

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

COURSE INFORMATION

BED 4355 Foundations for Bilingual Teaching and Learning

TED 4355 Foundations for Critical Teaching and Learning

CRN: [BED 4355 CRN 13862](#) & [TED 4355 CRN 13867](#)- Monday

[BED 4355 CRN 13863](#) & [TED 4355 CRN 13868](#) - Wednesday

TERM: Fall 2024 August 26- December 13

Delivery Method: Hybrid 50-85% Online, Synchronous Meetings

Meeting Day and Time: Mondays @ 1:00pm-3:50pm and Wednesdays @ 9:00am-11:50am

Location: ***Face to Face meetings*** will take place at UTEP in **EDU 305 on Mondays** and in **EDU 309 on Wednesdays**

Delivery Method: Hybrid 50-85% Online, Synchronous Meetings

INSTRUCTOR INFORMATION

Instructor: Jessica Pussman

E-mail: jpussman@utep.edu

Cell Number: 915-867-7832

Office Hours: Mondays 3:50-4:30 when face to face or via zoom by appointment only and Wednesdays 11:50-12:30 when face to face in room 307 or via zoom by appointment only

COURSE DELIVERY

50-85% Online, Synchronous Meetings: **Mondays @ 1:00pm-3:50pm** and **Wednesdays @ 9:00am-11:50am**
Face to Face meetings will take place at UTEP in **EDU 305 on Mondays** and in **EDU 309 on Wednesdays**

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)

BED 4355. Found. for Bil Teach & Learn.

Seminar in Applied Bilingual Teaching and Learning: This course focuses on the cultural, structural and institutional dynamics of schooling in multilingual communities. It covers the multiple roles of the 21st century bilingual teacher and the importance of the home-school/community-school connection in education. Students will explore culturally and linguistically sustaining teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural and linguistic background, and learning needs of bilingual elementary-aged children. Field experience with parents/communities is required.

TED 4355. Found. for Crit Teach & Learn.

Seminar in Applied Critical Pedagogy: This course focuses on the cultural, structural and institutional dynamics of schooling in multicultural communities. It covers the multiple roles of the 21st century teacher, equity issues in elementary education, and how teachers can utilize the linguistic, cultural, and personal resources of children to support meaningful academic growth. Students will explore empowering approaches to teaching as they select, plan, provide and evaluate educational experiences appropriate to the development level, sociocultural background, and diverse learning needs of elementary-aged children

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PREREQUISITE / COREQUISITE

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; RED 4338; ELED 4680

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.

COURSE LEARNING OBJECTIVES - *Please see SBEC Standards Connection on Page 16*

Upon completion of this course, students will be able to:

- 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
- Outline how class, race, and gender are related to learning at school and outside the school
- 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 the elementary classroom
- Identify the components of learning environments, classroom interactions and educational activities in which children's diversity, cultural assets and individual differences are respected
- Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children

REQUIRED Materials

- **The Fundamental 5 Revisited: Exceptional Instruction In Every Setting** Book by Mike Laird and Sean Cain - Used is \$21.99 and New is \$27.99
- [240 Tutoring monthly subscription](#) _ \$25.00 per semester with coupon code
- 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
- [The Teaching Channel](#) - Use your UTEP username and password to access
- [SBEC Teaching Standards](#)
- [Lead4Ward](#)
- [English Language Proficiency Standards](#)

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NETIQUETTE

- o Always consider the audience in Zoom live and asynchronous discussions.
- o Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings or conversations will be tolerated.
- o When reacting to someone else's response, address the ideas, not the person.
- o Please do not drive while in Zoom live class. Be in a place where you can safely, fully engage.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All 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.

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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 supports you need. You are not alone.

****Changes to the syllabus is based on student needs***

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available via email.

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Students are expected to attend every face to face and zoom live meeting of this course. If you are planning on being absent you will need to let your instructor know within 24 hours, failure to do so may affect your grade. In addition, because this is a hybrid course, attendance will be determined by class participation, completion of weekly reflection and class assignments. Participation is determined by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in engaging discussion with your peers on zoom live and face to face
- o Completing all class activities (weekly reflection, assignments, quizzes, 240 tutoring, observations, etc.)

****In the event of excessive absences(3 absences), your grade may drop a letter grade.***

LATE WORK / MAKE-UP WORK POLICY

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for

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make-up work, no further extensions or exceptions will be granted.

COURSE ASSIGNMENTS/REQUIREMENTS/RUBRICS

Quick Writes/Written Closure Reflections (for Attendance Purposes)

A Quick Write is a strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess current thinking. The strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and demonstrate understanding of key concepts. You will be writing quick writes on articles, activities, textbook chapters, articles and viewings of teaching videos presented in class, as well as, closure reflections at the end of class.

Weekly Quick Write Reflection/Participation/Attendance Rubric

Criteria	0 (Needs Improvement)	1 (Developing)	2 (Proficient)
Attendance and Timeliness	Absent or consistently late submissions.	Mostly attends/participates; submissions mostly on time.	Regular attendance/participation; submissions consistently on time.
Engagement and Contribution	Rarely contributes or engages minimally.	Sometimes contributes; engagement varies.	Actively engages, contributes thoughtfully, and encourages discussion.
Quality of Contributions	Responses lack depth or originality.	Some responses show depth and original thought.	Responses consistently demonstrate depth, critical thinking, and original insights.
Interaction with Peers	Rarely interacts with classmates online and face to face	Some interaction with classmates online and face to face.	Actively interacts with classmates online and face to face, provides constructive feedback.
Professionalism and Respect	Demonstrates unprofessional behavior or disrespect.	Generally respectful and professional demeanor.	Consistently shows respect and professionalism in interactions.

Scoring:

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- **Needs Improvement:** Represents minimal or inadequate fulfillment of criteria. (0 points each criteria)
- **Developing:** Represents satisfactory fulfillment of criteria. (1 point each criteria)
- **Proficient:** Represents excellent fulfillment of criteria. (2 points each criteria)

The Fundamental 5 Observation and Reflection Assignments

Students will complete multiple observations (10 hours) focused on The Fundamental 5 throughout the semester. Students will be required to observe a video from the field and complete the observation and reflection. We will meet face to face once a month to connect The Fundamental 5 observation and reflection to our learning.

After each observation students will be asked to complete a specific notetaker that supports their learning for each fundamental 5 component. The notetakers will have students experience multimodal notetaking skills. Such as AVID notetakers, 2-column notes, 3-column notes, mind maps, doodle notes, graphic organizers, anchor charts, google slides, and lead4ward resources, ect.

Fundamental 5 Observation Notetaker Rubric

Criteria	0 (Needs Improvement)	1 (Developing)	2 (Proficient)
Lesson Frame	Notes lack structure and coherence.	Partially captures the main components of the lesson frame.	Clearly outlines the structure and flow of the lesson.
Power Zone	Fails to note power zone or its relevance.	Inconsistently notes power zone placement.	Consistently identifies and notes appropriate use of the power zone.
Frequent Small Group Purposeful Talk	Does not document small group interactions.	Occasionally notes small group discussions.	Effectively captures key points from small group interactions.
Recognize and Reinforce	No recognition of reinforcement strategies.	Mentions reinforcement strategies sporadically.	Clearly identifies and notes effective reinforcement techniques.
Writing Critically	Notes lack critical analysis or reflection.	Shows minimal critical thinking in notes.	Demonstrates critical thinking and reflection through notes.

Scoring:

Needs Improvement: Indicates inadequate note-taking and understanding of the teaching principles. (0 points each criteria)

Developing: Represents basic comprehension but lacks depth or consistency. (1 point each criteria)

Proficient: Reflects thorough understanding and consistent application of the principles. (2 points each criteria)

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Content Exam 240 Tutoring Checkpoints

In efforts to support your preparation for residency 1, you will need to have an active 240 tutoring account for this semester. There will be 4 checkpoints to ensure completion of the **math** component of the 391 exam preparation on 240 tutoring. For those of you that are middle school 4-8 you will be completing your content focus.

Check Points Due Dates	391 EC-6/EC-6 Bilingual (Math Component Only) Middle School Content 4-8
September 29	25% Complete
October 13	50% Complete
November 10	75% Complete
December 5	100% Complete

NOTE: If you do **not** meet completion benchmark for any of the checkpoints, you will be asked to create a 240 Tutoring Calendar to help get you back on track for remaining checkpoints.

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Bridging the Fundamental 5 to The Residency Lesson Plan

You will create, implement, and evaluate a lesson plan during the semester. The lesson plan will include detailed sections -**Standards and Learning Objectives, Breaking Apart the Standard, Procedures Planning to Support Varied Student Learning Needs, Identifying and Supporting Academic Language, Assessment to Monitor and Support Student Learning, Materials, Resources** teaching and videotaping one or more of your designed lessons in your assigned Residency I classroom and reflective analysis of your teaching (via video analysis).

Minor Teacher Residency Lesson Plan Rubric

Criteria	0 (Needs Improvement)	1 (Developing)	2 (Proficient)
Standards and Learning Objectives	Objectives clearly align with standards. Objectives are specific, measurable, and SMART. Objectives reflect deep understanding and complexity.	Objectives somewhat align with standards. Objectives are somewhat specific and measurable. Some evidence of higher-order thinking skills.	Objectives do not align with standards or are unclear. Objectives are vague or not measurable. Little evidence of higher-order thinking skills.
Breaking Apart the Standard	Thoroughly breaks down the standard into components. Analysis is insightful, detailed, and relevant. Clear connection to instructional planning.	Partially breaks down the standard. Analysis is somewhat clear and relevant. Some connection to instructional planning.	Does not accurately break down the standard. Analysis lacks depth or relevance. Limited or no connection to instructional planning.
Procedures (Lesson Open, Activity, Lesson Close)	Open effectively engages students and sets clear purpose. Activity clearly aligns with objectives and standards. Close effectively summarizes key concepts and encourages reflection.	Open somewhat engages students and establishes purpose. Activity somewhat aligns with objectives. Close somewhat summarizes key concepts.	Open lacks engagement and clarity of purpose. Activity lacks alignment with objectives. Close does not summarize key concepts effectively.
Planning to Support Varied Student Learning Needs	Clear and effective differentiation strategies evident. Comprehensive consideration for diverse learner needs. UDL principles well-incorporated for accessibility.	Some differentiation strategies are evident. Some consideration for diverse learner needs. Some incorporation of UDL principles.	Minimal differentiation strategies evident. Little consideration for diverse learner needs. UDL principles not evident.
Identifying and Supporting Academic Language	Clear and aligned language objectives. Effective support strategies for academic language. Strong development of discipline-specific language.	Language objectives are somewhat clear and aligned. Some support strategies for academic language. Some development of discipline-specific language.	Language objectives unclear or not aligned. Minimal support strategies for academic language. Little development of discipline-specific language.

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Assessment to Monitor and Support Student Learning	Effective formative assessment strategies used. Summative assessment clearly aligned with objectives. Timely, specific, and constructive feedback provided.	Some formative assessment strategies used. Summative assessment somewhat aligned with objectives. Some timely and constructive feedback provided.	Formative assessment lacking or ineffective. Summative assessment lacks alignment with objectives. Feedback is minimal, delayed, or not constructive.
Materials and Resources	Materials are current, accurate, and highly relevant. Wide variety and accessibility of resources. Technology is effectively integrated to enhance learning.	Some materials are current and relevant. Some variety and accessibility of resources. Some effective integration of technology.	Materials are outdated or irrelevant. Limited variety and accessibility of resources. Technology integration lacking or ineffective.
Quality of Contributions during lesson plan Peer feedback	Responses lack depth or originality.	Some responses show depth and original thought.	Responses consistently demonstrate depth, critical thinking, and original insights.
Interaction with Peers during lesson plan peer feedback	Rarely interacts with classmates during peer review, and did not contribute to peer lesson plan.	Some interaction with classmates during peer lesson plan review, rarely contributed to peer lesson plan.	Actively interacts with classmates during peer lesson plan review, and provides constructive feedback.
Professionalism and Respect during lesson plan Peer feedback	Demonstrates unprofessional behavior or disrespect.	Generally respectful and professional demeanor.	Consistently shows respect and professionalism in interactions.

Scoring:

(Needs Improvement): Represents minimal or inadequate fulfillment of criteria. (2 points each criteria)

(Developing): Represents satisfactory fulfillment of criteria. (5 points each criteria)

(Proficient): Represents excellent fulfillment of criteria. (10 points each criteria)

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Response to Observation and Practice(RtOP)

To help you synthesize your observations during the semester you will be required to submit “Response to Observation/Practice” (RtOP) reflections.

There are 4 necessary components for each of your RtOP reflections.

1. First, **OBSERVE**

There are a series of observation tools that you will be provided that assist you in looking at classroom practice in a purposeful way. When you observe, you will collect data by using each tool to help you make sense of what you are seeing, what it means, and questions that may emerge for you. Additionally, this process will help you with the CONNECT to Standard, Text and Self portion of the RtOP written below. You will attach this completed form with each RtOP and submit it within the required timeline in order to receive credit.

2. Second, **CONNECT to MAT**

In a written response, you will synthesize your five (5) observations by connecting those experiences to the [Miner Assessment Tool-MAT](#). You will connect each observation to one of the following two domains and its dimensions based on the evidence you collected for each.

MAT - (Use only Domain 1 and 2, DO NOT use Domains 3 and 4)

- **Domain 1:Planning**
 - 1.1 Standards & Alignment
 - 1.2 Data & Assessment
 - 1.3 Knowledge of Students
 - 1.4 Activities
- **Domain 2:Instruction**
 - 2.1 Achieving Expectations
 - 2.2 Content Knowledge and Expertise
 - 2.3 Communication
 - 2.4 Differentiation
 - 2.5 Monitor and Adjust

For your RtOP, create the heading: “Connect to MAT,” and in this section, you will need to examine the domains and select one to discuss in light of your observation/practice. How do the domains speak to what you observed, saw, or did? Be specific and give a detailed discussion that thoroughly demonstrates your understanding of the domains you selected. Keep in mind, that you are expected to use both domains 1 and 2 at least once over the course of the semester; however, there is not a particular order you must go in—just make sure you address each of them thoroughly.

3. Third, **CONNECT to Text**

Under the heading: “Connect to Text,” and in this section you will connect your experience to one or more of the course readings. How do the readings speak to what you are observing or doing? What are the contradictions and/or challenges? How do the readings help you understand what you are observing, doing, and/or thinking about? Make sure you properly cite your response in APA or MLA style. No excuses about APA or MLA formatting.

See <http://owl.english.purdue.edu/> for an excellent resource.

4. Fourth, **CONNECT to Self**

Finally, for each RtOP, under the heading: “Connect to Self,” you are expected to connect what you have observed yourself. What are you learning about yourself? What are you learning about teaching elementary, middle, and/or high school? How does this awareness inform your notion of teaching and learning —that is, what it appears to be and what it can be? So, to recap, each RtOP should have the following components with appropriate section headings:

- **Connection to Standard**
- **Connection to Text**
- **Connection to Self**
- **Attached Observation Tool**

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Response to Observation and Practice Reflection Assignment

Category	0(Needs Improvement)	1(Developing)	2(Proficient)
Observation Tools(10)	Observation tools lack any detail and do not document the classroom experience or are missing from the RtOP altogether.	Observation tools are not complete and inadequately documents the classroom experience	Observation tools are complete and fully document the classroom experience details such as quotes, diagrams and other explanations of practice.
Connection to MAT	The connection to the MAT is missing or the connection is not substantiated.	The connection to the standard is weak and not well aligned to the observations.	It is clear that there is a thorough understanding of the MAT as there is a clear and well documented connection based on the classroom observations.
Connection to Text	The connection to text informs the observation and is clearly aligned to the classroom observations.	The connection to text is somewhat addressed; however, it doesn't fully inform the standard and isn't thoroughly aligned to the classroom observation.	The connection to text does not inform the observations.
Connection to Self	The connection to self is clearly tied to classroom observation, the MAT connection is addressed and text to inform what it means to be a teacher	The connection to self is somewhat addressed; however it is not clearly tied to classroom observation, the standard addressed and text to inform what i means to be a teacher	The connection to self is missing altogether or is not related to the observations, MAT, or text.
Mechanics/Sources	There are no grammatical, spelling or punctuation errors. All sources (information and graphics) are accurately documented in desired format.	Very few grammatical, spelling or punctuation errors are present. All sources (information and graphics) are accurately documented, most are in desired format.	Ideas are distracted by too many grammatical, spelling, or punctuation errors. Some sources are documented;however, they are not in desired format or courses are missing altogether.

Scoring:

(Needs Improvement): Represents minimal or inadequate fulfillment of criteria. (5 points each criteria)

(Developing): Represents satisfactory fulfillment of criteria. (10 points each criteria)

(Proficient): Represents excellent fulfillment of criteria. (20 points each criteria)

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Summary of components of course grade

Requirements/Assignments	How many	Weighted Percentage
Weekly Attendance	15	15%
Weekly Participation & Quick Writes	15	10%
Fundamental 5 Video Observations & Reflections	10	15%
The Fundamental 5 Assignments	6	10%
Content Exam 240 Tutoring Checkpoints	4	10%
Bridging the Fundamental 5 to The Residency Lesson Plan	1	20%
Response to Observation & Practice (RtOP) - Final Exam	1	20%
Grade Distribution:	A 90% - 100 % B 80% - 89.9% C 70% - 79.9 % D 60% - 69.9% F 59% and below	

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COURSE CALENDAR - *Please note that this schedule is subject to change and/or to be adjusted*

Fall 2024			
Week	Date	Topic/Activities	Preparation for Next Week
1	Aug 26-30 Face to Face	Welcome! Review Course Syllabus Get to Know You activity Join Google Classroom What are the TEKS? How do I read the TEKS? Cognitive vs. Content Expectations Process of Understanding the TEKS	Purchase Textbook The Fundamental 5 Revisited Read Fundamental 5 Ch 1 Introduction Download TEKS for your grade level/subject area
2	Sept 2-6 Asynchronous	<i>Weekly Attendance & Reflection</i> VIDEO Observation #1: TTESS Observation 4th Grade Reading (Pirate Story)	Activate 240 Tutoring account and complete diagnostic exam Read Fundamental 5 Ch 2 Frame the Lesson <ul style="list-style-type: none"> ● TExES CORE Subjects EC-6(391): Mathematics ● Middle Grades (speak to instructor)
3	Sept 9-13 Zoom Live	TEKS Deep Dive TEKS Exploration Tool from Lead4Ward <i>Weekly Attendance & Reflection</i>	Bring completed lesson frame to analyze next week 240 Tutoring
4	Sept 16-20 Zoom Live	Analyze Lesson Frames Framing the Lesson VIDEO & Application Gradual Release of Responsibility (GRR) Intro <i>Weekly Attendance & Reflection</i>	Read Fundamental 5 Ch 3 Recognize & Reinforce Domain 1: Identify F5 within MAT
5	Sept 23-27 Face to Face	GRR (continued) Essential Questions HOT Questions, Prompts, Cues - Develop HOTs VIDEO Observation #2: The Teaching Channel Higher-Order Questions A Path to Deeper Learning <i>Weekly Attendance & Reflection</i> Checkpoint #1 Due	240 Tutoring Check Point Due Sept 29

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6	Sept 30-Oct 4 Zoom Live	Teaching Emergent Bilingual (EB) Students VIDEO Observation #3: The Teaching Channel Effective Strategies for working with Emergent Bilinguals Domain 1: Identify F5 within MAT <i>Weekly Attendance & Reflection</i>	Read Fundamental 5 Ch 4 Frequent Small Group Purposeful Talk (FSGPT) 240 Tutoring
7	Oct 7-8 Asynchronous	Fundamental 5-Frequent Small Group Purposeful Talk Note Taker <i>Weekly Attendance & Reflection</i> Checkpoint #2 Due VIDEO Observation #4 TTESS Observation Kinder Math	240 Tutoring Check Point Due Oct 13 Domain 2: Identify F5 within MAT
8	Oct 14-18 Asynchronous	FSGPT BME of a Lesson <i>Weekly Attendance & Reflection</i> VIDEO Observation #5 TTESS Observation 5th grade Math or 1st grade Dual Language Arts	Read Fundamental 5 - Ch 5 Critical Writing 240 Tutoring
9	Oct 21-25 Zoom Live	BME Debrief of Video #3 The Fundamental 5 - Ch 5 Critical Writing Writing Critically Deep Dive <i>Weekly Attendance & Reflection</i> Video Observation #6: T-TESS 4th Grade Math (Fractions & Decimals)	240 Tutoring
10	Oct 28-Nov 1 Face to Face	Differentiation Resource Dig (Modifications vs Accommodations, Translanguaging, ELPS, GT) <i>Weekly Attendance & Reflection</i>	240 Tutoring
11	Nov 4-8 Asynchronous	Application of Resource Dig Lead4ward App Lesson Plan Introduction <i>Weekly Attendance & Reflection</i> Checkpoint #3 Due Video Observation #7: T-TESS 7th AVID ELAR	240 Tutoring Check Point Due Nov 10

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12	Nov 11-15 Zoom Live	The Power of Anchor Charts Opening & Closing the Lesson Practice MAT Application/Weekly Attendance & Reflection Video Observation #8: T-TESS 6th grade Math	240 Tutoring Domain 3: Identify F5 within MAT Create your Anchor Chart
13	Nov 18-22 Face To Face	Power Zone Doodle Notes Anchor Chart Showcase Formal & Informal Assessment Video Observation #9: The Teaching Channel Mr. Knoll's Literature Circles Video Observation #10: The Teaching Channel Classroom Management Weekly Attendance & Reflection	240 Tutoring Read Fundamental 5 - Ch 6 Work in the Power
14	Nov 25-29 Zoom Live	Rough Draft Lesson Plan Review RtOP Introduction Weekly Attendance & Reflection Video Observation #11 (Extra Credit): TTESS-Middle School Mariachi	240 Tutoring Lesson Plan
15	Dec 2-6 Zoom Live	Completion of Field-based Observation Record Sheet Submit Final Lesson Plan Checkpoint #4 Due Weekly Attendance & Reflection	240 Tutoring Checkpoint #4 Due May 5 Finalize your Lesson Plan
16	Dec 9-13 Asynchronous	End of Course Reflections How has this course prepared me to be a better teacher? How has it strengthened my teaching during residency? Weekly Attendance & Reflection	Analysis of F5 in Lesson Plan Final- Written Reflection for RtOP Register for State Exams

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STUDENT LEARNING OBJECTIVES, OUTCOMES, and SBEC Standards

Student will:	Assessments	<u>SBEC Standards</u>
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;	Reading Reflections Quick Writes/Written Closure Reflections POP Cycle Aligned lesson plans and reflections	Standard 6 --Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. A-D
Outline how class, race, and gender are related to learning at school and outside the school	Reading Reflections Quick Writes/Written Closure Reflections The Fundamental 5 observations and reflections POP Cycle Aligned lesson plans and reflections	Standard 2 --Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. A
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 the elementary classroom;	Reading Reflections Quick Writes/Written Closure Reflection POP Cycle Aligned lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections RtOP	Standard 2 --Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. A-C
Identify the components of learning environments, classroom interactions and educational activities in which children's diversity, cultural assets and individual differences are respected;	Reading Reflections Quick Writes/Written Closure Reflections POP Cycle Aligned lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections RtOP	Standard 4 --Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. A-D
Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	POP Cycle Aligned lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections RtOP	Standard 1 --Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. A-D

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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.