

EPISD/UTEP

Teacher Resident Handbook



Inspire and Empower learners to Thrive



El Paso Independent School District Teacher Residency Leadership



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Welcome

Welcome to the El Paso Independent School District! We look forward to having you be part of EPISD. This handbook is a valuable resource to help residents, mentors and administrators navigate through the residency experience. Residents will work with experienced mentor teachers, principals, and district leaders. These individuals work closely with each other and the University to ensure that each resident is ready for the first day with students. If you need additional information, reach out to the district liaison, Michelle Casillas, Executive Director of Leadership and Talent Development, at 915-230-2489 or mcasill1@episd.org.

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Strategic Staffing

UTEP Resident and Mentor Strategic Staffing

Monday	Tuesday	Wednesday	Thursday	Friday
Clinical teaching with Mentor Teacher	Clinical teaching with Mentor Teacher	Attend courses at UTEP	Clinical teaching with Mentor Teacher	Attend professional learning the first Friday of each month. Substitute teach at home campus the remaining Fridays.

Residents as Substitute Teachers with Learning Rounds Logistics:

- Days Per Week: Residents will serve as substitute teachers (in lieu of assigning a substitute teacher) on Friday.
- Day of the Week for Learning Rounds: The first Friday of the month will be designated as a “Learning Round” day and residents will not substitute. They will engage in Learning Rounds designed by El Paso ISD.
- Start Date for Substitute Teaching: Residents will begin substitute teaching in Week 5.
- Start Date for Learning Rounds: Residents will begin their Learning Rounds on the first Friday of the second month of residency.
- Grade-Level/Content Area: Residents can substitute in any grade level or content area in the first semester.
- Resident Additional Training: Residents will attend PD week with their mentor teacher. In addition, they will attend UTEP training.
- Substitute Teaching Training: The last two Fridays of the first month of the residency will be designated for substitute teaching training with El Paso ISD. Leadership and Talent Development will train on the substitute role on the first of these two Fridays and HR will train on the logistics of substitute teaching on the second of these two Fridays. Residents will also attend a 3-hour mandatory district training and receive additional training for substitutes from the substitute coordinator. Substitute training will occur before residents begin substitute teaching.
- Learning Rounds: Residents will attend monthly professional learning sessions (Learning Rounds) designed to be engaging and interactive. One district department per month will prepare a deep dive into a particular topic and will provide practice-based professional learning. Topics for the Learning Rounds include Classroom Culture; Special Populations and Differentiation; Multi-tiered Systems of Support; and Using Data to Inform Instruction.

- Mentor Teacher Training: Mentor teachers will attend UTEP's mandatory Mentor Teacher Orientation prior to the start of residency. In addition, mentors will be required to attend quarterly professional learning sessions provided by UTEP.
- Surveys: Residents will complete a monthly survey to share data on their experience with substituting. The survey will be distributed by El Paso ISD during Learning Rounds and the data will be used to determine other areas of need.

***Spring start residents will follow the same guidelines above as Fall start Residents. They will begin substitute teaching on the second Friday of September. Exception: They will serve as substitute teachers on their own campus for the entire Fall semester.*

Learning Rounds Calendar	
Time: 8:00 am - 4:00 pm	
Date	Topic
September	Classroom Culture and Relationships
November	Multi-Tiered Systems of Supports
December	Special Populations and Differentiation
February	Data-Driven Instruction
March	Using Assessment to Inform Instruction
April	Evidence-Based Instructional Practices
May	Planning for Your Classroom

Roles and Responsibilities of a Teacher Resident

EI Paso ISD & UTEP Teacher Resident Job Description

Summary

The UTEP teacher resident (TR) is a student teacher who participates in a year-long clinical experience under the guidance of a highly effective mentor teacher (MT). A resident observes and learns on the job in preparation for a teaching career while earning a degree (typically a bachelor's, but in some cases a master's) and/or certification from the University of Texas at El Paso and the Texas Education Agency. For a full school year, full-time, the resident works alongside the MT. TRs are actively engaged in as many elements of a classroom teacher as possible from the very beginning of the residency year. The TR will gradually assume greater responsibilities throughout the residency year as they continuously develop as a teacher.

Typical TR responsibilities include learning while:

- Co-planning and co-teaching with MT and other team members, leading small group instruction, leading instruction with and without the MT present (with planning support from MT).
- Attending professional learning prior to the start of the school year and on-going throughout the school year.
- Participating in Professional Development week with MT, team planning, Professional Learning Communities, school-based professional development, campus faculty meetings, monthly learning rounds, parent teacher conference (from start to finish) and meetings with their Site Coordinator (SC). Complete all online mandatory modules. The exception would be if these take place on a Wednesday.
- Working with the MT to monitor and improve instruction with formative and summative assessments, grading, data analysis, and rubrics to identify next steps.
- Adapting and improving high-standards, differentiation-ready lesson plans that motivate strong student learning, after learning to deliver such lessons prepared in conjunction with the MT and/or experienced team members.
- Managing procedures, supervising students, and developing students' social-emotional skills during transitions, lunch, recess, assemblies, and other activities, and while team teachers plan or deliver instruction.
- Embracing feedback from MTs and the Site Coordinator before, during, and after informal and formal observations.
- Taking responsibility for other non-instructional duties as assigned by the MT.
- Serving as a substitute teacher one day per week (DO NOT Swipe on Friday).
- Participating in district developed Learning Rounds on the first Friday of each month.

Resident Responsibilities (*while learning from MT and collaborating with team may vary*)

Classroom and School Environment—Yearlong

- The assigned resident substitute teaching day is Friday. Exception: In extenuating circumstances, if the teacher resident needs to substitute on a different day of the week, the campus will get approval from Leadership and Talent Development. Note: On Wednesdays, TRs will not be on campus.

- Identify and address individual students' social, emotional, and behavioral learning needs and barriers.
- Hold students accountable for ambitious, measurable, high expectations of behavior and engagement.
- Contribute to a culture of respect, enthusiasm, and rapport.
- Manage student behavior during transitions and less structured time (such as recess, lunch).
- Monitor independent work time in classroom while teacher provides instruction.
- Identify and suggest ways to engage students in a physical/virtual classroom that includes technology.

Planning and Preparation—Progressively Doing More

- Co-Plan with MT and team.
- Ensure a high-standard, differentiation-ready curriculum.
- Plan backward to align all lessons, activities, and assessments with high-expectation standards & curriculum.
- Implement and suggest improvements to instruction that develop higher-order thinking skills and is personalized, reflecting the levels and interests of individual students.
- Implement and suggest improvements to assessments that accurately assess student progress.

Instruction—Progressively Doing More

- Provide small-group instruction under the direction and using tools/rubrics of the MT and team.
- Supervise student skills practice, projects, and digital learning.
- Co-Teach with MT.
- Lead whole-group instruction.
- Participate in instructional planning, data review, and improvement during the year.

Learning Rounds

- Attend substitute training on the last two Fridays of the first month of the residency at El Paso ISD
- Attend Learning Rounds on the first Friday of each month thereafter.

Professional Responsibilities

- Solicit and willingly receive feedback from MT, Principal, SC, and team members to improve professional skills.
- Meet with MT to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges.
- Collaborate with other grade-level team members.
- Participate in professional development opportunities on campus.

Qualifications

- Enrolled in UTEP's Miner Teacher Residency program, working towards a teaching certificate.
- Strong work ethic, open to feedback, with willingness to implement next steps, and a belief that all students can achieve.
- Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
- Knowledge of subject matter being taught.

Hours

- Residents will be present during teacher contract hours and dates set by the district calendar. Residents must adhere to all applicable district policies and procedures.
- Residents will be on campus Mondays, Tuesdays, Thursdays, and Fridays.
 - Wednesdays are UTEP days.
 - Fridays are substitute-teaching/learning rounds days.

Post-Certification

- Priority hiring opportunities.
- Post residency commitment (preferred)
 - Receive mentoring support for the two years after program completion.
 - Hiring Preference: Resident will fulfill a two-year commitment to El Paso ISD.
 - If a resident is unable to fulfill their teaching commitment, the district will review the circumstance on a case-by-case basis.

Reports to: Mentor teacher, principal, and UTEP Site Coordinator.

I HAVE READ AND UNDERSTAND THIS JOB DESCRIPTION. I ALSO UNDERSTAND THAT MY PERFORMANCE EVALUATION WILL BE BASED ON THESE DUTIES AND RESPONSIBILITIES.

Signature of Teacher Resident

Date

Teacher Resident's Printed Name

Campus Name

Roles and Responsibilities of a Teacher Mentor

El Paso ISD & UTEP Mentor Job Description

Summary

The role of the Mentor Teacher is to serve as a mentor, leader, and a coach who models and plans effective instruction and professional dispositions, creates a supportive classroom environment where residents are encouraged to take risks and participate in the planning and instruction process, and observes and provides specific feedback to teacher residents to have a lasting impact on student achievement.

Responsibilities

- Mentor a resident for two semesters (Fall & Spring or Spring & Fall).
- Establish a positive working relationship with resident.
- Establish and maintain a schedule for consistent planning time with resident.
- Provide and co-plan with resident all lesson materials in advance and review (and potentially rehearse) resident planned lessons.
- Clearly communicate expectations.
- Regularly model effective instructional practices for resident.
- Establish independent planning responsibilities with the resident and support/scaffold them in their understanding of core content areas.
- Co-plan, co-teach, debrief, problem solve, and coach resident daily.
- Support resident in leading small group and whole group instruction
- Complete observations and provide specific and timely feedback to resident individualized needs, with a weekly reinforcement and refinement and clear next steps aligned to the Miner Assessment Tool.
- Monitor and support resident's progress towards performance targets (MAT).
- Complete formal monthly Domain 4 progress report of resident and submit reports to UTEP's online system.
- Include resident in Professional Learning Communities and school-based professional development.
- Participate in Site Coordinator led professional development, apply the new learning, and bring back evidence of application (4-5 times a year). Attend mentor orientation prior to the start of the semester.
- When allocating non-instructional administrative duties to residents, consider the developmental needs of the resident and ensure ample time to develop teaching skills.
- Solicit and willingly receive feedback to improve coaching skills.

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for all students.
- Set direction, verbally and with tools and materials, that clarify content and teaching process.
- Lead, model, and coach resident to:
 - plan backward to align all lessons, activities, and assessments.

- design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).
- design assessments that accurately assess student progress.
- utilize district instructional framework and district academic expectations.

Classroom Environment

- Lead, model, and coach resident to:
 - hold students accountable for high expectations of behavior and engagement that are ambitious and measurable.
 - create a virtual or physical classroom environment conducive to collaborative and individual learning.
 - establish a culture of respect, enthusiasm, and rapport.
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers.

Instruction

- Lead, model, and coach resident to:
 - hold students accountable for ambitious, measurable standards of academic achievement.
 - identify and address individual students' development of organizational and time-management skills.
 - invest students in their learning using a variety of influence techniques.
 - incorporate questioning and discussion in teaching.
 - incorporate small-group and individual instruction to personalize and tailor instruction to individual needs.
 - monitor and analyze student assessment data to inform enriched instruction by teacher.
 - communicate with students, provide authentic, timely feedback, and keep them informed of their progress.
 - implement district instructional framework and district expectations.

Professional Responsibilities

- Solicit and receive feedback from supervisor to improve professional skills.
- Engage in informal check-ins with Site Coordinator to share progress updates and align support for resident.
- Model instructional tasks to aid resident.
- Provide feedback, developmental advice, and assignments to develop resident's effectiveness.
- Participate in professional development at school, collect artifacts, and share learning with the resident to support resident development.
- Coach resident to reflect on their own practice, and progressively over time, generate and implement strategies to increase their effectiveness.

Qualifications

- Knowledge of subject matter being taught.
- At least 3 years of evidence of modeling exemplary teaching experience (Proficient/distinguished evaluations).
- A valid teaching certificate in the certification area in which the teacher resident is being certified.

I HAVE READ AND UNDERSTAND THIS JOB DESCRIPTION. I ALSO UNDERSTAND THAT MY PERFORMANCE EVALUATION WILL BE BASED ON THESE DUTIES AND RESPONSIBILITIES.

Signature of Mentor Teacher

Date

Mentor Teacher Printed Name

Campus Name

Roles and Responsibilities of a Principal

El Paso ISD & UTEP


- Attend and participate in quarterly governance meetings with UTEP.
- Support high-quality mentor teacher (MT) selection.
- Attend:
 - Match Day (May and/or December)
 - District Onboarding
 - July training (1 hour) at UTEP
- Have open communication with UTEP Site Coordinator(s)
- Support teacher residents (TR) and mentors.
- Introduce Teacher Residents to staff as a new staff member.
- Provide onboarding for Teacher Residents in the same fashion as you would for a new teacher hire.
- When budgeting include teacher residents for all purchases of supplies, materials, meals and swag. Teacher Residents are part of the staff.
- Include Teacher Residents on campus roster.
- Structure items to support residents on campus.
- Residents should not be used to cover for teachers to attend 504s and/or ARDs.
- Residents should attend 504 and ARD meetings with their Mentor Teacher.
- Coach mentor teachers.
- Ensure that mentor teachers following various teaching models: observe, one teach one assist, co-teach.
- Ensure that residents fill a substitute job each Friday.
 - Expectation on Learning Round day.
- Plan with campus secretary to have teacher residents assigned to substitute job by Wednesday of each week.
- Keep track of days residents are absence.
- Plan for residents to make up any days missed during fall and/or spring intersession.
 - Residents will be docked \$107 each day made up during intersession.
 - Report to Leadership and Talent Development any absences that were not made-up during intersession.

Attendance

2023-2024 School Year Program Design for Year Long Teaching Residents (YLR)

- YLRs are paid a \$107.00 daily rate under the Miscellaneous Pay Rates. Pay will be annualized.
- YLRs swipe in daily upon arrival at the designated campus (Monday, Tuesday, Thursday & Friday).
- YLRs report to UTEP on Wednesdays.
- YLRs will only substitute at respective home campus on Fridays. The campus secretary or designee authorized by Principal will assign the YLR to substitute jobs.
- Teachers will enter the absence using the "No Sub Required" absence code.
- YLRs will NOT accept sub jobs directly from teachers.

Pay Schedule



**EL PASO
INDEPENDENT
SCHOOL DISTRICT**

PAYROLL SCHEDULE

School Year 2023-2024

Payroll Telephone #: 230-2120
E-MAIL: payrolloffice@episd.org

Pay Period dates represent when absences, extra duty pay, substitute, temporary and specific hourly employees pay will be processed on applicable Pay Date.

Pay Period Begin Date (SUN)	Pay Period End Date (SAT)	Pay Date	
06/04/23	06/17/23	Friday	07/14/23
06/18/23	07/01/23	Monday	07/31/23
07/02/23	07/15/23	Tuesday	08/15/23
07/16/23	08/05/23	Monday	8/31/2023*
08/06/23	08/19/23	Friday	09/15/23
08/20/23	09/02/23	Friday	09/29/23
09/03/23	09/16/23	Friday	10/13/2023**
09/17/23	09/30/23	Tuesday	10/31/23
10/01/23	10/21/23	Wednesday	11/15/2023*
10/22/23	11/04/23	Thursday	11/30/23
11/05/23	11/18/23	Friday	12/15/23
11/19/23	12/02/23	Friday	12/29/2023**
12/03/23	12/16/23	Friday	01/12/24
12/17/23	01/06/24	Wednesday	1/31/2024*
01/07/24	01/20/24	Thursday	02/15/24
01/21/24	02/03/24	Thursday	02/29/24
02/04/24	02/17/24	Friday	3/15/2024**
02/18/24	03/02/24	Thursday	03/28/24
03/03/24	03/23/24	Monday	4/15/2024*
03/24/24	04/06/24	Tuesday	04/30/24
04/07/24	04/20/24	Wednesday	05/15/24
04/21/24	05/04/24	Friday	05/31/24
05/05/24	05/18/24	Friday	06/14/24
05/19/24	06/01/24	Friday	06/28/24
06/02/24	06/15/24	Monday	07/15/24
06/16/24	06/29/24	Wednesday	07/31/24

NOTE: * Pay Period is 3 weeks long.
 **10/13/23, 12/29/23 & 3/15/24 is a scheduled pay date during break.

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**10/13/23, 12/29/23 & 3/15/24 is a scheduled pay date during break.

**EL PASO INDEPENDENT SCHOOL DISTRICT
REQUEST FOR TIME OFF**

Teacher Resident: _____

Campus: _____

Day/Date and Time Requesting: _____

IMPORTANT:

Teacher residents receive a flat stipend every pay day, therefore, for attendance purposes, it is important to swipe daily for the entry and exit of each workday. If an absence is required and it is preplanned, please complete this form the workday before. If the absence is unplanned, please take time to complete this form the day after your return. If a workday does not note a swipe for AM and PM, it is considered an absence. Every absence will be made up during the Fall intersession, October 2-6, 2023. Any absences, up to 5 days, prior to October, would be made during the Fall intersession. Absences beyond those would prorate your stipend at the end of the semester.

Teacher Resident Signature

Date

APPROVED:

Principal/Supervisor Signature

Date