

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

TED 5321 CRN 24236 & 28227  
ACP Student Teaching Residency II  
Spring 2024 Cohort VII  
January 2024 - May 2024

**Instructor:** Dr. Heather Click-Cuellar      **E-mail:** [hclick@utep.edu](mailto:hclick@utep.edu)      **Cell:** 915-328-6190

**COURSE DELIVERY**

100% Online, Synchronous Zoom Meetings: [Wednesdays @ 11:30am-1:00 pm](#)  
In the event that a seminar class is canceled, 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 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**

Program requires acceptance into EPP/Student Teaching Residency II Program; Departmental Approval, Summer intensive coursework

**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-12 education as they develop and deliver presentations 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.

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### COURSE LEARNING OBJECTIVES

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

- Demonstrate completion of at least 75 school/classroom field hours 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 elementary and secondary classrooms.

### REQUIRED READINGS

- Miner Teacher Residency ACP 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 via Zoom sharing or email

### 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 Handbook, a Performance Improvement Plan (PIP) will be initiated. 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 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.)
- Completing all assignments (POP scoring and reflections, submitting POP Cycle documentation, Pre-conferences/Post-conferences preparation and active participation, etc.)
- Completing MTAP (Miner Teacher Assessment Portfolio) capstone components

\*Arrangements will be made for Interns (teachers of record) for alternative meeting times and/or assignments if and only if necessary.

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### TECHNOLOGY REQUIREMENTS

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

You will need access to a computer/laptop and steady internet connection. You will need to download or update the following software: Microsoft Office, Google tools, and Zoom. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If any additional software is needed, you will be notified prior. For any potential virtual classes in school districts, you may also need Microsoft TEAMS and/or Google Classroom access.

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.](#)

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

### NETIQUETTE

- o Always consider the 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 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

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. 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

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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

The [UTEP Health Services Center](#) offers Covid-19 testing for UTEP students. COVID-19 Vaccinations are offered at UTEP as well as many places throughout our community and may be required by the district you are completing your residency at.

*The school district in which you are completing your residency will have their own Covid-19 procedures and protocols. 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 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, including the use of AI generated work claimed as one's own work, 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.

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- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

### POLICIES AND PROCEDURES

#### ***Food insecurity, mental health, and access to support services***

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources, or let me know, and I will be happy to help you find the support you need. You are not alone.

#### **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. 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 to you.

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**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 Interns hired/ teachers of record)) with the Site Coordinator early in the semester. Refer to the POP Packet for more details.

**Walk-throughs**

Four informal observations per semester will be conducted by your Site Coordinator. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the Resident will be provided a two-week window of when they may expect a 10-15 minute observation by their Site Coordinator.
- Residents do not need to prepare for the visit. The Site Coordinator will capture whatever is happening at the time in the classroom and will give the Resident feedback and an opportunity to reflect.
- The Site Coordinator will complete the Walkthrough Form and upload it to the EPOP system 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 Walkthrough Form will have a Resident signature to complete via EPOP after each of the four observations. Prior to signing, you should review the feedback and reflect on your practices related to this feedback. Continued reflections throughout Residency will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria: Reflection)

**Student Perception Survey**

Residents will administer a Student Perception Survey (self/post-test format) in their field placement, with the self assessment happening at the beginning of Residency II and the post-survey at the end of Residency II. 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 Residency II. Detailed information will be given during seminar.

Date:	Fall Start Residents
September 18 - October 20	Window for Administering the Student Perception Survey ( <b>Pre-Survey</b> )
October 23 - October 31	<u>Analyze the results</u> of the SPS and <b>complete Part 1</b> of the SPS Packet
November - April 19	<u>Conduct Interventions</u> and <b>complete Part 2</b> of the SPS packet
April 22 - May 3	Window for Administering the Student Perception Survey ( <b>Post-Survey</b> )
May 6 - 15	<u>Analyze the results</u> of the SPS and <b>complete Part 3</b> of the SPS Packet

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### Mentor Teacher Evaluations

Your Mentor Teacher will complete an assessment of your progress and professionalism (as per the UTEP MAT-Domain 4) quarterly to coincide with your POP Cycles. This evaluation will focus on the resident's ability to exhibit professional behavior in all actions, settings, interactions, and communications. ***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.

### Online Discussions

Using various platforms such as Flipgrid, Padlet, Jamboard, etc. you will participate in whole class and small group online discussions for topics and questions that arise throughout the semester. Details will be provided each week during Seminar via Zoom.

### MTAP (Miner Teacher Assessment Portfolio) - [MTAP Rubric](#)

1. **Four T-TESS-aligned POP Cycles** (T-TESS Observations with pre- and post-conferences): POP Cycle Packet [completed by residents]
  - Four POP Cycles over the year of Residency
  - Residents complete in-depth lesson plan and video-recorded lesson implementation
  - Residents complete self-reflection commentary on video as part of the POP Cycle
  - Site Coordinators provide one-on-one coaching to residents as part of the pre- and post-conference
  - Benchmarks
    - Residents must achieve at least a "2" on all domains/dimensions of the [Miner Assessment Tool](#) (based on T-TESS) by end of semester 1
    - Residents must achieve at least a "3" on all domains/dimensions of the [Miner Assessment Tool](#) (based on T-TESS) by end of semester 2
2. **Student Perception Survey Action Research Project**
3. **Mid-point Reflection** – Residents will write a mid-point reflection at the end of residency semester 1, where they will look back on their areas of reinforcement and refinement identified during their first two POP Cycles and set goals for their second semester of the residency.
4. **Final Reflection (MTAP)** – Residents will write a final reflection at the end of the residency year. As part of the reflection, they will make connections between research and practice, will reflect on their growth over the residency year, and will explain their philosophy of teaching and learning.

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**PERFORMANCE GATES AND FINAL GRADE**

*S – Satisfactory*

*U – Unsatisfactory*

You are preparing to be a Texas certified elementary, secondary, or all levels 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, 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 II, the Resident must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #4/5, Residents must score at least a 3 ("Proficient") on each of the Miner Assessment Tool indicators to include Domain 4 assessed by your mentor teacher.

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 UTEP Miner Teacher Residency program leadership.

If a Resident does not meet this performance standard ("3- Proficient" on all indicators), s/he will not be recommended for Texas certification, as TEA will not issue certification if the preparation program requirements are incomplete.

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

***Summary course grade components***

<b>Requirements/Assignments</b>	<b>Quantity</b>
<b>Attendance</b> (seminar course and other meetings)	16
<b>POP Cycles</b>	2/3
<b>Walkthroughs</b>	4
<b>Walkthrough Reflections</b>	4
<b>Student Perception Survey</b> (Intervention Plan, Post, and Reflection/Summary)	2
<b>Mentor Teacher Evaluations</b> (Domain 4 of MAT)	2
<b>Discussions: Zoom chats/breakout rooms/weekly reflections</b> (amount may change)	16
<b>Residency 2 Reflection - <a href="#">MTAP</a> Requirement</b>	1
<i>Meet these minimum requirements in order to obtain an S</i>	<b>S</b>



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**COURSE CALENDAR** - *Subject to Change based on Cohort needs*

<b>TED 5321 - Miner Teacher Residency Seminar Course</b>			
<b>Spring 2024/Semester 2</b>			
<i>Week</i>	<i>Date</i>	<i>Topic/Activities</i>	<i>Homework for Next Week</i>
1	<b>Jan 10</b> <b>Asynch</b>	Goal Setting for second semester Refresher- walkthroughs and POPs Access shared schedule- add conference/lunch times	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>PPR/ State Exam 240 Tutoring</b>
2	<b>Jan 17</b>	POP Packet and MAT Changes Classroom Environment/Rituals/Routines	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>PPR/ State Exam 240 Tutoring</b>
3	<b>Jan 24</b> Planning for POP 3/4	Based on POP 2 what is your focus for growth during POP 3? How will this support your growth?	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>POP Packet/ Reflection</b> <b>PPR/ State Exam 240 Tutoring</b> <b>SPS</b>
4	<b>Jan 31</b> EDUC 400, 401 8:00-5:00 <b>POP 3/4</b> <b>Window</b>	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. *Interns may have alternate arrangements. **Anyone who has completed <b>ALL</b> tests will not be required to attend.	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>PPR/ State Exam 240 Tutoring</b> <b>SPS</b>
5	<b>Feb 7</b> <b>POP 3/4</b> <b>Window</b>	Walkthrough Data Reflection POP Packet Preparation Classmate Check In Lead4Ward	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>POP Packet/ Reflection</b> <b>PPR/ State Exam 240 Tutoring</b> <b>SPS</b>
6	<b>Feb 14</b> <b>POP 3/4</b> <b>Window</b>	Data Reflection POP Packet Preparation Classmate Check In	<b>Weekly Reflection</b> <b>Walkthrough Reflection</b> <b>POP Packet/ Reflection</b> <b>PPR/ State Exam 240 Tutoring</b>

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			SPS
7	<b>Feb 21</b> POP 3/4 Window	Data Reflection POP Packet Preparation Classmate Check In	Weekly Reflection Walkthrough Reflection POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS
8	<b>Feb 28</b> EDUC 400, 401 8:00-5:00	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. *Interns may have alternate arrangements. **Anyone who has completed <b>ALL</b> tests will not be required to attend.	
9	<b>March 6</b>	Data Reflection POP Packet Reflection Classmate Check In	Weekly Reflection Walkthrough Reflection POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS
10	<b>March 13</b>	<b>District Intersession/UTEP Spring Break</b>	
11	<b>March 20</b> POP 4/5 Window	Data Reflection POP Packet Preparation Classmate Check In POP Cycle Reflection - What do you want to work on for your last POP Cycle?	Weekly Reflection Walkthrough Reflection POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS
12	<b>March 27</b> EDUC 400, 401 8:00-5:00 POP 4/5 Window	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. *Interns may have alternate arrangements. **Anyone who has completed <b>ALL</b> tests will not be required to attend.	
13	<b>April 3</b> POP 4/5 Window	Data Reflection- SPS Post Assessment POP Packet Preparation Classmate Check In Resume Workshop	POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS

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14	<b>April 10</b> <b>POP 4/5 Window</b>	Data Reflection- SPS Post Assessment POP Packet Preparation Classmate Check In	POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS
15	<b>April 17</b> <b>POP 4/5 Window</b>	Data Reflection- SPS Post Assessment POP Packet Preparation Classmate Check In  Residency 2 <a href="#">MTAP</a>	POP Packet/ Reflection PPR/ State Exam 240 Tutoring SPS
16	<b>April 24</b> EDUC 400, 401 8:00-5:00	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. *Interns may have alternate arrangements. **Anyone who has completed <b>ALL</b> tests will not be required to attend.	
17	<b>May 1</b> EDUC 400, 401 8:00-5:00	240 Boot Camp will take the place of Seminar this week. Everyone is to attend for 2 hours minimum. *Interns may have alternate arrangements. **Anyone who has completed <b>ALL</b> tests will not be required to attend.	
18	<b>May 8</b>	Residency 1 <a href="#">MTAP</a> Requirement Due Monday, May 13th, 2024	
19	<b>May 15</b>	Finalize SPS and POP Packets	
20	<b>May 22</b>	Engagement strategies for the end of the year	

**STUDENT LEARNING OUTCOMES**

Student will:	Assessments
<ul style="list-style-type: none"> <li>Demonstrate completion of 75 school/classroom field hours</li> </ul>	<ul style="list-style-type: none"> <li>Documentation through               <ul style="list-style-type: none"> <li>Attendance tracking database</li> <li>Seminar Weekly Reflection</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>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;</li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Walk-throughs</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>Walk-throughs</li> <li>POP Cycles</li> <li>Weekly Reflections</li> <li>MTAP</li> </ul>

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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 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>