



TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM & INSTRUCTION

TERM: Fall 2022

COURSE: EDFR 4320: Teacher Residency

DAY(S)/TIME: Monday – Friday, according to school district teacher duty hours, calendar, and Teacher Residency requirements

LOCATION: Assigned Campus

INSTRUCTOR:

INSTRUCTOR CONTACT

EMAIL:

OFFICE:

CELL:

OFFICE LOCATION:

OFFICE HOURS:

Welcome to the Fall Semester of Teacher Residency!

The Educator CAFÉ (previously the EPP) is thrilled to welcome you to the first semester of Teacher Residency. You are now a Teacher Resident! Teacher Residency is clinical teaching; however, unlike traditional, semester-long clinical teaching, Teacher Residency is a two-semester, *paid* clinical teaching experience. You are both a student of the university *and* an employee of the school district where you are placed. As a Teacher Resident, you must fulfill the expectations of the school district, as well as those of the Educator CAFÉ in order to complete clinical teaching successfully.

The Educator CAFÉ worked collaboratively with partner school districts to develop the Teacher Residency curriculum and requirements. All of the activities and assignments were developed purposefully to ensure a high quality preparation experience for the Teacher Residents. Note, that because each school district has unique needs, there may be variances in requirements and expectations for Teacher Residents based on the district in which you are placed. Ultimately, the school district will provide preferential hiring, to the greatest extent possible, to Teacher Residents who successfully complete the teacher residency program and receive standard certification.

This is an exciting opportunity for you and your classmates. You can feel confident that by the conclusion of the Teacher Residency clinical teaching experience, you will be prepared to face the challenges and joys of your own classroom.

Student Learning Outcomes:

By the conclusion of Teacher Residency, Teacher Residents should be able to:

1. Deepen their understanding of the multifaceted roles of a professional teacher through planned, sequenced activities.
2. Apply the principles and methods from their college classes in an authentic classroom setting.
3. Employ researched strategies in working with students from different cultural and socioeconomic backgrounds.
4. Apply knowledge of the content, skills, professional attributes, and design of curriculum, instruction, and assessments.

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5. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
6. Receive feedback from structured observations, including conferencing and suggestions for improvement from the university supervisor.
7. Participate in departmental learning communities, extracurricular activities, Parent Teacher Student Association Meetings, and other opportunities for professional development.
8. Develop understanding of teaching as a profession through self-evaluation, problem solving, and reflection about teaching and learning experiences.

Pedagogy and Professional Responsibilities (PPR) Standards Addressed:

- 2.5s Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.7s Organize and manage groups to ensure that students work together cooperatively and productively;
- 2.8s Schedule activities and manage class time in ways that maximize student learning;
- 2.9s Manage transitions to maximize instructional time;
- 2.10s Implement routines and procedures for the effective management of materials, supplies, and technology;
- 2.12s Monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
- 2.13s Use volunteers and paraprofessionals to enhance and enrich instruction and evaluate their effectiveness.
- 3.11s Use flexible grouping to promote productive student interactions and enhance learning
- 3.19s Adjust instruction based on ongoing assessment of student understanding; and
- 3.20s Use alternative instructional approaches to ensure that all students learn and succeed.
- 4.2s Apply procedures for conducting effective parent-teacher conferences;
- 4.3s Communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns
- 4.4s Engage families in their children's education and in various aspects of the instructional program.
- 4.6s Engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
- 4.9s Collaborate professionally with other members of the school community to achieve school and district educational goals;
- 4.10s Participate in decision making, problem solving, and sharing ideas and expertise; and
- 4.11s Assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

Activities, Tasks, and Requirements - Teacher Residency, Fall Semester

****IMPORTANT INFORMATION – READ THIS THOROUGHLY****

The following requirements pertain to all students enrolled in the Teacher Residency program (yearlong clinical teaching). If you do not abide by and complete all of the requirements, you will not pass clinical teaching.

A. General Requirements

1. Students must receive the full support and recommendation of both the Field Supervisor and the Cooperating Teacher (Mentor Teacher) to be recommended for certification. Students who do not receive full support and recommendation from both the Field Supervisor and the Cooperating Teacher will not receive credit for clinical teaching course and will be required to re-enroll in clinical teaching the next semester that it is offered. Non-recommendation may result in being permanently removed from the Educator CAFÉ. In this case, the candidate would be required to change their degree plan to one this is not certification seeking.
2. Assignments are posted in the Blackboard course and should be submitted in Blackboard. Students may be required to turn in paper copies of selected assignments at the discretion of the Field Supervisor.
3. The Final Grading Sheet lists the due dates and point values for all course assignments.
4. Students must use the College of Education lesson plan template relevant to their certification area. The Blackboard course contains the lesson plan templates.

B. Clinical Teaching

1. Over the course of the school year, students must complete a minimum of 70 full-days or 140 half-days of clinical teaching. Students are required to be on their assigned campus for the entire school day. The school district and the campus will work with you to determine the days and times for clinical teaching.
2. Teacher Residents must spend at least three days per week on the assigned campus under the supervision of the cooperating teacher.
3. During the yearlong teacher residency, students are required to “Full Teach” or “Total Teach” (teach all day; teach all subjects) for 30 days (six full weeks). These days do not have to be consecutive and they can be accomplished throughout the entire school year. The Pacing Guide found later in the syllabus suggests a possible schedule for Total Teach and the Time Sheet requires Teacher Residents to document Total Teach.

C. Seminars

Attendance at all monthly TAMU-SA seminars is mandatory. Students must attend all seminars to earn credit; partial credit is not given.

D. Important Forms

1. Two-Way Release.
2. Acknowledgement of TExES Exam Policies for Current Students, 2022-23.
3. Affidavit for Clinical Teacher and Cooperating Teacher Orientation/Training. This form confirms that you and your Cooperating Teacher have read the Educator CAFÉ Handbook and watched the Orientation/Training video together.
4. Mid-term Candidate Disposition Form. Completed by the Cooperating Teacher.

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5. End of Semester Disposition Form. Completed by the Cooperating Teacher.
6. End of Semester Disposition Form. Completed by the Field Supervisor.
7. Time Sheet. Fill out the Time Sheet completely and accurately EVERY DAY.

E. Observations

1. The student must be observed teaching three (3) times during the semester – twice by the Field Supervisor and once by the Cooperating Teacher. Each observation must be at least 45-minutes in length. There must be a minimum of three (3) weeks between the observations made by the same evaluator/observer.

Each observation will follow the POP Cycle: Pre-Observation – Observation – Post-Observation:

- a. Students write a formal lesson plan using the COEHD lesson plan template. Students submit the lesson plan to Blackboard at least two school days prior to the observation.
 - b. Students complete the Pre-Observation Conference form and submit it to Blackboard at least 48-hours prior to the observation.
 - c. The student and the evaluator (either the Field Supervisor or the Cooperating Teacher) have a formal meeting to discuss the lesson plan and the Pre-Observation Conference form. This meeting is called the “Pre-Conference.” The meeting can take place in person, on the phone, or via an online platform (e.g. Zoom). During the Pre-Conference, the student reviews the lesson plan and the Pre-Observation Conference form with the evaluator, the evaluator asks questions and provides feedback. This is also an opportunity for the student to ask questions/get help.
 - d. The evaluator observes the student teach the lesson. The evaluator completes the Observation Evaluation form and their part of the Post-Observation Conference form.
 - e. The student and the evaluator meet immediately following the observation, or within one day of the observation, to discuss the observation.
 - f. The student completes their part of the Post-Observation Conference form and submits it to the Blackboard course within 48-hours of the observation.
2. Field Supervisor observations must occur within the first five weeks (but not before Sept. 1 in the fall semester) and before the end of the 12th week of the semester.

F. Assignments

1. Resume and Cover Letter
2. Substance Abuse Online Training
3. Mental Health Online Training
4. Midterm Self-Reflection
5. Assessment Analysis Project
6. Suicide Prevention Online Training
7. End of Semester Self-Reflection & Completed TTESS Tracker

G. edTPA (Educative Teacher Performance Assessment) and TExES Exams

1. Students in the Teacher Residency program will prepare and submit an edTPA portfolio in lieu of taking the multiple-choice #160 Pedagogy and Professional Responsibilities (PPR) TExES exam for certification.

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edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

edTPA requires clinical teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

2. Teacher Residents will meet weekly with Dr. Jody Moody and Julie Riedel to receive training and to prepare for edTPA. edTPA meetings will take place every Wednesday afternoon in addition to your Residency support.
3. In addition, Teacher Residents must pass any remaining TExES exam(s) during clinical teaching to be eligible for certification (except for the #160 PPR). See the document, TExES Exam Policies for Current Students, 2022-23, for the most up-to-date exam policies. If you have questions about testing, contact Ms. McDevitt at EPPTesting@tamusa.edu.

NOTE: TAMU-SA cannot recommend a student for certification, nor can school districts hire a student for a teaching position, until the student has passed ALL required TExES exams. edTPA takes the place of the #160 PPR Exam.

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Pacing Guide - Teacher Residency, Fall Semester

The “Pacing Guide” is a recommended list of activities to complete each month of Teacher Residency. The Grade Sheet, found later in the Syllabus, includes the due dates for Assignments. Direct any questions, comments, and/or concerns to your Field Supervisor.

AUGUST

Complete	Activity
	Attend the edTPA orientation and attend the weekly edTPA meetings.
	Attend the clinical teaching orientation, Seminar #1.
	Read the course syllabus and the Educator CAFÉ Handbook. Add all due dates to your calendar. This will be a busy semester, so you have to stay organized! You may want to purchase a planner and/or a binder to keep all of your course and placement documents.
	Check your Jaguar email for updates from your Field Supervisor or the Educator CAFÉ. Do this daily!
	Go to your placement district’s website and print the district’s Academic Calendar. Keep this with your course documents.
	Meet with your Cooperating Teacher and attend the staff development and workdays that are required by your school district.
	Participate in / complete any district requirements for Teacher Residents.
	Exchange contact information with your Cooperating Teacher and Field Supervisor.
	Ask your Cooperating Teaching to introduce you to the campus principal and other campus staff (e.g. assistant principal, administrative assistants, Reading Specialist, Special Education teachers, librarian, janitors, lunch staff, grade level team, nurse, technology specialist, etc.). Everyone on the campus is a resource and is important for your training and development.
	View the Cooperating Teacher Orientation/Training Video and review the Educator CAFÉ Handbook with your Cooperating Teacher. Sign and submit the Affidavit.
	Familiarize yourself with the campus and district handbooks for faculty. Make sure you know all of the emergency procedures for your campus.
	Observe your Cooperating Teacher for the first two weeks and assist as needed. Co-teach parts of certain lessons. Get a feel for the classroom environment and the Cooperating Teacher’s teaching style.
	Email your daily schedule to your Field Supervisor. Include the conference period, lunch period and the time of each subject. The Cooperating Teacher and your Field Supervisor must approve any changes to your schedule.
	Make your own seating chart to learn the names of your students; identify students with specialized accommodations and modifications (RTI, SPED, 504, Dyslexia, EB, Allergies, etc.). Utilize the edTPA Context for Learning Reflection document.
	Write a letter introducing yourself to your students’ parents. Be sure to work with your Cooperating Teacher on this and get your Field Supervisor’s input. You need the Cooperating Teacher’s approval before you send anything to parents. The principal or the school may have a policy regarding letters home.

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SEPTEMBER

Complete	Activity
	Attend Seminar #2 and weekly edTPA meetings.
	Participate in / complete any district requirements for Teacher Residents.
	Check your Jaguar email EVERY DAY.
	Work with your Cooperating Teacher to create a calendar for the semester. Include the days and subjects you will teach and when. Keep in mind that you must teach ALL subjects for a total of 30 days, but these can be spread out across the <i>school year</i> and do not have to be consecutive. Teaching all subjects, all day is called “Full Teach” or “Total Teach.”
	Ask your Cooperating Teacher about the available curricular materials and inquire about getting access to them. Familiarize yourself with textbooks and their ancillaries, curriculum guides, manipulatives, literary collections, etc. from the classroom, campus, and district. Become familiar with all of these resources and use them in your teaching!
	Ask your Cooperating Teacher about the available technology in the classroom and in the school. Inquire about the Acceptable Use Policy (AUP) and obtain a temporary district email (if possible).
	For the first two weeks of the month, co-plan and co-teach one to two lessons per day with your Cooperating Teacher. Use your Cooperating Teacher’s lesson plans. Then, take over teaching your first subject or class period. Use your Cooperating Teacher’s lesson plans. Be sure to reflect and debrief with your Cooperating Teacher. Ask questions!
	Schedule and prepare for your Field Supervisor’s first formal observation. This observation is due by the middle of September. After the observation, update your TTESS Tracker.
	Complete the Substance Abuse Online Training and submit the certificate to Blackboard.
	Complete and submit your resume and cover letter.

OCTOBER

Complete	Activity
	Attend Seminar #3 and weekly edTPA meetings.
	Participate in / complete any district requirements for Teacher Residents.
	Check your Jaguar email EVERY DAY.
	Take over teaching your second subject or class period using lessons agreed upon through collaborating with your Cooperating Teacher. Review all of your upcoming lesson plans with your Cooperating Teacher. Follow the school and district guidelines for planning and submitting lesson plans.
	Begin your Assessment Analysis Project.
	Attend team-planning meetings with your Cooperating Teacher. Gradually add responsibilities to your daily routine.
	Schedule and prepare for your Cooperating Teacher’s first formal observation. Assist your Cooperating Teacher with the required forms and meetings – follow the POP cycle just as

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	you did with your Field Supervisor. Submit all forms to Blackboard. This observation is due by the middle of October. After the observation, update your TTESS Tracker.
	Complete the Mental Health Online Training and submit the certificate.
	Complete the Midterm Self-Reflection.
	Ask your Cooperating Teacher to complete the Midterm Disposition Form and the Addendum. Schedule time to meet with your Cooperating Teacher to discuss. The Midterm Disposition and Addendum is due by the middle of the month.

NOVEMBER

Complete	Activity
	Attend Seminar #4 and weekly edTPA meetings.
	Participate in / complete any district requirements for Teacher Residents.
	Check your Jaguar email EVERY DAY.
	Schedule and prepare for your Field Supervisor's second formal observation. This observation is due by the middle of November. After the observation, update your TTESS Tracker.
	Complete the Suicide Prevention Online Training and submit the certificate.
	Choose days to teach all subjects/sections (Total Teach) using your own lesson plans that have been pre-approved by the Cooperating Teacher. The Cooperating Teacher can assist you in planning. Remember, you are required to Total Teach for 30 days or 6 weeks throughout the year. Be sure to note Total Teach days on your Timesheet.

DECEMBER

Complete	Activity
	Attend Seminar #5 and attend weekly edTPA meetings.
	Participate in / complete any district requirements for Teacher Residents.
	Verify the final date that you are expected to be on campus for the semester.
	Check your Jaguar email EVERY DAY.
	Complete the course evaluation for this course (EDFR 4310/4320).
	If time and your schedule permit, observe additional teachers as recommended by your Cooperating Teacher.
	Complete and submit your TTESS Tracker and your End of Semester Self-Reflection.
	Ask your Cooperating Teacher to complete the End of Semester Disposition form. Meet to discuss the ratings, then submit the form to Blackboard. Your Field Supervisor will complete an End of Semester Disposition form, as well, and share it with you.
	All final coursework is due to Blackboard on the Sunday before TAMU-SA Finals Week.
	Verify the date that you are expected to be back on your campus in January.

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Seminar Schedule - Teacher Residency, Fall Semester

IMPORTANT NOTE: Bring your Timesheet to every seminar for review by the Field Supervisor.

Date	Time/Location	Topics
Seminar 1: Orientation Friday, Aug. 12	12:00-1:30 Patriots' Casa	Information on Teacher Residency and Testing
	2:00-4:00 Field Supervisor (FS) Break-outs	Clinical Teaching forms; Lesson Plan templates; Observation POP Cycle forms; Tracking Sheet for TTESS; ISD Calendar & Contacts; "Design Year"
Seminar 2: Friday, Sept. 2	9:00-12:00 Patriots' Casa	Association of Texas Professional Educators (ATPE) and Resume Writing
	1:00-4:00 FS Break-outs	Academic Language; the TTESS Rubric and Professionalism
Seminar 3: Friday, Oct. 7	10:00-12:00 Patriots' Casa	Human Resources Panel Discussion
	1:00-4:00 FS Break-outs	Assessment and Data Analysis; School and District Context
Seminar 4: Friday, Nov. 4	10:00-12:00 & 1:00-4:00 FS Break-outs	Differentiation, Universal Design for Learning; Accommodations, Documenting Accommodations
Seminar 5: Friday, Dec. 2	10:00-12:00 & 1:00-4:00 FS Break-outs	Social-Emotional Learning; Reflection and Goal Setting

Additional Dates to Note:

First Day of Teacher Residency Determined by school district, report to your assigned campus
Monday, September 5 Labor Day Holiday-TAMUSA Closed
Mon-Fri, November 21-25 Thanksgiving Week-Follow District Calendar-TAMUSA Closed 11/23-25
Last Day of Teacher Residency Determined by school district
Wednesday, December 14..... Final due date: All assignments must be submitted to Blackboard

Grade Sheet - Teacher Residency, Fall Semester

Student Name: _____ TEA #: _____ J/K#: _____

Field Supervisor: _____ Date: _____

Total Points: _____/410

Grading Scale: A = 410-366 B = 365-326 C = 325-285 D = 284-244 F = 243-0

Students must accumulate enough points to earn a grade of C or better to get credit for Clinical Teaching. Students must complete all assignments and activities to get course credit. Students who do not get credit for Clinical Teaching may be allowed to repeat the course once, the next semester that it is offered.

LATE ASSIGNMENTS WILL BE DEDUCTED 1 POINT PER DAY UNLESS APPROVED BY FIELD SUPERVISOR.

Assignment	Points Earned/Points Possible	Due Date
Module 1 in Blackboard - August-September		
1. Attendance at Seminar #1	_____/5	Friday, Aug 12
2. Affidavit for Educator CAFÉ Handbook and Cooperating Teacher Orientation/Training	_____/5	Sunday, Aug 14
3. Two-Way Release	n/a	Sunday, Aug 14
4. Acknowledgement of TExES Exam Policies	n/a	Sunday, Aug 14
5. Attendance at Seminar #2	_____/5	Friday, Sept 2
6. Resume and Cover Letter	_____/15	Sunday, Sept 4
7. Substance Abuse Online Training	_____/10	Sunday, Sept 4
8. Field Supervisor Observation #1	Lesson Plan ____/20 Pre-Conference ____/10 Observation ____/10 Post Conference ____/10 (50 points total)	Observation complete by Fri, Sept 16; All documents due by Sunday, Sept 18
Module 2 - October		
1. Attendance at Seminar #3	_____/5	Friday, Oct 7
2. Mental Health Online Training	_____/10	Sunday, Oct 9
3. Cooperating Teacher Observation	Lesson Plan ____/20 Pre-Conference ____/10 Observation ____/10 Post Conference ____/10	Observation complete by Fri, Oct 14; All documents due by Sunday, Oct 16
4. Midterm Self-Reflection	_____/20	Sunday, Oct 16
5. Mid-term Candidate Disposition Form & Addendum - Completed by Cooperating Teacher	_____/15	Sunday, Oct 16

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Assignment	Points Earned/Points Possible	Due Date
6. Assessment Analysis Project	Evaluation Criteria ____/10 Graph Data ____/20 Analysis/Reflection ____/50 Research ____/10 (90 points total)	Sunday, Oct 16
Module 3 - November		
1. Attendance at Seminar #4	____/5	Friday, Nov 4
2. Suicide Prevention Online Training	____/10	Sunday, Nov 6
3. Field Supervisor Observation #2	Lesson Plan ____/20 Pre-Conference ____/10 Observation ____/10 Post Conference ____/10	Observation complete by Fri, Nov 18; All documents due by Sunday, Nov 20
Module 4 - December		
1. Attendance at Seminar #5	____/5	Friday, Dec 2
2. End of Semester Final Reflection & Completed TTESS Tracker	____/30	Sunday, Dec 11
3. End of Semester Disposition Form - Cooperating Teacher	____/15	Sunday, Dec 11
4. End of Semester Disposition Form - Field Supervisor	____/15	Sunday, Dec 11
5. Completed Timesheet, Fall Semester	na	Sunday, Dec 11

IMPORTANT NOTE: Students must accumulate enough points to earn a grade of C or better to get credit for Clinical Teaching. Students must complete all assignments and activities to get course credit. Students who do not get credit for Clinical Teaching may be allowed to repeat the course once, the next semester that it is offered.

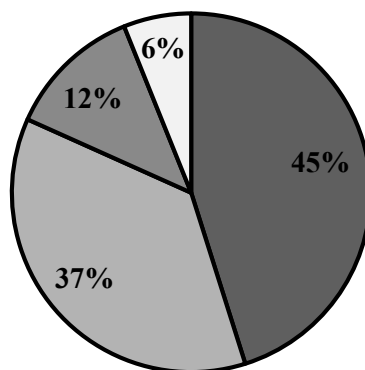
Lesson Plan Point Conversion:

- 90-100= 20 points
- 80-89= 18 points
- 70-79= 16 points
- 60-69= 14 points
- 50-59= 10 points
- 49 and below= 5 points

Disposition Point Conversion:

- 42-56= 15 points
- 41-28= 10 points
- 27 and below= 5 points

Course Grade Distribution:



- Assignments (185 pts)
- Observations (150 pts)
- Important Forms (50 pts)
- Seminars (25 pts)

COURSE POLICIES

Teacher Residents must have the full support and recommendation of both the Cooperating Teacher and the university Field Supervisor to successfully complete clinical teaching. Students who do not receive recommendation from both may receive an “F” and be required to reenroll in clinical teaching the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator CAFÉ.

ATTENDANCE: Teacher Residents are expected to attend their placement each day. Teacher Residents are expected to arrive on time to their placement each day. Leaving the school campus during the school day is not permitted without prior approval. In the event of an absence, the teacher resident must inform the Cooperating Teacher, university Field Supervisor, and the school office by telephone and email as early as possible. **STUDENTS MUST COMPLETE AN ABSENCE FORM WITHIN SEVEN (7) DAYS FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TESTING AND ON CAMPUS SEMINAR DAYS). All absence forms are located in the Blackboard course.**

Teacher Residents may only be absent 3 days total during the semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days absent must be made up at the end of the semester. Field Supervisors will contact the Field Specialist in the Educator CAFÉ when teacher residents have two or more absences. Excessive absences and/or unexcused absences may result in removal from the placement and dismissal from the teacher residency program.

Students may request an absence using the absence form, however, the request must be submitted to and approved by the Field Supervisor in advance.

INCOMPLETES AND REPEATS: In very rare cases, in order to exhibit proficiency in concept mastery and performance requirements, students may need additional time or may need to repeat a semester of clinical teaching. The Educator CAFÉ, based on recommendation by the Field Supervisor or Cooperating Teacher, may require a student to complete an additional week of clinical teaching at the end of the semester. This most often occurs when a student has been placed on a growth plan and needs a more time to show progress.

If the Field Supervisor or the Cooperating Teacher cannot fully support the recommendation of the clinical teacher for certification, the clinical teacher may be required to repeat clinical teaching during the next semester that it is offered. Students may only repeat clinical teaching once.

Incompletes will be issued only on very rare occasions and only after every attempt is made by the student to complete the clinical teaching requirements within the semester. In order to qualify for an Incomplete, at least 70% of clinical teaching requirements must have been met and evidence of extreme extenuating circumstances must be approved to the Educator CAFÉ Field Specialist. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester.

Students that struggle to complete teacher residency may have a Fitness to Teach report submitted or be placed on a growth plan. More information about Fitness to Teach standards and the Growth Plan can be found in the Educator CAFÉ Handbook.

FITNESS TO TEACH

The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and

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program staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, teaching specialists and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Students exhibiting a pattern of concern will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program in order to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

MISCELLANEOUS:

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the rubrics provided to students.
3. Assignments must be turned in on time. **Late work will have one point deducted for each day it is late. Please speak with your Field Supervisor about extenuating circumstances.**

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources As a college student, there may be times when personal stress interferes with your academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit:

<https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by reaching out via dos@tamusa.edu. Additionally, it is not unusual for

students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student's Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

Military Affairs Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and in special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu, or (210)784-1397.

Religious Observances Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops

that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students’ Rights and Responsibilities The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students’ Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of

freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information, veteran status, gender identity, or gender expression in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Writing, Language, and Digital Composing Center The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as

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eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

COVID-19 SYLLABUS ADDENDUM: Everyone is strongly encouraged to get vaccinated and get vaccine boosters! It is the best way to prevent serious illness or death. In alignment with the recent Texas A&M-System COVID-19 Phased Demobilization – Phase 1 guidelines, the University is updating Texas A&M-San Antonio COVID-19 guidelines and procedures. To coincide with the end of the spring 2022 semester, the updates include:

- Indicators for positive COVID-19 cases are no longer posted to the [Community. Safety. TOGETHER](#) microsite as of May 15.
- COVID-19 case management will no longer be conducted.
- The reporting portal will no longer be used to make second-hand reports about individuals who have revealed they are a positive, exposure, or symptomatic case.
- Exposure cases and symptomatic cases are no longer required/asked to report; only positive cases are required to report. Students and employees are required to complete the online [COVID-19 Reporting Portal form](#) if they test positive for COVID-19. This includes results from a home Rapid Test.
- Once a positive report is made, individuals will receive automated feedback documenting their status and will receive information about completing a Return to Campus form at the conclusion of their expected period of isolation. Once the Return to Campus form is submitted, they will receive automated feedback whether they are able to return to campus or not.
- As it pertains to COVID-19, faculty/supervisors will no longer receive a formal letter from the University (Dean of Students Office or Human Resources Department) documenting the release of a student or employee to return to campus. It is the responsibility of the student/employee to fill out the [Return to Campus form](#) and present to their respective professors and/or supervisor documentation of their approved return to campus.
- The Self Wellness Screen (Health Self-Screen Form) found on the Jaguar App may still be accessed and used to help determine if an individual should be on campus or not. Continued self-screening is encouraged for all, as is the continued practice of refraining from coming to campus if symptomatic.

In addition, there have been significant changes to our [Community. Safety. TOGETHER](#) microsite to consolidate and condense information. Resources and updated information will still be available on the microsite, including archives of what was previously communicated and featured on the site.

If you have questions regarding updates to our COVID-19 guidelines, here are sources you can reach out to depending on your question:

- General questions regarding COVID-19 protocol: safety@tamusa.edu
- Student concerns: dos@tamusa.edu
- Instructional or classroom needs: officeofacademicaffairs@tamusa.edu

Thank you for your continued support in our collective efforts to ensure the health and safety of our Jaguar community.