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EDCI 4331: Clinical Teaching Residency I Elementary EC-6

**Syllabus**

*Subject to any new Texas legislative mandate changes.*

# Course Information:

Meeting times: Fridays, 10:45 a.m. – 1:15 p.m.

Meeting location: Zoom: <https://utrgv.zoom.us/j/2204794857>

**Course Modality:** Select from below

Online Synchronous Courses (OSYNC)

# Instructor Information:

Instructor Name: Raul Garza
Phone: (956) 665-8288
E-Mail: raul.garza11@utrgv.edu
Office location: EDUC 2.650 (Edinburg Campus)
Office hours: Mondays, 2 p.m. – 4 p.m. (Virtual Hours), or by appointment.

# Course Description, Prerequisites & MODE OF LEARNING

This is the first of two courses designed for students seeking elementary (EC-6) teacher certification under the clinical teacher residency model. Clinical teacher residents will be placed in a state-accredited public school all day under the guidance of an experienced classroom teacher (mentor) and a university supervisor for two semesters. The focus will be on the integration of pedagogical-content knowledge, development of critical reflection, and well-informed decision-making for improvement of professional practice with an emphasis on the implementation of effective instruction, assessment, technology integration, and classroom management.

Under the mentorship of master teachers and university faculty, teacher residents engage in-deep clinical training allowing for multiple guided opportunities to practice teaching while receiving financial compensation, in most cases. During the first semester of the residency, teacher residents are required to attend their assigned placement 3 full days a week and 2 days are designated to complete UTRGV course requirements. Initial requirements for the second semester of the clinical teaching residency pathway entails having candidates complete 4 full days a week at the assigned placement and 1 day a week completing UTRGV coursework.  Candidates are then transitioned during the semester to complete 3 weeks of five full days at their assigned placement.

Prerequisite: Admission to the College of Education Clinical Teaching Residency Program.

# Learning Objectives/Outcomes for the Course

## Teacher Preparation Program Student Learning Outcomes

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand, and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

## TExES Pedagogy and Professional Responsibilities/Standards

* Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
* Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
* 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.
* Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## Course Objectives:

* Develop an understanding of the district, school, and classroom culture.
* Engage in opportunities for collegial collaboration with faculty, administration, parents, and community to ensure student success and informed practice.
* Use theory, data literacy techniques, and High Leverage Practices to inform practice that positively impacts student success.
* Engage in opportunities to practice and collaborate on the planning of instruction and assessment that fosters a positive learning environment.
* Demonstrate awareness of the implications of diversity for teaching and learning to identify appropriate differentiation strategies to serve ALL students.
* Demonstrate the Texas Education Agency Educator Code of Ethics throughout the clinical teaching semester.
* Development of ongoing reflection through feedback from mentoring, coaching, and structured observations

|  |  |  |  |  |  |
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| Course Objectives   | Program SLOs   | PPR Standards  | InTASC Categories   | CAEP Standards   | Major Course Requirement/Major Assignment/Examination   |
| Develop an understanding of the district, school, and classroom culture.   |  1, 5  |  1  | 2, 3  |  R1.1  | Informal Observations, Formal Observations, Contextual Factors   |
| Engage in opportunities for collegial collaboration with faculty, administration, parents, and community to ensure student success and informed practice.    |  5  |  4  | 2, 3  |  R1.1  | Informal Observations, Formal Observations  ??  |
| Use theory, data literacy techniques, and High Leverage Practices to inform practice that positively impacts student success.     |  1, 4  |  1, 3  | 1, 2, 3, 7, 8  |  R1.1, R1.3  | Informal Observations, Formal Observations  ??  |
| Engage in opportunities to practice and collaborate on the planning of instruction and assessment that fosters a positive learning environment.    | 1, 4  | 1, 2, 4  | 1, 2, 3, 7, 8  | R1.1, R1.3  | Informal Observations, Formal Observations  ??  |
| Demonstrate awareness of the implications of diversity for teaching and learning to identify appropriate differentiation strategies to serve ALL students.  | 1, 2, 4  | 1, 2, 3  | 1, 2, 3, 7, 8  | R1.1, R1.3  | Informal Observations, Formal Observations  |
| Demonstrate the Texas Education Agency Educator Code of Ethics throughout the clinical teaching semester.    | 1-5  | 4  | 9  | R1.4  | Course Attendance, TExES Exams and Preparation Courses, Required Documentation  |
| Development of ongoing reflection through feedback from mentoring, coaching, and structured observations.  |   | 4  | 9, 10  | R.14  | Pre-Conferences, Post-Conferences  |

**Alignment of Professional Standards**

The Yearlong Clinical Teaching Residency Program is aligned to state and national teaching preparation standards ensuring clinical teachers are prepared to be effective teachers in the classroom from day 1 of their career.

* [Texas Teacher Standards - Texas Administrative Code §149.1001](http://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)
* [InTASC Model Core Teaching Standards](https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10)
* [Council for the Accreditation of Educator Preparation (CAEP)](http://caepnet.org/)
* [International Society for Technology in Education (ISTE)](https://www.iste.org/)

**Texas Administrative Code §228.35**

* [Code of Ethics and Standard Practices for Texas Educators](http://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

**The College of Education Teacher Preparation Program is aligned to Texas Administrative Code 228.30(C)(8), which requires that all pre-service teachers be prepared to be digitally literate and digitally ready to teach with technology.  Please see**[**The Empowered Educator Program for 21st Century Teaching**](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fcep%2Fresources%2Fempowered-educator-program%2Findex.htm&data=05%7C01%7Calma.rodriguez%40utrgv.edu%7Ca84b6b6cdb3147c0d7fd08da31c86580%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637877034010699565%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1WsOuWCTw%2BiwdtUNQwWr3CHKdbxSRfhZKXVP3HFu3Uo%3D&reserved=0)**for information on how this requirement is being implemented in your program.**

# Textbook, TECHNOLOGY, and/or Resource Material

* *Teacher Residency Handbook: All teacher residents will receive a Teaching Residency Handbook at the beginning of the semester.*
* *TK-20 by Watermark: All teacher resident related assessments and documents should be submitted via the Clinical Teaching Binder in TK-2O.*
* *High Leverage Practices:* [*https://library.teachingworks.org/curriculum-resources/*](https://library.teachingworks.org/curriculum-resources/)
* *All additional resource material will be provided by the instructor in Blackboard.*

COMPUTER HARDWARE

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

STUDENT’S TECHNICAL SKILLS

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE

Mozilla’s Firefox (latest version; Macintosh or Windows)

Google Chrome (latest version; Macintosh or Windows)

Adobe’s Flash Player & Reader plug-in (latest version)

Apple’s QuickTime plug-in (latest version)

Project Software – Optional

# Grading Policies

All assignments submitted in this course are mandatory requirements set forth by OPEA, OFE and the Texas State Board for Educator Certification. No grade letter will be assigned to this course and submission of all assignments/projects are a requirement towards satisfactorily passing the course.

**SATISFACORY = PASS; UNSATISFACTORY= FAIL**

The assignments/projects include 2 formal observations, attending pre-conferences and post-conferences before the formal observations, attending seminars on Fridays (only one absence is allowed), attending test-prep sessions run by the Office of Field Experience, submitting all the required documents in a timely manner, scoring well on the Professional Disposition, and completing the TWS assignments.

**Please note that satisfactory completion of an assessment would be graded 1 and unsatisfactory performance or no submission would be graded as 0.**

**SATISFACTORY (PASS): 20 points                      UNSATISFACTORY (FAIL): ANY POINT ≤ 19**

**ASSIGNMENTS AND GRADING PROCEDURES**

|  |  |
| --- | --- |
| **Assignment/Responsibility**  | **Points**  |
| **Formal Observations** 1. Formal Observations (2)
2. Pre-conferences (2)
3. Post-conferences (2)
 |  6 points   |
| **TWS** 1. Contextual Factors
 |  1 point  |
| **Professional Disposition** 1. Acknowledgment
2. Satisfactory performance
 |  2 points   |
| **Informal Observations (3)**   | 3 points  |
| **TExES Exams (2) and Preparation Courses (4)**  | 6 points  |
| **Submission of all documents**   | 1 point  |
| **Seminar Attendance**   | 1 point  |
| **Total**   | 20 points  |

**Assessments Description:**

**Formal Observations**: Formal observations are conducted twice in the fall semester, 1 by the site coordinator alone and 1 by the site coordinator and the mentor teacher. If residents successfully complete each assessment, then they will

move ahead.

•If residents fail to successfully complete their first attempt of a formal observation or 2 consecutive informal observations verbal and written documentation with interventions will be provided and will be assessed again.

•Should residents fail to follow through with verbal and written suggestion for improvement, a formal Growth Intervention Plan is developed by the university site coordinator and mentor teacher and presented to residents in three-way conference. The Growth Intervention Plan will offer a clear time limit for compliance and

additional observation will be conducted. (All forms are available in the handbook)

**Pre-conference:** Before each full lesson formative observation (T-TESS), the university site coordinator and the teacher resident will engage in a pre-conference to discuss areas of refinement and use of student data for engaging in differentiated instruction.

**Formal Observation**: After a pre-conference, the teacher resident is observed and evaluated by the university site coordinator using UTRGV’s Clinical Teacher Evaluation Rubric (T-TESS). Using T-TESS, formal observations will be conducted by site coordinator and mentor teacher (mentor teacher conducts only 1 out of the 2). Observations are to be a minimum of 45 minutes. Please plan accordingly.

**Post-conference**: After the formal observation, the teacher resident and the site coordinator will engage in a post- conference, in which both will determine which skills need practice and refinement.

**NOTE:** Teacher residents are required to attend a pre-conference and a post-conference for each formal observation with their site coordinator. Teacher residents will receive 1 point for a satisfactory pre-conference, 1 point for a satisfactory formal observation, and 1 for a satisfactory post conference.

**Data Literacy Reflection – Contextual Factors (TWS)**: Data Literacy & Reflection (DLR) process will enable you to demonstrate teaching performances directly related to the implementation of a standards-based instructional unit by planning, instructing, assessing, and reflecting on the teaching and learning processes. Teacher residents will complete contextual Factors of DLR in the Fall semester. Other sections will be completed in the spring semester and will be submitted into TK-20.

**Possible websites to use:**

* [**https://www.utrgv.edu/cep/about/assessment-accreditation/assessment/assessment-instruments/unit-assessment-initial-programs/teacher-work-sample/index.htm**](https://www.utrgv.edu/cep/about/assessment-accreditation/assessment/assessment-instruments/unit-assessment-initial-programs/teacher-work-sample/index.htm)
* [**https://www.livetext.com/doc/8984114/41036142**](https://www.livetext.com/doc/8984114/41036142)
* [**http://cstl-coe.semo.edu/wbratberg/tws.htm**](http://cstl-coe.semo.edu/wbratberg/tws.htm)

**Professional Disposition:** It is expected that residents demonstrate the knowledge, skills, and dispositions required of educators to ensure the success of all students. Teacher residents will be assessed by their site coordinator and mentor teacher at the end of the semester for their professional dispositions. The areas assessed align to InTASC standards and are expected of candidates in education programs in the university and in the schools. The areas assessed are Learner Development and Diversity, Critical Thinking and Reflective Practice, Professionalism, ethical practice, communication and learning environments, Content and Instruction. Satisfactory performance is mandatory in all areas.

To receive the points for this assessment, teacher residents are required to acknowledge, self-assess the six CEP Professional dispositions and observe them at all times. Acknowledgement of the form in TK-20 in weeks 11-12 constitutes 1 point and satisfactory performance as rated by the site coordinator and the mentor teacher (ratings in all sections should be 2 and above) would be another 1 point in this course.

**Informal Observations:** The informal observations (walkthrough observations) will also serve for mastery of instructional skills and evaluation of progress. Teacher residents will be observed informally 3 times throughout the semester. Satisfactory performance in all 3 observations would be 1 point.

**TExES Exams and Preparation Courses:** Office of Field Experiences will hold 4 sessions to prepare for TExES Exams. Attendance in all 4 sessions is mandatory. Teacher residents will receive 1 point for each prep. Session. Furthermore, teacher residents are required to attend or show proof of attempt (Submit entrance ticket to OEPA) for the two EC-12 PPR (160) and EC-6 Core Subjects (391) tests. This will constitute 2 points in the final evaluation.

**Submission of Documents:** All required documents must be submitted in a timely manner based on the due dates specified by the Office of Field Experience or the site coordinator. These documents include:

* Clinical Teacher Information Sheet
* Application for cooperating teachers
* Campus Administrator Certification of Cooperating Teacher Weekly Time Logs

**Seminar Attendance:** Teacher residents are expected to attend all scheduled classes and may be dropped from the course for excessive absences. As per the course grading policy, teacher residents are only allowed 1(one) excused absence.

# Blackboard Support

# *If you need assistance with course technology at any time, please contact the* [*Center for Online Learning and Teaching Technology*](https://www.utrgv.edu/online/) *(COLTT).*

| **Campus:** | **Brownsville** | **Edinburg** |
| --- | --- | --- |
| **Location:** | Casa Bella (BCASA) 613 | Education Complex (EEDUC) 2.202 |
| **Phone:** | 956-882-6792 | 956-665-5327 |

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.
Support Tickets Submit a Support Case via our [Ask COLTT Portal](https://utrgv.edu/coltthelp)

**24/7 Blackboard Support***Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.*

ATTENDANCE:

**District Residency Attendance**: Teacher residents are expected to report to their assigned campus Monday through Wednesday and adhere to the district’s calendar: [Lyford CISD Academic Calendar](https://www.lyfordcisd.net/apps/events/) OR [Los Fresnos CISD Academic Calendar](https://www.lfcisd.net/apps/events/). Clocking in upon arrival and clocking out upon departure in accordance with the district’s employment policy is required. The teacher resident may also be expected to attend professional development trainings before classes officially begin at the university, PTA meetings, open house, faculty meetings, and any other assigned duty. Other duties may only be assigned Monday- Wednesday as Thursdays and Fridays are designated to complete UTRGV course requirements. Teacher Residents are not permitted to miss university classes to attend their assigned school events on Thursdays and Fridays during their university class times. Not all districts compensate teacher residents to attend events. It is the teacher resident’s responsibility to check their contract with the district and decide about unpaid events.

**Course Attendance:** Teacher residents are expected to attend all scheduled classes and may be dropped from the course for excessive absences. As per the course grading policy, teacher residents are only allowed 1(one) excused absence. UTRGV’s course attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; have been provided such an accommodation by Student Accessibility Services (SAS); for observance of religious holy days; or for military service. Accommodations related to COVID-19 should also go through SAS.

AbSENCE/SICK POLICY:

**District Residency Absences**: Teacher residents are expected to adhere to the district’s employment policy regarding absences and follow district leave procedures. Teacher residents should also contact school administration, site coordinator, and mentor teacher in advance to make arrangements. Teacher residents will not be permitted to miss course requirements to attend missed field days.

**Course Absences**: As per the grading policy, teacher residents are only allowed 1(one) excused absence from the course. Teacher residents should contact the professor in advance to make arrangements in case of an absence due to illness or other extenuating circumstance. Teacher residents will not be permitted to miss course requirements to attend missed field days.

COVID-19 RESOURCES**:**

Please visit the [Commitment Website](https://www.utrgv.edu/commitment/) for the most up-to-date COVID-19 campus information and resources. The [Commitment FAQ page](https://www.utrgv.edu/commitment/faq/index.htm) offers additional guidance to specific questions. To submit a question for the FAQ, please email WelcomeBack@utrgv.edu.

**Makeup Work:**

Teacher residents are required to submit all assignments, assessments, and required documentation found in TK20 by the hard deadlines set forth by the Office of Educator Preparation and Accountability (OPEA). Course assignments found in Blackboard must be submitted by the due date. Any missed assignment found in Blackboard will be accepted at the discretion of the professor and may not receive full credit.

The use of classroom recordings is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV’s acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** As referenced in [UTRGV HOP Policy STU 02-100 Student Conduct and Discipline](https://www.utrgv.edu/hop/policies/stu-02-100.pdf), doing so may result in disciplinary action.

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fstudentlife%2Fabout%2Fvaquero-honor-code%2Findex.htm&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815870808&sdata=u3JK2q8UqFwgzYkzXZWeIRM%2FuNsVreezdMT5ZQr8tdE%3D&reserved=0)’s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity.  Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through** [**Vaqueros Report It**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0)**.**

## OTHER COURSE INFORMATION

**Fitness to Teach and Exit Policy for UTRGV Educator Preparation Program**

Teacher candidates admitted into the teacher education program are expected to demonstrate professional dispositions and abilities, as well as demonstrate that they are prepared to teach in their respective fields. Successful completion of university coursework, demonstrating professionalism and ethical behavior and adhering to professional standards are indicators of being ready to teach.

**Mandatory Attendance to University Meetings**

Attendance at orientation, seminars, conferences, and meetings scheduled by the Office of Educator Preparation and Accountability (OPEA) and/or university site coordinator is mandatory.

**Dress Code**

As a teacher resident in a public school, you need to present a professional appearance to reflect transition from college student to educator.  Conservative professional dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

**Professional Liability**

The teacher resident is entitled to the same protection of law as the mentor teacher and the principal in the school where s/he is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

* Administering medicine to any student is not permitted even if mentor teacher gives approval, the teacher resident must decline and cite University policy.
* Teacher residents are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
* Corporal punishment administered by the teacher resident is not permitted at any time. The mentor teacher should discuss school policy regarding treatment of students and contact with students.
* [Lyford Dress Code Link](https://4.files.edl.io/320f/08/19/22/062130-a3a987c7-5594-46ff-acc7-fce36a9852fd.pdf)
* [Los Fresnos Dress Code Link](https://4.files.edl.io/e335/08/09/22/141103-0c51eb03-aa79-4ce7-8b3a-af6d9e894fc8.pdf)

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* Teacher residents are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
* Corporal punishment administered by the teacher resident is not permitted at any time. The mentor teacher should discuss school policy regarding treatment of students and contact with students.

Texas Education Code – Section 22.0511

**UTRGV POLICY STATEMENTS**

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information.  In order for accommodation requests to be considered for approval, the student must apply using the [*mySAS* portal](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2FmySAS&data=05%7C01%7Cvanessa.ceballos%40utrgv.edu%7C87d26c6f203d469ec1be08da2a18e5c0%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637868583678310879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=K04ReUTHURXodvmiIJr06UUYASk8gjm14nTrLVCbr1k%3D&reserved=0) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

### Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) should submit the request using the form found at [Pregnancy and Parenting | UTRGV](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Faccessibility%2Fpregnancy-parenting%2Findex.htm&data=05%7C01%7Cvanessa.ceballos%40utrgv.edu%7C87d26c6f203d469ec1be08da2a18e5c0%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637868583678310879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=B%2BxNfxUKW5BXRId4TG67InysX5wOyIqnttFxlKyHfvM%3D&reserved=0).

### Student Accessibility Services staff can be contacted at either campus:

**Brownsville Campus**:

Music and Learning Center building (BMSLC, 1.107), phone (956) 882-7374, email ability@utrgv.edu.

**Edinburg Campus:**

University Center (EUCTR, 108), phone (956) 665-7005, email ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD**:**

Students are encouraged to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Fall Regular Term 2022 November 18 – December 7, 2022

SEXUAL MISCONDUCT and MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2Fequity&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C3d4a82332e444b8e606d08d834d42073%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637317432985425767&sdata=jCnOqfBL3vxfYuvYF3qtjVy4tmK9o9m%2FBghvXKfL%2FN4%3D&reserved=0), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (956) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

| **Center Name** | **Brownsville Campus** | **Edinburg Campus** |
| --- | --- | --- |
| **Advising Center**AcademicAdvising@utrgv.edu  | BMAIN 1.400(956) 665-7120 | EITTB 1.000(956) 665-7120 |
| **Career Center**CareerCenter@utrgv.edu  | BINAB 1.105(956) 882-5627 | ESTAC 2.101(956) 665-2243 |
| **Counseling Center**Counseling@utrgv.edu [Mental Health Counseling and Related Services List](https://www.utrgv.edu/facultysuccess/_files/documents/syllabus-statement-for-counseling-12-16-19.pdf) | BSTUN 2.10(956) 882-3897 | EUCTR 109(956) 665-2574 |
| **Food Pantry**FoodPantry@utrgv.edu  | BCAVL 101 & 102(956) 882-7126 | EUCTR 114(956) 665-3663 |
| **Learning Center**LearningCenter@utrgv.edu | BMSLC 2.118(956) 882-8208 | ELCTR 100(956) 665-2585 |
| **University Library** circulation@utrgv.edu[www.utrgv.edu/library](http://www.utrgv.edu/library) | BLIBR(956) 882-8221 | ELIBR(956) 665-2005 |
| **Writing Center**WC@utrgv.edu  | BLIBR 3.206(956) 882-7065 | ESTAC 3.119(956) 665-2538 |

*Be sure to include important dates relative to the academic calendar. The* [*UTRGV academic calendar*](https://www.utrgv.edu/_files/documents/admissions/utrgv-academic-calendar.pdf) *can be found on* [*My.UTRGV*](https://my.utrgv.edu/home)[*at the bottom of the screen prior to login*](https://www.utrgv.edu/_files/documents/admissions/utrgv-academic-calendar.pdf)*. Some important dates for Summer 2022 include:*

*Fall Regular Term*

*August 29 First day of classes.*

*September 4 Last day to add a class or register for Fall classes.*

*September 7 Last day to submit an honors-by-contract form.*

*November 10 Last day to drop a class or withdraw.*

*December 8 Study Day – NO classes*

*December 9-15 Final Exams*

*December 15 Fall classes end; Official last day of the term*

*December 19 Grades Due at 3 p.m.*

**DEAN OF STUDENTS:**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can be reached by email (dos@utrgv.edu), phone (956-665-2260), or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323).

# Calendar of Activities:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Modules**  | **Week**  | **Suggested Co-teaching Strategy**  | **T-Tess Alignment**  | **Assignments Due**  |
| **MODULE 1**   HLP: Learning about Students                First Formal Observation: 9/19 – 10/7  | WEEK 1 8/29 – 9/4   | One Teach (MT), One observe (TR)  | 3.1 Classroom environment, routines, and procedures  1.3 Knowledge of Students  | (Week 0) Attend EC-6 Core Subjects (391) prep sessions on 8/19 and 8/26    Submit EC-6 Core Subjects (391) entrance exam ticket to OPEA Informal Obs. 1 **due 9/8**  **Pre-conferences**  **Informal Observation 1**  Submit attendance report **due 8/25, 9/2, 9/16, 9/23**  TWS (contextual Factors) **due: 9/25**  |
| WEEK 2 9/5 – 9/11  | One Teach (MT), One observe (TR)  | 3.1 Classroom environment, routines, and procedures  1.3 Knowledge of Students  |
| WEEK 3 9/12 – 9/18  | One teach (MT), One assist (TR)  | 2.1 Achieving expectations   3.3 Classroom culture  |
| WEEK 4 9/19 – 9/25  | One teach (MT), One assist (TR)  | 2.1 Achieving expectations   3.3 Classroom culture  |
| **MODULE 2**  HLP: Setting Up and Managing Small Group Work  | WEEK 5 9/26 – 10/2  | Station Teaching  | 3.1 Classroom environment, routines, and procedures   | Post-conferences  Pre-conferences  First Formal Observation  Informal Observation   Submit attendance report **due 9/30, 10/7, 10/14, 10/21**  |
| WEEK 6 10/3 – 10/9  | Station Teaching    | 1.4 Activities  |
| WEEK 7 10/10 – 10/16  | Station Teaching  | 1.4 Activities  |
| WEEK 8 10/17 – 10/23  | Supplemental Teaching  | 2.3 Communication  |
| **MODULE 3**  HLP: Designing Instruction/Eliciting and Interpreting Individual Students’ Thinking  Second Formal Observation: 11/1 – 11/18  | WEEK 9 10/24 – 10/30  | Supplemental Teaching  | 2.3 Communication  | **Pre- conferences**  **post-conferences**  Professional Dispositions: students’ acknowledgment **due 11/20**  Submit attendance report **due 10/28, 11/4, 11/11, 11/18**  |
| WEEK 10 10/31 – 11/6  | Differentiated Teaching  | 2.4 Differentiation  |
| WEEK 11 11/7 – 11/13  | Differentiated Teaching  | 2.4 Differentiation  |
| WEEK 12 11/14 – 11/20  | Differentiated Teaching  | 2.4 Differentiation  |
| **MODULE 4**  HLP: Explaining and modeling content  | WEEK 13 11/21 – 11/27  | THANKSGIVING BREAK (No Field days)   |   | Post-conferences   **Informal Observation 3**  Submit attendance report **due 12/2, 12/9**  Submit EC-12 PPR Entrance Exam Ticket to OEPA **due 12/20**  |
| WEEK 14 11/28 – 12/4  | Parallel Teaching  | 2.2 Content Knowledge and Expertise   |
| WEEK 15 12/5 – 12/11  | Parallel Teaching  | 2.2 Content Knowledge and Expertise   |
| **FINALS**  | **WEEK 16** **FINALS**  |   |   |   |