

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

TED 5320 CRN: 26185
ACP Student Teaching Residency I
Spring 2023- Cohort VI
January 9, 2023 - May 29, 2023

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COURSE DELIVERY

Zoom Online, Synchronous Meetings: **Mondays @ 4:00pm - 5:30pm**

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

COURSE DESCRIPTION (3 credit hours)

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

PREREQUISITE

Program requires acceptance into EPP/Miner Teacher Residency 1 Program; Departmental Approval

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

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

- [Miner Teacher Residency ACP Handbook](#)
- Selected Chapters, Journal articles, other publications and readings via websites.
- [Texas Essential Knowledge and Skills \(TEKS\)](#) for different grade levels/content matter. The TEKS can be found on 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 and/or activities** will be sent via email or links shared 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 with **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 primarily an online course, attendance will be determined by class participation online. Participation is determined by completion of the following activities:

- Reading/viewing all course materials to ensure your understanding of assignment requirements (ask for clarification when needed)
- Engaging in professional discussions with your peers (verbal, chat box, tool driven, etc.)
- Completing all module activities (assignments, quizzes, etc.)
- Completing all assignments (POP scoring and reflections, submitting POP Cycle documentation, Pre-conferences/Post-conferences 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 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; 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 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

NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any/all postings.
- o Respect and courtesy must be provided to classmates and your instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a Face to Face situation.
- o Zoom meetings are set to not be publicly accessible; all postings to it should be considered private and confidential. Information posted via online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the author(s).

LATE WORK POLICY

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

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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

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 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](#).

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 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.

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- [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 is posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources, or let me know, and I will be happy to help you find the support you need. You are not alone.

CHANGES TO THIS SYLLABUS

I strive for responsive teaching in my courses— to adjust to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and 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 (3 for Interns (hired, teachers of record)) with the Site Coordinator early in the semester. Refer to the [POP Packet](#) for more details.

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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 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 Residency I and the post-survey at the beginning 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 of Residency I and Residency II. Detailed information will be given during residency seminar.

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 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.

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MTAP (Miner Teacher Assessment Portfolio)

1. **Four T-TESS-aligned POP Cycles** (T-TESS Observations with pre- and post-conferences): [POP Cycle Packet](#) [completed by residents]
 - POP Cycles take place in September, November, February, and April
 - Candidates complete in-depth lesson plan and video-record lesson implementation
 - Candidates complete self-reflection commentary on video as part of the POP Cycle
 - Site Coordinators provide one-on-one coaching to candidates as part of the pre- and post-conference
 - Benchmarks
 - Candidates must achieve at least a “2” on all domains/dimensions of the [Miner Assessment Tool](#) (based on T-TESS) by end of semester 1
 - Candidates 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** – Candidates 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** – Candidates 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.

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 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 Residency I, however, the Resident must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #2, Residents must have scored at least a 2 (“Developing”) on each of the Miner Assessment Tool dimensions to include Domain 4 assessed by your mentor teacher.

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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 (“2- Developing” on all dimensions), s/he will not advance to the second semester of the 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)	16
POP Cycles	2/3
Walkthroughs	4
<i>Walkthrough Reflections</i>	4
Student Perception Survey (Pre-Assessment and Intervention plan)	2
Mentor Teacher Evaluations (Domain 4 of MAT)	2
Discussions: Zoom chats/breakout rooms/weekly reflections (amount may change)	16
Residency 1 Reflection - MTAP Requirement	1
<i>Meet these minimum requirements in order to earn an S</i>	S

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

TED 5320 - Miner Teacher Residency Seminar Course Cohort VI			
Spring 2023/Residency Semester 1			
Week	Date	Topic/Activities	Homework for Next Week
1	Jan 9	Get acquainted with school and class rituals, routines, and expectations. Begin getting to know students and what motivates them. Introductions and Review of Syllabus, Handbook, and Walkthrough expectations/schedule	Read: Syllabus and ACP Handbook
2	Jan 16 Asynch/Holiday	Introductions and Review of Walkthroughs, POP Timeline, Co-teaching Strategies	Access, Save, and Review: POP Packet

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3	Jan 23	PPR Exam session with Haley Richardson (Zoom)	Read: MAT 3.1 - 3.3 and Domain 4: Professional Awareness and Responsibilities Miner Assessment Tool
4	Jan 30	MAT 3.1-3.3 and Domain 4 Framing The Lesson - Fundamental 5	Read: MAT 1.1 - 1.4 Miner Assessment Tool Read: POP Packet
5	Feb 6 Planning for POP 1	Standards Breakdown/SAC MAT 1.1 - 1.4 POP Packet Lesson Plan	Read: MAT 2.1 - 2.5 Miner Assessment Tool
6	Feb 13 POP 1	MAT 2.1-2.5 Engagement Strategies POP: Pre-Conference (Video)	Planning for POP #1
7	Feb 20 POP 1	POP: Post-Conference (Video) Special Session: Best Practices for a Positive Classroom Culture	Planning for POP #1
8	Feb 27 POP 1	Work in the Powerzone - The Fundamental 5	Planning for POP #1
9	March 6	District Intersession	
10	March 13	<i>Homework: Prepare, collect artifacts requested during December Professional Learning Session (Working with Emergent Bilingual students)</i> <i>PPR/Content Exam Preparation</i>	
11	March 20	Frequent, Small Group, Purposeful Talk About The Learning - Fundamental 5	Next Steps from POP 1 - Revisit R+ and R-
12	March 27 Planning for POP 2	Content Language Objectives and sentence frames/ structures to support EBs POP #2: Data-Driven Lesson POP Peers	Peer Discussion on POP 1 What will you be doing differently Planning for POP #2?
13	April 3 Planning for POP 2	Walkthrough 4 Recorded Walkthrough during seminar	Based on your refinement area from either POP 1 or POP 2 you will record a 6 minute segment showing how you are addressing your refinement area.

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14	April 10 POP 2 Window Opens	Recognize and Reinforce - Fundamental 5 Reflect on POP #2 Data Goal-Setting Semester 2	
15	April 17 POP 2	Refining CLOs with attention to vocabulary, sentence frames and comprehensible input	
16	April 24 POP 2	Write Critically - Fundamental 5 POP 1 and POP 2 Self Reflection	
17	May 1 POP 2	What is the action research project we will engage in during residency 2?	SPS brief overview
18	May 8 POP 2	SPS Deep Dive Steps and timeline	Identify which strategies you will incorporate for the fall
19	May 15	Goal setting for Residency II Miner Assessment Tool - Fundamental 5 Crossover	How will you incorporate The Fundamental 5 to enhance your instruction and student learning?
20	May 22	Residency 1 MTAP Requirement Due Strategy Share Out for Semester	You will be prepared to share a strategy that worked really well in your classroom. Be prepared to share the strategy, show student work examples, and the positive outcome on student learning.
21	May 29	Strategy Share Out for Semester	You will be prepared to share a strategy that worked really well in your classroom. Be prepared to share the strategy, show student work examples, and the positive outcome on student learning.

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STUDENT LEARNING OUTCOMES

Student will:	Assessments
<ul style="list-style-type: none"> ● Demonstrate completion of 75 school/classroom field hours 	<ul style="list-style-type: none"> ● Documentation through <ul style="list-style-type: none"> ● EPOP attendance ● Campus Sign In
<ul style="list-style-type: none"> ● Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification; 	<ul style="list-style-type: none"> ● Discussions ● Walk-throughs ● POP Cycles
<ul style="list-style-type: none"> ● Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in elementary/secondary classroom 	<ul style="list-style-type: none"> ● Discussion ● Walk-throughs ● POP Cycles ● Reflections ● MTAP

TExES: Texas Examinations of Educator Standards

TExES Standards Incorporation: Class activities and assignments use best practice methodologies that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practices while also providing pre-service teachers insight into questions that may appear on TExES.

**TExES Elementary Professional Development Standards
(Pedagogy and Professional Responsibilities Standards, EC Grade-12)**

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. Students, Content and Pedagogy, Selection of Instructional Goals and Objectives Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

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* **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to 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 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>