

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

**ELED 4390 CRN: 27781;27788**

Student Teaching Residency II

Fall 2023

August 8, 2023 - December 19, 2023

**Instructor:** Lori Connorton **E-mail:** lbconnorton@utep.edu **Cell:** 915-799-5850

**COURSE DELIVERY**

**Weekly Seminars:** Zoom Online: Tuesday @ 4:15 pm - 5:45 pm

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.

**PREREQUISITE**

Successful completion of Student Teaching Residency 1 course and MIner Teacher Residency program requirements.

**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 in a placement that aligns with the certification being sought;

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- 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 **240 Tutoring monthly subscription** \_ \$20.00 per semester with coupon code
- o [Miner Teacher Residency Handbook](#)  
Selected Chapters, Journal articles, other publications and readings on websites.
- o [Texas Essential Knowledge and Skills \(TEKS\)](#) for different grade levels or subject matter.
- o [Lead4Ward](#)
- o [English Language Proficiency Standards](#)
- o [Chapter 89: Adaptations for Special Populations Subchapter BB](#): Commissioner's Rules Concerning State Plan for Educating English Language Learners
- 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 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 while on zoom**. 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:

- o Reading/viewing all course materials to ensure your understanding of assignment requirements (ask for clarification when needed)
- 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 (POP scoring and reflections, submitting POP Cycle documentation, Pre-conferences/Post-conferences participation, etc.)

### TECHNOLOGY REQUIREMENTS

Course content may be delivered 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.

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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](mailto:helpdesk@utep.edu)

### NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any/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 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.](#)

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### 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.
- [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

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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 will schedule 2 POP Cycles with the Site Coordinator. Refer to [POP Cycle Packet](#) for more details.

#### **Walk-throughs**

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

- Walkthroughs will not be scheduled, but the Resident will be provided a two-week window of when they may expect a 10-15 minute observation by their Site Coordinator.

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- 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 the first weeks of October-November, and the post-survey by the end of April. Based on data gleaned from this survey, Residents will develop an intervention to be implemented during the semester.

Date	Spring Start Residents
September 1 - September 29	Window for Administering the Student Perception Survey ( <b>Pre-Survey</b> )
October 2 - October 18	<u>Analyze the results</u> of the SPS and <b>complete Part 1</b> of the SPS Packet
October 19 - December 1	<u>Conduct Interventions</u> and <b>complete Part 2</b> of the SPS Packet
December 4 - December 8	Window for Administering the Student Perception Survey ( <b>Post-Survey</b> )
December 11 - December 20	<u>Analyze the results</u> of the SPS and <b>complete Part 3</b> of the SPS Packet

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## Mentor Teacher Evaluations

Your Mentor Teacher will complete quarterly assessments of your pedagogical and professional progress (*as per the UTEP [MAT Domain 1-4](#)*). This evaluation will be focused on the resident's ability to plan and deliver content specific lessons with integration of a positive classroom culture. To include professional behavior in all actions, settings, interactions, and communications in and outside the classroom. *Mentor Teacher will complete this form during formal resident observations, twice per semester and as scheduled with resident and Site Coordinator*

## 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.

## MTAP (Minor Teacher Assessment Portfolio)

1. **Four T-TESS-aligned POP Cycles** (T-TESS Observations with pre- and post-conferences): [POP Cycle Packet](#) [completed by residents]
  - 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 [MAT](#) 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 [MAT](#) 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

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*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 for both District and UTEP purposes.
- The Resident has prepared (Resume and Cover Letter) and attended the District Job Fair.
- The Resident has administered the Student Perception Survey to their classroom students, analyzed pre and post data, implemented interventions, and provided a complete SPS reflection to Site Coordinator (Completed part 1-3).
- By POP Cycle #4, Residents must have scored at least a 3 ("Proficient") on each of the Miner Assessment Tool indicators, Domains 1-4.

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.

### **240 Tutoring Hours/ State Certification Exams**

Teacher residents are responsible for keeping an active 240 tutoring account. Teacher residents are to set aside time and follow their designed study plan to complete 240 tutoring modules and practice exams before requesting the university to clear them for registration to take any state exams. The Miner Teacher Residency allows teacher residents to take their TExES certification exams while enrolled in the Residency. It is recommended that you follow the timeline provided by the university to prepare for testing. Please contact Lluvia Parral, Program Coordinator, for information about assessment and study resources.

*Lluvia can be reached in the following ways:*

**Email:** [lnparral@utep.edu](mailto:lnparral@utep.edu)

**Phone:** 915-747-5512

**Office:** EDUC 412



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Schedule an appointment [here](#).

**Summary of components of course grade**

Requirements/Assignments	
<b>Attendance</b> (seminar course and other meetings)	17
<b>POP Cycles</b>	2
<b>Walkthroughs</b>	4
<i>Walkthrough Reflections</i>	4
<b>Student Perception Survey</b> (Pre-Assessment and Intervention plan)	2
<b>Mentor Teacher Evaluations</b> (Domain 4 of MAT)	2
<b>Discussions: Zoom chats/breakout rooms/weekly reflections</b> (amount may change)	17
<i>Meet these minimum requirements in order to earn an S</i>	<b>S</b>

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

Miner Teacher Residency Seminar Course			
Spring 2023/Residency Semester 1			
Week	Date	Topic/Activities	Homework for Next Week
1	Aug 8	Weekly Reflection  Share highlights/accomplishments over the summer. Share 3 things that you and your MT did the first week of school to establish rules/routines, gain knowledge of students and games/activities completed with the students to build a classroom community.  Discuss walkthroughs, new POP cycles to include MT and discuss exams.	<b>Read:</b> Syllabus and MTR Handbook
2	Aug 15	Weekly Reflection  Classmate Check In  Time Management Strategies slide deck to include article, video and scenarios  Questions/answers Ms. Parral  POP lesson plan  Discussion Time	<b>Read:</b> Time Management and Procrastination- UCSC CAPS  240 Tutoring  SPS

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3	Aug 22	Weekly Reflection Classmate Check In Student Perception Survey Discussion Time	240 Tutoring SPS Prepare for POP #3
4	Aug 29	Weekly Reflection Classmate Check In Another Look at Classroom Management slide deck to include video, article and scenarios Discussion Time	<b>Read:</b> The Key to Effective Classroom Management and Student Perception Survey Overview
5	Sept 5	Weekly Reflection Classmate Check In Begin Step 2 of SPS Plan and Implement Interventions	Plan SPS Complete Step 1 of SPS
6	Sept 12	Weekly Reflection Classmate Check In POP Peers Discussion Time SPS Plan and Implement Interventions	Prepare for POP #3 240 Tutoring SPS
7	Sept 19	Weekly Reflection Classmate Check In Emergent Bilinguals slide deck to include article, video and scenarios POP Peers Discussion Time	240 Tutoring SPS POP #3 Self-Assessment
8	Sept 26	Weekly Reflection Classmate Check In Questioning Techniques Slide deck to include article, video and scenarios	<b>Read:</b> Questioning Technique article 240 Tutoring SPS

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		Discussion Time	
9	Oct 3	District Intersession	
10	Oct 10	<i>Homework: PPR/Content Exam Preparation, Preparation for Walkthroughs and POP 4</i>	
11	Oct 17	Weekly Reflection Classmate Check In Special Education slide deck to include article, video and scenarios Discussion Time	Complete Step 2 of SPS intervention
12	Oct 24	Weekly Reflection Classmate Check In POP Peers Discussion Time	Complete SPS Intervention 240 Tutoring Prepare for POP #4
13	Oct 31	Weekly Reflection Classmate Check In POP Peers GT slide deck to include article, video and scenarios Discussion Time	Complete SPS Intervention 240 Tutoring Prepare for POP #4
14	Nov 7	Weekly Reflection Classmate Check In Resume slide deck to include article and video POP Peers	Complete SPS Intervention 240 Tutoring Prepare for POP #4
15	Nov 14	Weekly Reflection Classmate Check In	Complete SPS Intervention 240 Tutoring

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		POP Peers Discussion Time Interview Buddies	Prepare for POP #4
16	Nov 21	Thanksgiving Break	
17	Nov 28	Weekly Reflection Classmate Check In POP Peers Mock Interviews	Complete SPS Intervention 240 Tutoring Prepare for POP #4 Revise/edit Resume and Cover letter Prep for district interviews
18	Dec 5	Weekly Reflection Classmate Check In POP Peers Mock Interviews	Administer Post SPS survey POP #4 Self-Assessment Revise/edit Resume and Cover letter Prep for district interviews
19	Dec 12	Weekly Reflection Classmate Check In Interview Buddies	Prep for district interviews Complete Step 3 of SPS packet
20	Dec 19	Weekly Reflection Classmate Check In Overall class reflection How has this Residency prepared me to be a teacher? How has it strengthened my teaching? What improvements can be made from your Site Coordinator to help future Residents? What was your Site Coordinator's Glow and Grow	Apply for Certification and begin application for District Teaching Positions

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**STUDENT LEARNING OUTCOMES**

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

**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.

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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 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>