Course Syllabus
Department of Educational Psychology and Special Services
College of Education, University of Texas at El Paso

I.	Course Prefix and Number	SPED 4393
II.	Title	Special Education Student Teaching Residency I
III.	Credit Hours	3 credit hours
IV.	Course Dates	August 2nd - December 17th (Following SISD Calendar)
V.	Residency Schedule	Monday, Tuesday, Thursday, Friday during required hours for teachers (shadowing mentor teacher)
VI.	Seminar Schedule	Week 1 to 3: Tuesdays from 4:30-6pm Week 4 and beyond: TBD
VII.	Instructor and Contact Information	Kristopher Yeager, Ph.D. khyeager@utep.edu (971) 678-7512
VIII.	In Person or Virtual Office Hours	By appointment in EDU Room 704 or on Zoom
IX.	Prerequisites	Acceptance into EPP, Department Approval
X.	Rationale for the Course	This course will provide coaching, mentoring, and support during the Residency I experience. Residents are assigned to a primary or secondary special educator where they complete four days of student teaching per week for the semester. In addition to fieldwork, residents will participate in group seminar meetings and one-on-one meetings with their assigned instructor.
XI.	Course Description	Residents complete their first semester of student teaching with an assigned special educator in a local school. Field work consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Residents are in their assigned classroom for four full days per week.
XII.	Objectives	1. Residents will participate in four full days per week at an assigned school site, co-planning and co-teaching with a mentor teacher (MT; with no more than two approved absences).

		2. Residents will participate in a one-and a half-hour seminar once a week with the site coordinator (SC) and other residents (with no more than two approved absences).
		3. Residents will address feedback from their site coordinator (SC) from two to three 15-30-minute unplanned Walkthrough Observations throughout the semester.
		4. Residents will address monthly feedback from their mentor teacher (MT) related to the Professional Awareness and Responsibilities component of the Miner Assessment Tool (MAT).
		5. Residents will identify and address student feedback using the Student Perception Survey (SPS).
		6. Residents will score a 2 (Developing) on three domains (i.e., Planning, Instruction, Learning Environment) of the MAT during SC-led POP (Pre-Observation, Observation, Post-Observation) Cycles to be held twice during the semester.
XIII.	**Council for Exceptional Children (CEC) Initial Preparation Standards**	Standard 1: Learner Development and Individual Learning Differences • Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities Standard 2: Learning Environments • Beginning special education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination Standard 3: Curricular Content Knowledge • Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities Standard 4: Assessment • Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions Standard 5: Instructional Planning and. Strategies • Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities Standard 6: Professional Learning and Ethical Practice • Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special

		education practice, engage in lifelong learning, and to advance the profession
		Standard 7: Collaboration
		• Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences
XIV.	**TeXes Special Education EC-12 Standards**	Standard I: The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
		Standard II: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
		Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
		Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
		Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
		Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
		Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
		Standard VIII: The special education teacher understands assistive technology as defined by state and federal regulations.
		Standard IX: The special education teacher understands and applies knowledge of transition issues and procedures across the life span
		Standard X: The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
		Standard XI: The special education teacher promotes students' performance in English language arts and reading
		Standard XII: The special education teacher promotes students' performance in mathematics.

XV.	**edTPA Special Education Standards**	Planning Task 1: Planning for Instruction and Assessment • Rubric 1: Planning for Alignment and Development of Knowledge and Skills • Rubric 2: Planning Challenge and Support for the Focus Learner • Rubric 3: Justification of Instruction and Support • Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication • Rubric 5: Planning Assessments to Monitor and Support Learning Instruction Task 2: Instructing and Engaging the Focus Learner • Rubric 6: Learning Environment • Rubric 7: Engaging the Focus Learner • Rubric 8: Deepening Learning • Rubric 9: Supporting Teaching and Learning • Rubric 10: Analyzing Teaching Effectiveness Assessment Task 3: Assessing Learning • Rubric 11: Analyzing the Focus Learner's Performance • Rubric 12: Using Feedback to Guide Further Learning • Rubric 13: Learner Understanding and Use of Feedback • Rubric 14: Explaining the Focus Learner's Use of Communication • Rubric 15: Using Assessment to Inform Instruction

XVI. Learning Opportunities

Seminars

During weekly seminars, residents will have an opportunity to collaborate with their SC and fellow residents to (a) gain critical knowledge about special education and culturally responsive pedagogy, (b) practice skills for planning, teaching, and assessment, (c) prepare for and reflect on POP cycles, Walkthroughs, the Student Perception Survey, and MT evaluations, and (d) develop a strong community of reflective, collaborative, and empowering teacher-leaders.

POP Cycles

Completion of POP Cycles involves several steps with deadlines (see POP Cycle Packet for more information). The resident is expected to complete each step and provide the SC with the necessary deliverables (e.g., lesson plan, assessment, materials) by the identified due date. Residents will schedule 2 POP Cycles with the SC early in the semester.

Pre-Conference
• Submit materials to MT and SC 48 hours prior to the scheduled Pre-Conference.
   o Prepare necessary documents for the conference:
      ▪ Lesson plan with aligned state standards
      ▪ Assessment sample
      ▪ Student Achievement Chart (SAC) with proficiency levels
      ▪ Lesson Materials (i.e., texts, manipulatives, links to websites, videos)
      ▪ Review Student Perception Survey (SPS) for POP Cycle #2
• Meet with SC to discuss planned lesson and receive feedback.

Observation
- Resident will implement the 45-90-minute lesson with the suggestions made by the MT and SC.
- Capture the instructional event on video
- Upload the video to Blackboard within 24 hours of the observation
- Review the lesson and gather evidence for reinforcement and refinement based on domains in the Miner Assessment Tool (MAT)

Post-Conference
- Within 48 hours of the observation, attend post-conference with SC.
- Prepare necessary documents for the conference
  - Self-analysis of lesson video with reinforcement and refinement areas based on domains in the MAT
  - Student Assessment Samples and updated Student Achievement Chart (SAC)

Resident and SC will develop a Professional Improvement Plan (PIP) if resident scores a 1 in multiple Domains of the MAT during POP Cycle 1.

Resident will have the opportunity to complete one additional POP Cycle before Winter Break if resident scores a 1 in any Domain of the MAT during POP Cycle 2.

Walkthroughs

In addition to the two formal POP Cycles, two to three informal observations per semester will be conducted by the Site Coordinator (SC). Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into you 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 SC.
- Residents do not need to prepare for the visit. The SC will capture whatever is happening at the time in the classroom and will give the resident feedback and an opportunity to reflect.
- The SC will complete the Walkthrough Form and upload it online to make it accessible to the resident.
- The resident is expected to meet with the SC after each walkthrough to receive feedback, coaching, and support.
- The Walkthrough Form will have a Reflection portion for the resident to complete after each observation. 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)
- Resident and SC will develop a Professional Improvement Plan (PIP) if resident scores a 1 in any Domain on the MAT during Walkthrough 2.

Student Perception Survey

Residents will administer a Student Perception Survey (SPS; pre/post-test format) in their field placement, with the pre-survey happening by the end of October, and the post-survey by the end of April. Based on data gleaned from this survey, residents will develop an intervention to implement during the semester.

Mentor Teacher Evaluation

Your Mentor Teacher will periodically complete an assessment of your progress and professionalism (as per the UTEP MAT-Domain 4). This evaluation will be focused 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 MT to complete it in the UTEP student portal. It is your responsibility to remind your Mentor Teacher to complete this form as scheduled by your Site Coordinator. Resident and SC will develop a Professional Improvement Plan (PIP) if resident scores a 2 or below on any mentor teacher evaluations later than October 18th.

XVII: Grade Scale

S – Satisfactory
U – Unsatisfactory

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 approved and unapproved 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 (MAT) 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), they 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 requirements, including Seminars, Student Perception Surveys, and Walkthroughs to pass this course.

XVIII. Materials

- Individuals with Disabilities Education Improvement Act (IDEIA) Language
    - https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii
- Texas Education Agency (TEA) Special Education
    - https://tea.texas.gov/academics/special-student-populations/special-education
- Texas Essential Knowledge and Skills (TEKS) for Different Grade Levels of Subject Matter
    - http://www.tea.state.tx.us/index2.aspx?id=6148
- TEA Educator Testing (EC-6, PPR, Special Education, etc.)
    - https://tea.texas.gov/texas-educators/certification/educator-testing
- High Leverage Practices in Special Education
    - https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf
- edTPA Making Good Decisions in Special Education
    - https://www.edtpa.com/Content/Docs/edTPAMGC_SE.pdf
- Introduction to Special Education: Content Acquisition Podcasts (CAPS)
    - https://vimeo.com/channels/550360/videos
- Free Progress Monitoring Tools: EasyCBM
    - https://www.easycbm.com/
- Free Intervention and Assessment Materials
    - https://www.interventioncentral.org/
- Free Explicit Instruction Materials
    - https://explicitinstruction.org/

XIX. UTEP Services

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services at (915)747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at https://www.utep.edu/student-affairs/counsel/counseling-services/

Help Desk and Blackboard Support: 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. You can email them at helpdesk@utep.edu

Military Student Success Center: UTEP provides dedicated staff (many of whom are veterans and students) to help students in any branch of the service to reach their educational goals. To learn more contact them at mssc@utep.edu, (915) 747-5342, or visit their website at https://www.utep.edu/student-affairs/mssc/

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at https://www.utep.edu/mlc/ or www.utep.edu/uwc.

XX. Schedule

Date	Learning Opportunity
8/3 from 4:30pm-6pm	Seminar 1
8/10 from 4:30pm-6pm	Seminar 2
8/17 from 4:30pm-6pm	Seminar 3
TBD (weekly, 60 to 90 min.)	Seminar 4-17
8/23-8/27	Walkthrough 1
9/6	Labor Day Holiday
9/20-10/1	POP Cycle 1
10/4-10/15	Fall Break
10/18	Staff Development Day
11/1-11/5	Walkthrough 2

11/11	Veteran's Day
11/22-11/26	Thanksgiving
11/29-12/10	POP Cycle 2
12/17 (early release)-12/31	Winter Break