window	SPS Interventions- collection of artifacts, progress POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, and Fundamental 5?	Implementation of SPS Intervention: collect artifacts 240 Tutoring: State Exams Finalize POP#3

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7	February 19 Asynchronous  Walkthrough 7 & 8	Final POP- Key to a 3; MAT review and affirmations	Implementation of SPS Intervention: collect artifacts  240 Tutoring: State Exams  Walkthrough 7 & 8
8	February 26  Walkthrough 7 & 8  Optional 240 Tutoring Boot Camp 8-12	Aggressive Monitoring	240 Tutoring: State Exams  Implementation of aggressive monitoring strategies  Walkthrough 7 & 8
9	March 5	District Intersession  Prepare for POP 4	240 Tutoring: State Exams
10	March 12	District/ UTEP Spring Break  Enjoy!  	240 Tutoring: State Exams
11	March 19  POP 4 Window	Differentiation Strategies  Engagement strategies and how to reset after long breaks	240 Tutoring: State Exams  Implementation of differentiated strategies  Walkthrough 7 & 8
12	March 26  POP 4 Window  Optional 240 Tutoring Boot Camp 8-12	Prepare for SPS Post Student Survey  POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, Fundamental 5, aggressive monitoring, and differentiation?	Administer SPS Post Survey  240 Tutoring: State Exams  Prepare for POP#4  Walkthrough 7 & 8
13	April 2 Asynchronous  POP 4 Window	Using data to drive instruction and for student grouping	Administer SPS Post Survey  240 Tutoring: State Exams  Prepare for POP#4

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14	April 9 POP 4 Window	Analyze SPS Post Survey Data POP Peers- Where do you see evidence of lead4ward strategies, EB strategies, Fundamental 5, aggressive monitoring, and differentiation?	Respond to SPS questions in SPS folder 240 Tutoring: State Exams Prepare for POP#4
15	April 16 POP 4 Window	Finalize SPS Research	240 Tutoring: State Exams Finalize POP#4
16	April 23	Residency 2 <a href="#">MTAP</a> Capstone Requirement- Due Wednesday, May 14th, 2024	240 Tutoring: State Exams Residency 2 MTAP
17	April 30 Optional 240 Tutoring Boot Camp 8-12	Interview tips and practice questions	240 Tutoring: State Exams Residency 2 MTAP
18	May 7 May 9- End of Residency Celebration	<b>MTR Celebration</b> <b>Overall class reflection</b> Discussion & Reflection: How has this residency prepared me to be a teacher? How has it strengthened my teaching? Final MTR Assignment submission: POP cycle lessons, reflections, videos and SPS research completed and uploaded to OneDrive and EPOP.	240 Tutoring: State Exams District Applications If fully certified, Apply for Certification
19	May 14 May 16- Hooding Ceremony	<b>Graduation Week</b> <b>Deadline for Residency 2 MTAP</b> Final MTR Assignment submission: POP cycle lessons, reflections, videos and SPS research completed and uploaded to OneDrive and EPOP.	240 Tutoring: State Exams District Applications Complete all District requirements for Hire. Residency 2 <a href="#">MTAP</a> Requirement Due Wednesday, May 14th, 2024
May 28- Optional 240 Tutoring Boot Camp 8-12			

**STUDENT LEARNING OUTCOMES**

Students will:	Assessments
<ul style="list-style-type: none"> <li>Demonstrate completion of 750 school/classroom field hours</li> </ul>	<ul style="list-style-type: none"> <li>Documentation from mentor Google form</li> </ul>

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<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the policies and procedures in compliance with <a href="#">Code of Ethics</a> and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Weekly reflection</li> <li>• Walkthroughs</li> <li>• POP Cycles</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Walkthroughs</li> <li>• POP Cycles</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Walkthroughs</li> <li>• POP Cycles</li> </ul>
<ul style="list-style-type: none"> <li>• Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs</li> <li>• POP Cycles</li> </ul>

**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

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\* **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>