

Texas A&M University – San Antonio
College of Education and Human Development
Educator CAFE

EDFR 4310-Clinical Teach: Teach Res Sem1

A. MAJOR COURSE REQUIREMENTS:

Assignments	19 Texas Administrative Code (TAC)
<ul style="list-style-type: none"> • 9 Seminars • 2 Formal Observations • 4 Informal Observations • 2 Host Teacher Evaluations • Complete 750 hours • TEA Required Trainings • Participation in A&M-SA Events 	<p>§228.37 Coursework and Training for Classroom Teacher Candidates</p> <p>§228.57 Educator Preparation Curriculum</p> <p>§228.65 Residency</p> <p>§228.103 Formal Observations for Candidates in Residency Assignments</p>

B. LEARNING OBJECTIVES:

1. Teacher Residents will demonstrate mastery of content and pedagogical expertise in the content they teach.
2. Teacher Residents will demonstrate professionalism through:
 - a. demonstrate effective oral and written communication skills
 - b. demonstrate a positive and enthusiastic attitude
 - c. exhibit social-emotional intelligence
 - d. demonstrate self-regulated learner behaviors
 - e. take initiative with their learning and teaching
3. Teacher Residents will plan and deliver effective instruction and create an environment that facilitates learning for all students.
4. Teacher Residents will exhibit appreciation and value for cultural and academic diversity.
5. Teacher Residents will show preparedness and collaboration in teaching and learning with Site Coordinator, Host Teacher, and other school staff.

C. LECTURE OR DISCUSSION TOPICS:

	Seminar Topics
Orientation	<ul style="list-style-type: none"> • EYTR Residency Model • Performance Gates • Syllabus/ Co-Teaching Strategies • ATPE • Residency Expectations and Preparation • T-TESS Overview/ Informal Observations (POP Cycle) Overview • JAGS Educator Portal • Documents/TEA Required Trainings • Survey/ Exit Ticket • SC Expectations & Professionalism • Formal and Informal Observation Scheduling
Seminar 1	<ul style="list-style-type: none"> • Response to Observation Data • T-TESS 3.1: Routines and Procedures • T-TESS 3.2: Managing Student Behavior

	<ul style="list-style-type: none"> • Introduction to POP Cycles • Responding to Feedback
Seminar 2	<ul style="list-style-type: none"> • T-TESS 1.1: Standards and Alignment
Seminar 3	<ul style="list-style-type: none"> • T-TESS 2.3: Communication: Modeling and Think-Aloud
Seminar 4	<ul style="list-style-type: none"> • T-TESS 1.2: Assessment
Seminar 5	<ul style="list-style-type: none"> • T-TESS 1.3 Knowledge of Students
Seminar 6	<ul style="list-style-type: none"> • T-TESS 1.4: Activities
Seminar 7	<ul style="list-style-type: none"> • T-TESS 2.2: Content Knowledge (Anticipating Misunderstandings)
Seminar 8	<ul style="list-style-type: none"> • T-TESS 2.5: Monitor and Adjust
Seminar 9	<ul style="list-style-type: none"> • T-TESS 2.1: Achieving Expectations

D. REQUIRED & RECOMMENDED READINGS:

1. Course Syllabus
2. Enhanced Yearlong Teacher Residency Handbook
3. 240 Tutoring