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

TED 5320
ACP Student Teaching Residency I
Fall 2021
August 11 - December 15

Instructor: Jessica Pussman

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COURSE DELIVERY

Zoom Online, Synchronous Meetings: **Wednesdays @ 10:15 - 11:45am**

In the event that a seminar class is cancelled, an updated cancellation notice will be sent accordingly. Please make sure you are checking your UTEP email daily to ensure that you do not miss important updates.

COURSE DESCRIPTION (3 credit hours)

Students complete their first semester of student teaching in an assigned classroom (resident apprentice) or hired (resident intern) in a local elementary, middle, or high school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom four full days a week for 15 weeks for resident apprentices and 5 days a week for resident interns.

PREREQUISITE

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

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of 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

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 at least 75 school/classroom field hours;
- Demonstrate knowledge of 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

- o [Miner Teacher Residency ACP Handbook](#)
- o Selected Chapters, Journal articles, other publications and readings via websites.
- o [Texas Essential Knowledge and Skills (TEKS)](#) for different grade levels/content matter. The TEKS can be found in the Texas Education Agency (TEA) website
- o [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.
- o **Additional readings and/or activities** will be sent via email or links put in chat box via Zoom class.

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(camera on). In the event of excessive absences, as specified in the MTR Handbook, a Performance Improvement Plan 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:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Engaging in professional discussions with your peers (verbal, chat box, tool driven, etc.)
- o Completing all module activities (assignments, quizzes, etc.)
- o Completing all assignments (EPOP reflections, submitting of POP Cycle documentation, Pre-conferences/Post-conferences, etc.)

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TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through Zoom and possibly the Blackboard learning management system (LMS). Ensure your UTEP e-mail 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 and Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Google tools, Flipgrid, Blackboard, 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 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

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 writer(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.

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ACCOMMODATIONS POLICY
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services.

COVID-19 INFORMATION AND ACCOMMODATIONS

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe.   If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at **jpussman@utep.edu**. My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course. *The UTEP Health Services Center does offer Covid-19 testing for UTEP students. COVID-19 Vaccinations are offered 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. These were presented during PD Week. Be sure to follow these procedures and keep your Mentor Teacher and Site Coordinator informed of any concerns.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as 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 visit HOOP: Student Conduct and Discipline.

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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 services 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

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.

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Changes to the syllabus

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

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 with the Site Coordinator early in the semester.

- o **P**re-Conference
  Student will submit lesson plans to Mentor Teacher and Site Coordinator 48 hours prior to the scheduled Pre-Conference.
  1. Prepare necessary documents for the conference:
     1. Lesson plan with aligned state standards
     2. Assessment sample
     3. Student Achievement Chart (SAC) with proficiency levels notated
     4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
     5. Student Perception Survey (SPS) for POP Cycles 2 – 4 only
- o **O**bservation
  a. Residents will implement the lesson with the suggestions made by the MT and SC.
  b. Capture the instructional event via video (Swivl devices may be borrowed from the College of Ed and used in conjunction with the Swivl app). *Collaboration with your MT may be necessary for this.
  c. Upload the video within 24 hours of the observation
  d. Review the lesson and gather evidence for reinforcement and refinement based on domains in the Miner Assessment Tool
- o **P**ost Conference
  a. Within 48 hours of the observation, attend post conference with SC.
  b. Prepare necessary documents for the post-conference
     1. Student Achievement Chart (SAC)
     2. Student Assessment Samples
     3. Analysis of video – lesson delivery – with identified reinforcement and refinement areas based on domains in the Miner Assessment Tool.

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Walk-throughs

In addition to the two formal POP Cycles, four informal observations per semester will be conducted by the 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 Teacher 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 Reflection portion for the Resident to complete via EPOP after each of the four observations. The completion and quality of these reflections will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria 4.2.3: Reflection)

Student Perception Survey

Residents will administer a Student Perception Survey (pre/post-test format) in their field placement, with the pre-survey happening at the beginning of September and the post-survey at the beginning of April. Based on data gleaned from this survey, Residents will develop an intervention to be implemented during the school year.

Mentor Teacher Evaluation

Your Mentor Teacher will complete an assessment of your progress and professionalism (as per the UTEP MAT-Domain 4) every month. This evaluation will focus on the resident's ability to exhibit professional behavior in all actions, settings, interactions, and communications. It is the resident's responsibility to notify and remind their mentor teacher to complete it in the UTEP student portal (EPOP). *It is your responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator.*

Online Discussions

Using the Zoom platform, you will participate in whole class and small group online discussions for topics and questions that arise throughout the semester. Details will be provided on Zoom.

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S – Satisfactory
U – Unsatisfactory

You are preparing to be a Texas certified elementary or secondary teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of your Student Teaching Residency I course, Residents are assigned a grade of Satisfactory 'S' or Unsatisfactory 'U'. No letter grade is assigned, and this course grade does not impact your overall GPA. In order to pass Student Teaching Residency I, 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 #2, Residents must have scored at least a 2 ("Developing") on each of the Miner Assessment Tool indicators.

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

If a Resident does not meet this performance standard ("2- Developing" on all indicators), s/he will not advance to the second semester of the Student Teaching Residency Program (i.e. Residency II).

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

Summary of components of course grade

Requirements/Assignments	
Attendance (seminar course and other meetings)	18
POP Cycles	2 or 3
Walkthroughs	4
Walkthrough Reflections	4
Student Perception Survey (Pre-Assessment and Intervention plan)	2
Mentor Teacher Evaluations	4
Discussions: Zoom chats/breakout rooms (amount may change)	10-18
Other Assignments (quizzes, Look for(s), etc.)	TBA
*Meet these **minimum** requirements in order to obtain an S*	S

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COURSE CALENDAR - *Subject to Change*

TED 5320 - Miner Teacher Residency Seminar Course				
Fall 2021/Semester 1				
Week	*Date*	*Lesson Frame*	*Topic/Activities*	*Homework for Next Week*
1	Aug 11	How can we create a "safe" learning environment? How do we build knowledge of students?	Introductions and Review of Syllabus, Walkthroughs, POP Timeline, Co-teaching Strategies	Bring your student roster from 1 class period to class next week. **Note students who are 504, SPED, EL, or GT.** **Read**: ACP Handbook **Read:** MAT Domain 4: Professional Awareness and Responsibilities Miner Assessment Tool
2	Aug 18	What are some priorities of co-teaching with my mentor teacher and what are some ways I can maximize my learning time from co-teaching with him/her?	Discuss sub pops Co-teaching with sub pops in mind	**Read**: MAT 3.1 - 3.3 Miner Assessment Tool **Read:** EdTPA Lesson Plan Templates(Save your content area template for your use)
3	Aug 25	What does it mean to move from a teacher-centered to student-centered classroom?	MAT 3.1-3.3 EdTPA Lesson Plan Overview	**Read:** MAT 1.1 - 1.4 Miner Assessment Tool **Read:** POP Cycle Packet
4	Sept 1	How can you make learning relevant for students?	Standards Breakdown/SAC MAT 1.1 - 1.4 EdTPA Lesson Plan	**Read:** MAT 2.1 - 2.5 Miner Assessment Tool **Read**: SPS Overview **Begin** collection of writing samples for at least 2 of your EBs(intermediate and advanced) **Homework** you will bring samples(at least 4 pieces of writing) to our September 18 Professional Learning Session
5	Sept 8 POP 1	What does "student engagement" look like? sound like?	MAT 2.1-2.5 EdTPA Lesson Plan Engagement Strategies	Planning for POP #1

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6	Sept 15 POP 1	How can you collect actionable data on students before, during, and after a lesson?	POP: Pre-Conference (Video) Checks for Understanding	Planning for POP #1
7	Sept 22 POP 1	What does it mean to be a reflective practitioner?	POP: Post-Conference (Video)	Planning for POP #1
8	Sept 29 POP 1		POP 2 Preparation Focus on Reinforcement	
9	Oct 6		**District Intersession** **Bring** *a lesson plan and related artifacts where explicit vocabulary instruction was given along with the Content Language Objectives(CLO) & Reflect* **Homework***: Attend to sentence frames to support the CLO*	
10	Oct 13			
11	Oct 20	How will we engage ALL students with relevant, meaningful learning?	Content Language Objectives and sentence frames/ structures to support EBs	Include CLO and structures in POP cycle 2
12	Oct 27		POP #2: Data-Driven Lesson POP Peers	Peer Run-Throughs Planning for POP #2
13	Nov 3		POP #2: Data-Driven Lesson POP Peers	Peer Run-Throughs Planning for POP #2
14	Nov 10 POP 2		Reflect on POP #2 Data Goal-Setting Semester 2	Peer Run-Throughs Planning for POP #2 **Bring** lesson plans and student artifacts that illustrate your CLOs to our next class. **Homework**: collect writing samples from your focal EB students
15	Nov 17 POP 2		Refining CLOs with attention to vocabulary, sentence frames and comprehensible input	
16	Nov 24	Thanksgiving Holiday- Enjoy your break!		
17	Dec 1 POP 2		POP 1 and POP 2 Self Reflection	**Bring** focal students writing samples to our next class.

				Homework: implement language instruction based on writing sample assessment.
18	Dec 8		Use TELPAS writing rubric to evaluate focal students writing and plan for spring writing strategies	
19	Dec 15		Goal Setting for Spring Semester	Make-Up Residency Days

STUDENT LEARNING OUTCOMES

Student will:	Assessments
● Demonstrate completion of 75 school/classroom field hours	● Documentation through ○ EPOP attendance ○ Campus Sign In
● Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	● Discussions ● Walk-throughs ● POP Cycles
● Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in elementary/secondary classroom;	● Discussion ● Walk-throughs ● POP Cycles ● Reflections

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.

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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