

TEXAS A&M UNIVERSITY – SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATOR CAFE
TERM: Fall 2025

Welcome to the Fall Semester of Enhanced Yearlong Teacher Residency (EYTR)!

This semester represents an exciting milestone in your journey toward becoming an educator. Your hard work, commitment, and growth have brought you to this point, and I am proud to support you as you continue to develop your skills and confidence in the classroom. All activities and assignments this semester have been thoughtfully designed to provide you with a meaningful and high-quality preparation experience. As an EYTR Teacher Resident, you will complete a minimum of 750 clock hours by the end of your assigned **district's academic calendar**.

I am committed to fostering a supportive environment where every candidate can thrive. I look forward to learning and growing alongside you this semester!

A&M-SA's Gold Standard Vision Statement

A&M–SA Teachers are committed, ethical, adaptable, and operate from a growth mindset while demonstrating content knowledge, data-driven instruction, and sound pedagogical practices. They positively impact their students and communities through relationship-building, advocacy, and continuous reflection.

Student Learning Outcomes

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.

19 Texas Administrative Code (TAC)	Required Materials
§228.37 Coursework and Training for Classroom Teacher Candidates §228.57 Educator Preparation Curriculum §228.65 Residency §228.103 Formal Observations for Candidates in Residency Assignments	1. Course Syllabus 2. Enhanced Yearlong Teacher Residency Handbook 3. 240 Tutoring

SEMINAR SCHEDULE
(ATTENDANCE IS MANDATORY)

DATE	TIME/ LOCATION	SEMINAR DESCRIPTION	PREPARATION FOR NEXT SEMINAR
		Whole Group Session 9:00 AM- 2:00 PM	

Orientation July 16	9:00 -3:00 PM Classroom Hall 102	<p>(Working Lunch 11:30-12:30)</p> <ul style="list-style-type: none"> • Connector Activity • 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 <p>SC Session 2:00 PM -3:00 PM/TBD</p> <ul style="list-style-type: none"> • SC Expectations & Professionalism • Formal and Informal Observation Scheduling • Q & A 	
Seminar 1 August 20	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • Response to Observation Data • T-TESS 3.1: Routines and Procedures • T-TESS 3.2: Managing Student Behavior • Introduction to POP Cycles • Responding to Feedback • Q & A • Exit Ticket 	<ul style="list-style-type: none"> • Enhanced Yearlong Teacher Residency Handbook Acknowledgment
Seminar 2 September 3	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 1.1: Standards and Alignment 	
Seminar 3 September 17	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 2.3: Communication: Modeling and Think-Alouds 	
Seminar 4 October 1	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 1.2: Assessment 	
Seminar 5 October 15	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 1.3 Knowledge of Students 	
Seminar 6 November 5	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 1.4: Activities 	
Seminar 7 November 19	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 2.2: Content Knowledge (Anticipating Misunderstandings) 	
Seminar 8 December 3	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 2.5: Monitor and Adjust 	
Seminar 9 December 17	1:00-3:30 PM PM/TBD	<ul style="list-style-type: none"> • T-TESS 2.1: Achieving Expectations 	

ACTIVITIES/TASKS

As part of the EYTR program, there are several important assignments that all teacher residents need to complete. These activities help ensure everyone is building strong skills and staying on track for success. Each task contributes to your overall progress in the program, and **all must be completed** to successfully finish the Fall semester of EYTR. To continue in the EYTR program in the Spring, you'll need full support from both your **Site Coordinator (SC)** and your **Host Teacher (HT)**. If this support isn't confirmed, teacher residents may transition to clinical teaching in the Spring semester. All required documents should be submitted through **Blackboard** or the **JAGS Educator Portal**, depending on the assignment. You can find everything organized under **Modules 1–5**, with clearly posted due dates.

If you have questions or need help along the way, please don't hesitate to reach out. I am here to support your journey—we're in this together!

PERFORMANCE GATES/FINAL GRADE

S – Satisfactory

U – Unsatisfactory

You are preparing to be a teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of each EYTR semester, teacher residents are assigned a final grade based upon Satisfactory (A) or Unsatisfactory (F) performance. To pass EDFR 4310 and be recommended for certification, the Teacher Resident must meet the following criteria:

- Unapproved Absences must be made up by the last day of Residency, which is the district's last instructional day.
- By POP Cycle #2, Teacher Residents must have scored at least a 2 ("Developing") on each of the Educator CAFE Assessment Tool indicators with consistent progress.

Teacher Residents who fail to achieve or maintain ratings in this manner may have the option to complete one additional POP cycle to reach the standard, at the discretion of their Site Coordinator and in collaboration with program leadership.

If a Teacher Resident does not meet this performance standard ("2- Developing" on all indicators), s/he will not move on to the Spring semester of the EYTR. If this occurs, then the teacher resident may request a 1-semester Clinical Teaching experience during the next semester or see an Academic Advisor about moving to a non-certification degree plan.

Teacher Residents must also meet the criteria for all other course assignments to pass this course.

Summary of Components of Course Grade

Requirements/Assignments	How many?
Seminar Attendance	9
POP Cycles	2
Informal Observations/Walkthroughs	4
Host Teacher Evaluations	2
Participation in A&M-SA Events	TBD
Meet these minimum requirements to obtain an "S"	S

Observations and Events Timeline

Date	Event	Details
August 19	Complete Informal Observation/Walkthrough 1	
September 12	POP Cycle #1 (09/02/25 - 09/12/25)	Improvement Needed to Developing
October 10	Complete Informal Observation/Walkthrough 2	
November 7	Complete Informal Observation/Walkthrough 3	
November 21	POP Cycle #2 (11/10/25 - 11/21/25)	Developing
December 10	Complete Informal Observation/Walkthrough 4	

ADDITIONAL IMPORTANT DATES
(REMEMBER: YOU WILL NOT FOLLOW THE UNIVERSITY CALENDAR;
YOU WILL FOLLOW YOUR DISTRICT CALENDAR)

First day of EYTR	<ul style="list-style-type: none"> East Central ISD - August 7 Harlandale ISD - August 13 North East ISD-August 11 South San Antonio ISD - August 11 Southwest ISD - August 11
August 25	<ul style="list-style-type: none"> First day of Fall 2025 classes at A&M-SA
September 1	<ul style="list-style-type: none"> Labor Day Holiday
November 27-29	<ul style="list-style-type: none"> Thanksgiving A&M-SA (See District Calendar)
Last day of fall semester of EYTR	<ul style="list-style-type: none"> East Central ISD - December 19 Harlandale ISD - December 19 Northeast ISD- December 19 South San Antonio ISD – December 19 Southwest ISD – December 19
December 15	<ul style="list-style-type: none"> Grades due

PACING GUIDE WITH ASSIGNMENTS, DUE DATES, AND SUBMISSION REQUIREMENTS

MODULE 1: July 16-August 31 (Weeks 1-7)

Assignment	Due Date	Submission	Completed
Exit Policy	August 11	Portal	
Testing Acknowledgement Form	August 11	Portal	
Teacher Resident Handbook and Orientation Training Acknowledgement	August 11	Portal	
MODULE 2: September 2-30 (Weeks 8-12)			
Assignment	Due Date	Submission	Completed
Formal Observation #1 (POP Cycle)	September 12	Portal	
Complete TEA Required Trainings:			
• Dyslexia	September 28	Portal	
• Youth Mental Health/First Aid	September 28	Portal	
• Digital Literacy	September 28	Portal	
• First Days of School	September 28	Portal	
MODULE 3: October 1-31 (Weeks 13-17)			
Assignment	Due Date	Submission	Completed
Candidate Disposition & Addendum #1 (Completed by Host Teacher)	October 12	Portal-Disposition-HT Blackboard-Addendum-EYTR	
MODULE 4: November 2-30 (Weeks 18-21)			
Assignment	Due Date	Submission	Completed
Formal Observation # 2 (POP Cycle)	November 21	Portal	
Host Teacher Feedback #1	November 30	Portal-HT	
MODULE 5: December 3-17 (Weeks 22-24)			
Assignment	Due Date	Submission	Completed
Completed Time Log- Fall Semester-Host Teacher Approved	December 14 (EYTR will attend placement until 12/19)	Portal-HT	

COURSE REQUIREMENTS:

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the rubric provided to students.
3. Assignments are expected to be turned in on time.

EYTR Residents must have the full support and recommendation of the Host Teacher and the university Site Coordinator to complete EYTR. A teacher resident who does not receive recommendations from both may receive an “F” and may be required to enroll 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 CAFE.

ATTENDANCE POLICY FOR RESIDENCY AND SEMINAR

Enhanced Yearlong Teacher Residents are expected to attend and arrive on time for their school placement **every assigned school day** and to attend **all required seminars each semester**. Leaving campus during the school day is not permitted without prior approval. In case of an absence, Residents must notify their **Host Teacher, Site Coordinator, and the school office** as early as possible by phone or email. All absences must be documented in the JAGS Educator Portal.

Teacher Residents will observe the school schedule set by the district regardless of the holidays observed by A&M-SA. Residents are expected to be at their school placement on campus/district staff development days and to participate in any professional development programs.

The College of Education & Human Development urges Residents to consider EYTR to be a year-long job interview since the partner school districts monitor Residents very closely to determine whether or not they are potential hires.

Residency Absences

- Residents may have **up to 2 excused absences** from their residency placement **per semester**.
- Excused absences include illness, family emergency, or other approved circumstances.
- **Any absence beyond 5 per semester** must be discussed with the Site Coordinator and may require a make-up plan or documentation.
- **Excessive absences** may result in a **Fitness to Teach referral, a Growth Plan, or removal from the program**.

Seminar Attendance

- Residents are required to attend **all seminars per semester**.
- **One excused seminar absence** is permitted **per semester**, but the Residents may be required to complete a **make-up assignment** approved by the instructor or Site Coordinator.
- **Two or more missed seminars** without make-up may result in a loss of credit or prompt a review under the **Fitness to Teach** policy.

Professional Responsibility

Teacher Residents are expected to treat attendance as they would in a professional teaching position. Frequent absences or tardiness—whether at school placements or seminars—will raise concerns about readiness for certification and may prompt a review under the **Fitness to Teach** policy. More information about attendance expectations, professional dispositions, and Growth Plans can be found in the **Educator CAFE Handbook**.

FITNESS TO TEACH

The purpose of the Fitness to Teach (FTT) is to clearly describe the actions, knowledge, and skills the Resident needs to successfully address to improve his/her instructional performance and/or professionalism. All Teacher Residents are expected to abide by all professional expectations of an educator. Specifically, these expectations include the

demonstration of emotional and mental fitness in the interaction with others, as well as conformance with the State of Texas Educator Code of Ethics. Failure to do so will result in a Fitness to Teach (FTT). The FTT may be submitted by any person directly involved in the training and mentoring of pre-service teacher at A&M-SA.

GROWTH PLAN

Residents who are identified as having significant concerns may be placed on a Growth Plan. If a Growth Plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. Failure to make satisfactory progress on a Growth Plan may result in removal from the placement and potentially the EPP:

Step #1: Site Coordinator will have an initial crucial conversation with the Resident to address the concern and identify the reason(s) for the Growth Plan. The discussion will include:

- Areas identified for improvement
- Evidence/Examples
- Discussion of outside factors that may be hindering progress and/or success

Step #2: Together, the Site Coordinator and the Resident will create an Action Plan that will be shared with the Host Teacher to include:

- Intervention Strategies
- Actions Required by the Resident
- Timeline for Actions to be Completed
- Evidence of Successful Completion
- Potential Consequences for Failure to Satisfactorily Complete Action Plan

Step #3: The Site Coordinator will follow up with the Resident within 14 Days to determine if improvement is being demonstrated. If so, the Action Plan will continue. If not, the Site Coordinator will contact the Educator CAFE administration to discuss next steps and develop a plan for support with the Resident.

Step #4: The Site Coordinator will follow up with the Resident within 24 Days to determine if improvement is being demonstrated. If so, the Action Plan will continue. If not, the Site Coordinator will contact the Educator CAFE administration to discuss dismissal from Residency.

Step #5: The Site Coordinator will submit the Final Report that will be shared with the Host Teacher and Educator CAFE administration. If it is determined that a Resident showed no significant improvement after engaging in the Growth Plan and/or a Resident demonstrated unethical, inappropriate, or criminal behavior while engaged in the work of the Residency, they will meet with the Site Coordinator and Educator CAFE administration to discuss the next steps for dismissal from Residency.

Option 2 – Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.