	EDRE 4860.001: Reading and the Language Arts EC- 6 **EDRE 4860.011: Reading and the Language Arts** INSTRUCTOR: Dr. Cynthia Miller "Cindy" EMAIL: clmiller@unt.edu or drcynthia.miller@gmail.com OFFICE HOURS: virtual and by appointment (Wednesday) PHONE: 214-538-1222 (cell)

TEXTBOOKS: Required Texts and Journal – Bring each of these to class every week.

- Tompkins, G. E. (2012). Teaching Writing: Balancing Process and Product (6th Ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

- Johnston, P. H. (2004). Choice Words. Portland, ME: Stenhouse Publishers.

- Writer's Notebook/Journal – decorated to represent you (A composition book works best for this. You will get one of these from your instructor.)

- Texas Essential Knowledge and Skills for English Language Arts and Reading (ELAR, available at www.tea.state.tx.us). Be sure to download the TEKS for both grade levels in which you are observing. Put them in your notebook and bring them to class daily.

Recommended
- Allen, C. A. (2001). The multigenre research paper: Voice, passion, and discovery in grades 4-6. Portsmouth, NH: Heinemann.

- TK20.   This course requires the Teach a Writing Lesson assignment to be uploaded and graded in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20. Announcements regarding TK20 will also be posted on this website. http://www.coe.unt.edu/tk20

COURSE DESCRIPTION:
3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. Writing is the literacy focus of this course. Prerequisite(s): EDRE 4450 or EDRE 4820.

PURPOSE OF THE COURSE IN THE TEACHER EDUCATION PROGRAM:
The UNT teacher education program envisions the teacher as an agent for the engaged learning of children. An important tool for engagement that children bring to school with them is their miraculous ability to understand and to use language. Although American children speak many languages, our emphasis is on the English language arts and on children's learning to communicate proficiently and effectively in a wide variety of situations. We'll learn ways to promote engagement in visual, oral and written language, and we will think about the use of language in the content fields and in life outside of school. The course acquaints future elementary and middle level teachers with content, methods, and rationale associated with teaching students the English language arts of reading, writing, listening, speaking, viewing, and visually representing in an integrated environment that motivates engagement in learning.

LLBE PROGRAM EXPECTATIONS FOR FUTURE TEACHERS:
1. Develop a reflective mindset about his/her learning and teaching
2. Develop a sensitivity to the English Language Learner
3. Endorse integration in the teaching of language arts
4. Become a lifelong learner
5. Support student-centered instruction

LEARNING OBJECTIVES:
1. Demonstrate inclusion and integration of the six language arts in the EC-6 and 4-8 content (Math, Science, and Social Studies) curriculum through common patterns for practice and in resources organized by teachers to enable learning.
2. Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.
3. Apply understandings of children's development of oral, written, and visual language through the design of learning activities and assessments and through simulated communication with parents, making appropriate adaptations for students with learning and linguistic differences.
4. Demonstrate familiarity with the Texas Essential Knowledge and Skills (TEKS), and use them in developing curriculum focused on students' acquisition of concepts, skills, and strategies associated with proficiency in English language use.
5. Design activities and mini-lessons for teaching oral and written language concepts, skills, and strategies in ways that integrate the language arts in content areas (Math, Science, Social Studies).
6. Articulate assessment strategies for learning activities and mini-lessons that are related to the TEKS and other learning goals, that are as authentic as possible, and that are diagnostic, feeding back into development of curriculum and instruction.
7. Apply and assess the effective use of scaffolding and other strategies to develop higher order thinking and comprehension in the design of learning activities.
8. Recognize differences in purposes for language arts learning, and design curriculum, instructional procedures, and assessment that direct learners toward engagement in language arts in the Arts for aesthetic, efferent, and critical listening, reading, and viewing and production, including visual arts, music, theatre, dance, etc).
9. Engage in the study of narrative, expository (math, science, and social studies) and poetic texts and in independent inquiry, and apply this knowledge to the design and assessment of similar experiences for students.
10. Demonstrate knowledge of the influence of media on communication and of strategies for involving EC-6 and 4-8 students in study and production of media and other modes of visual representation, including those that employ current technologies.
11. Know the stages of the writing process and how to apply them in the classroom, including attention to traditional and workshop-embedded teaching of literacy and mechanical skills, including spelling, capitalization and punctuation, handwriting and keyboarding, word usage, sentence and paragraph development, and use of a variety of genre.
12. Know terminology commonly used in the teaching of spelling, grammar and vocabulary, why these concepts are important, and ways to integrate them appropriately for EC-6 and 4-8 students.
13. Experience on-going and publicly accountable assessment processes that are fostered through regular use of learning logs, construction of portfolios, class development of rubrics and checklists, and teacher and small group conferencing, and apply understandings of these processes in planning for EC-6 and 4-8 teaching.
14. Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.

CONCEPTUAL FRAMEWORK

Educators as guide to engaged learners summarizes the conceptual framework for UNT's basic and advanced programs. This concept is usually portrayed as a compass, which represents the tools educators employ as they orient their students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem solving, curriculum development, program development, inquiry and research. Guiding engaged learners features on-going dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy.

Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators:

1. Content and curricular knowledge refers to the grounding of educators in content knowledge and knowledge construction and in making
     meaningful to learners the content of the PreK-16 curriculum.
2. Knowledge of teaching and assessment refers to the ability of educators to assess, plan, implement and evaluate teaching and learning
     in terms of its consistent engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable educators to advocate for all students within the
     framework of the school program.
4. Encouragement of diversity refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique
     endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate
     applications of information technology.
6. Engaged professional learning refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.

UNIVERSITY POLICY STATEMENTS:
A. ACADEMIC HONESTY
   "Students are encouraged to become familiar with UNT's policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university." Please note that if you are repeating this course, prior assignments will not be accepted.
B. ATTENDANCE POLICY
   Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog, "Regular and punctual class attendance is expected. . . . Absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member." In this class, students should attend every scheduled meeting. Having more than **one** absence is considered excessive and will result in a lowered grade, or possibly a failing grade, for the course. Those with extenuating circumstances should meet individually with the instructor. **The Instructor expects to be notified when the student is absent.** Please speak with a classmate about the missed material and expectations for the next class meeting. Being TARDY is not acceptable and the instructor should be notified. Excessive tardies will lower your grade.
C. DISABILITIES ACCOMMODATION
   "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides

for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class."

D. STUDENT CONDUCT

Expectations for behavior in this class accord with the Code of Student Conduct: "Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labels, discussion groups, field trips, etc." See www.unt.edu.csrr.

E. EAGLE MAIL

 "All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu

ADDITIONAL INFORMATION FROM INSTRUCTOR

A. Cell Phones and Laptop: **Students should turn off cell phones when they are in class**. This means vibrate as well as ring modes. Also, there should be no texting during class. If there is something that is so important that you must be in contact with someone, let the instructor know or take the absence. Laptops may be used in class for taking notes and for engaging in learning activities for the course. Remember that being present in a class means that you are there **physically and intellectually**. There will be times when your cell phone or computer will be used for class work. The instructor hopes to create interactive opportunities that will mirror the ways that you will be able to use them in your own classrooms. **No email during class**.

B. SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

C. Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

D. Late Assignments: All papers and projects **should be submitted on the date that they are due**, thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis. Please discuss with instructor PRIOR to due date.

E. Information: This syllabus provides important information about the purposes and plans for the course. It is not a contract, however; I reserve the right to change the course content, assignments, schedule, or grading plan based on student needs or learning opportunities.

Professional Behavior Expectations:

1. Attend class for entire time and be on time.
2. Be courteous to everyone – listen when others speak, answer and ask questions often, and be alert (if you are too tired to stay engaged in class, then stay home).
3. Be prepared with all assignments before class begins and do not do other assignments during class.
4. When working in groups, be sure to do your share in the time frame of all group members.

5. All work should be typed, edited, printed, and brought to class ready to turn in --- your instructor is not responsible for printing your work--- do not plan on sending it by email unless specifically asked to do this. Late assignments will not be accepted unless you have met with the instructor. If you are absent, it is up to you to contact one of your classmates about what happened during class.

If you are having difficulty with the instructor, make an appointment to talk with the instructor. If the results do not meet with your satisfaction, then make an appointment with the department chair, Dr. Jim Laney.

PROFESSIONAL RESOURCES

(You might find these helpful as you are looking at ways to work with student writing.)

Adler, M. (2009). Writers at play. Portsmouth, NH: Heinemann.

Anderson, C. (2000). How's it going? A practical guide to conferring with students. Portsmouth, NH: Heinemann.

Arter, J. & McTighe, J. (2001). Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance. Thousand Oaks, CA: Corwin.

Atwell, N. (1987). In the middle: Writing, reading and learning with adolescents. Portsmouth, NH: Heinemann.

Bomer, K. (2005). Writing life. Portsmouth, NH: Heinemann.

Buckner, A. (2005). Notebook know-how: Strategies for the writier's notebook. Portland, ME: Stenhouse

Calkins: L. M. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.

Cunningham, P. M. (2000). Phonics they use. New York: Longman.

Daniels, H. (1994). Literature circles: Voice and choice in the student-centered classroom. York, ME: Stenhouse.

Daniels, H,. Zemelman, S., & Steineke, N. (2005). *Content –area writing*. Portsmouth, NH: Heinemann.

Fletcher, R. (1996). Breathing in breathing out: Keeping a writer's notebook. Portsmouth, NH: Heinemann.

Fletcher, R. (1993). What a writer needs. Portsmouth, NH: Heinemann.

Fletcher, R., & Portalupi, J. (1999). Writing workshop. Portsmouth, NH: Heinemann.

Fu, D. (2009). Writing between languages. Portsmouth, NH: Heinemann.

Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). Lively discussions: Fostering engaged conversations. Newark, DE: International Reading Association.

Ginsberg, M. B., & Wlodkowski, R. J. (2000). Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse leaders. San Francisco: Jossey-Bass.

Glover, M. (2009). Engaging young writers, preschool-grade 1. Portsmouth, NH: Heinemann.

Graves, D. (2003). Writing, 20th anniversary edition: Teachers & children at work. Portsmouth, NH: Heinemann.

Heard, G. (1998). Awakening the heart. Portsmouth, NH: Heinemann.

Heard, G. (2002). The Revision Toolbox. Portsmouth, NH: Heinemann.

Heard, G. (1995). Writing toward home. Portsmouth, NH: Heinemann.

Henderson, E. H. (1990). Teaching spelling. Boston: Houghton Mifflin.

Hicks, T. (2009). The digital writing workshop. Portsmouth, NH: Heinemann.

Hoyt, L. (2000). Snapshots: Literacy minilessons up close. Portsmouth, NH: Heinemann.

King, S. (2001). On writing. New York: Scribner.

Lamott, A. (1995). Bird by bird. New York: Knopf Doubleday.

Moffatt, J. & Wagner, B. J. (1992). Student-centered language arts, K-12. Portsmouth, NH: Boynton-Cook.

Peterson, R., & Eads, M. (1990). Grand conversations: Literature groups in action. New York: Scholastic.

Routman, R. (2005) Writing essentials: Raising Expectations and results while simplifying teaching. Portsmouth: NH: Heinemann.

Spandel, V. (2001). Creating Writers through 6 trait writing assessment and instruction. New York: Addison Wesley Longman.

Templeton, S. (2002, March). Effective spelling instruction in the middle grades: It's a lot more than memorization.Voices from the Middle, 9(3), 8-14.

Vopat, J. (2009). Writing circles. Portsmouth, NH: Heinemann.

Wilson, L. (2006). Writing to live. Portsmouth, NH: Heinemann.

Wood-Ray, K., & Glover, M. (2008). Already ready. Portsmouth, NH: Heinemann.

Wood-Ray, K. (2002). What you know by heart. Portsmouth, NH: Heinemann.

Wood-Ray, K. (1999). Wondrous words: Writers and writing in the elementary classroom. Urbana, IL: NCTE

Websites

http://irservices.library.unt.edu (accessing online journal articles) **

http://www.coe.unt.edu/teachertools (UNT designed website)

http://www.aaronshep.com (Multicultural readers theater scripts)

Index to K-12 Teaching Ideas for Children's Literature.).

http://www.yahooligans.com (A site for kids)

http://wvde.state.wv.us/strategybank/WritinginSpecificContentAreas.html

http://www.readwritethink.org/ (search for Multigenre OR other lesson resource)

http://www.tc.columbia.edu/centers/mssc/Tom%20Romano.htm (Multigenre)

http://www.csuohio.edu/academic/writingcenter/writeproc.html (Writing Process)

http://owl.english.purdue.edu/owl/resource/701/01 (Writing Process)

http://teacher.scholastic.com/products/scholasticprofessional/authors/talkabouts.htm#rief (Linda Rief-Quickwrites)

http://www.writingfix.com (Write Traits)

http://www.apa.org (American Psychological Association)

http://www.wnp.org (National Writing Project)

http://www.reading.org (International Reading Association)

http://www.ncte.org (National Council of Teachers of English)

http://janeyolen.com (Jane Yolen)

http://www.jerryspinelli.com (Jerry Spinelli)

http://www.judyblume.com (Judy Blume)

http://www.ralphfletcher.com (Ralph Fletcher)

http://www.englishcompanion.com (Jim Burke)

http://www.grammargirl.com

http://polleverywhere.com

http://www.slideshare.net/guestd71f5e/content-area-writing

http://www.wwc.org (What Works Clearinghouse)

COURSE ASSIGNMENTS

Grading Scale: 1000 – 900 = A, 899 – 800 = B, 799 – 750 = C, 749 – 700 = D, 699 and below = F

All work typed and double spaced unless otherwise indicated.

ASSIGNMENT 1   MAPPING YOUR WRITING LIFE (100pts)

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing. This assignment is comprised of your compositional life and your functional writing life. Your compositional should represent elements in and out of school as they relate to your writing (specific teachers/friends/family members who have influenced your writing), and elements of handwriting, grammar, spelling, papers you have written and types of writing you have done (texting, papers, blogging, letters and so on).

> **STANDARDS**
> **INTASC: 1, 2, 5, 9; PPR 2.1, 2.2, 2.3, 3.3, 3.5**

ASSIGNMENT 2   WRITING WORKSHOP PUBLICATIONS (100pts)

As we learn the whys and wherefores of writing workshop, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will

complete and publish two pieces (50 pts ea) of personal writing during the course of the semester. Ideas for topics and models to consider will be demonstrated in class and be brought up during discussions. Through these you will develop drafts and you should use the process from what you have learned (prewriting, drafting, conferring, revisions, editing and publishing. Your first will be "Where I am from…", this will be due in two weeks. The second will be a topic of your choice. This will be due in four weeks. The intervening week will be for conferring and making revisions on your paper after discussing it with your classmates.

STANDARDS
INTASC: 1, 2, 3, 4, 5, 6, 8; PPR 2.1, 2.2, 2.3, 2.4, 2.5, 2.23, 3.1, 3.2, 3.4, 3.8, 3.10, 3.12, 3.13, 3.14
ACEI: 3.2, 3.3, 3.4, 3.5, 5.1, 5.4

ASSIGNMENT 3   PROFESSIONAL LEARNING COMMUNITY (100pts)
Classroom Observation and Teacher Statements. As you enter the classroom this semester, what are your questions about best practice of teaching literacy (reading, writing, listening, speaking, viewing, representing and thinking) related to strategies, assessment, children schools, parents and so forth? How does a teacher's language support and constrain student growth and development? As you observe in various classes and subjects, you will need to listen carefully to the teacher. What do you hear the teacher saying and what effect does it have on the students (what do they do as a result?)? For this assignment, you will need to keep a log of your observations for several weeks. Quick notes while in class may help or notations immediately after class/school in order to keep track of what you have observed. Make a list of what you have observed in the classroom and ten statements that you have heard your mentor teacher use and explain how these are impacting student growth (positively or negatively). Use what you have read in Choice Words and Teaching Writing to support your comments. Write this up in APA format. Include your Marzano Observation Sheet.

STANDARDS
INTASC: 1, 2, 9, 10; PPR 1.2, 1.4, 1.5, 1.6, 1.7, 1.8 ACEI: 2.1, 5.2

ASSIGNMENT 4   TEACH A WRITING LESSON Reflection (100pts)
Start a conversation with your mentor as early as possible. This is a Key Assignment and will be on TK20 when due. In order to be graded, it must be uploaded to TK20. All pieces of the assignment (lesson plan, pre-teaching t-chart, post-teaching t-chart) should be in one document. It is important to make a 75% on this assignment or you will not pass this course.
Further Information: *Teach a Writing Lesson including Confer with Mentor, Strengths and Needs Charts (before and after lesson)*
   You are required to conduct a writing lesson with a group of students (do the whole class if the teacher wants). Discuss with the teacher which students need a specific area of assistance as it relates to writing (grammar, punctuation, spelling, vocabulary, or a genre (narrative, persuasive, informative, etc.) --- not handwriting).

1. Conduct a Conference with your Mentor to select students that need assistance in a specific area of language arts (particularly writing, grammar, punctuation, Sentence structure, spelling or genre. Collect a set of papers from these students --- papers do not have to be formal. They could be a free write, journal entry, former assignment,etc.
2. Review the papers and do a Needs Assessment for the papers- Create a Strengths and needs Chart (This is a needs assessment.) to determine what lesson would be of greatest assistance to the students.
3. Prepare a lesson plan (Use the Madeline Hunter format) with TEK(s) and activity(s). It should require the students to create some language arts product-i.e. write a poem, story, letter, four kinds of sentences implementation of specific conventions elements. Share the lesson with the mentor teacher for approval.

4. Conduct the lesson with the students. **Collect and assess the student work.**
5. Develop a strengths and needs chart that reflects a result of your lesson. What do you notice now? This is the assessment for the work.

6. Provide feedback to students (if you did the whole class, choose 2-3 students to talk to about their work.
7. Written Reflection of your learning.

**You will turn in the following:
1. Lesson plan
2. Copies of the student work you assessed --- pre and post lesson
3. Strength and Needs Chart --- pre and post lesson
4. Written reflection of what you learned as a result of writing lesson plans, teaching, assessing, and conferring with the students. Be sure to talk about what you learned, mentor feedback, and changes in the student work. The language that you used with your students, mentor and reflection should to ideas in Choice Words.

> **STANDARDS**
> [INTASC 1, 2, 4, 7, 9]

ASSIGNMENT 5
Writing Lesson (**50** points)
With your group identify a chapter from chapters 5 – 10 in Tompkins' book. Read chap and develop a graphic organizer to share the chapter. Use Madeline Hunter Lesson Plan develop a lesson that could be shared with your colleagues and handed in.

> **STANDARDS**
> [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 5.1, 5.2] [PPR 1.2, 1.7, 1.8, 1.9, 1.10, 1.16, 1.9, 1.20, 2.3, 2.4, 2.5, 2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.11, 3.12, 3.15, 3.16]

ASSIGNMENT 6
Becoming a Teacher of Writing- Multigenre Research Inquiry (200 points)
Since we will spend the semester learning through inquiry, you will demonstrate your learning by completing a multigenre research project (mgp) that focuses on learning to teach writing. This project is meant to showcase some of your learning about who you are as a teacher of writing. The first part of this assignment is an **annotated bibliography**. Throughout the semester you will be presented with readings, however, you will need to spend time researching information on your own. This means that you need to use library and internet resources, as well as keep notes --- you will need to collect all of your information. Once you have been successful in finding a variety of sources, you will need to determine what genres are the most appropriate to capture who you are as a teacher of writing..

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. **Please use APA format**.

   Format:
Dear Reader Letter
Essay --- Addresses your principles and beliefs (what you learned and will use in your classroom) related to your questions about teaching writing. You will use citations in your paper in order to document your work. These can come from annotated bibliography (which can be included as a section or in the appendix). You must have citations within the paper.
Annotated Bibliography.
Have five narrative pieces that describe what you have learned and your reflections on it (in your classroom).
References

> **STANDARDS**
> [INTASC 1, 4, 10] [ACEI 2.1, 3.1, 5.2] [PPR 1.4, 1.5, 1.6, 1.8, 1.11, 1.16, 1.17, 2.1, 3.6, 3.7, 3.8]

ASSIGNMENT 7

Developing Your Research Resources (125 pts) (These will help you complete you Becoming a Teacher of Writing Research.) This paper should include the following:

- ✓ Identify 20 important Ideas from chapters 1-3 in Tompkins. Ideas should be written in sentence format with page number indicating where the idea came from. Then a brief statement of why it is an important idea.
- ✓ Annotated Bibliography -- Inquirers research. Researchers need to be organized.
- ✓ Your annotated bibliography will contain a <u>minimum</u> of 8 different articles (<u>6 pages or longer</u>) which can include 2 book chapters from Tompkins. Each entry should utilize the following headings: APA bibliographic information, What (Key ideas bulleted with page number and your reaction to idea), So What -- Personal Connection to the ideas. Now what? (how will this impact your teaching?)
    STANDARDS
    [INTASC 1, 2, 9] [ACEI 2.1, 3.1, 5.1] [PPR 1.7, 1.8, 1.10, 1.1, 1.10, 1.23]

ASSIGNMENT 8

WRITING ASSESSMENT APPLICATION QUIZ (100pts)

Chapter 4--Tompkins--Read chapter 4 and be prepared to discuss, take a quiz, and apply the information.
    STANDARDS
    [INTASC 1,4, 6, 8] [ACEI 2.1, 3.1, 4.0] [PPR 1.24, 1.25, 1.26, 1.27, 1.30K]

ASSIGNMENT 9

COMMUNITY BUILDING ACTIVITY (50pts)

Read aloud/your favorite children's book --- bring items to class and write about your feelings about the book and what it taught you. Share this in your Writer's Notebook and with the class.
    STANDARDS
    [INTASC 1, 2, 3, 5, 8, 9] [ACEI 2.1, 5.2] [PPR 1.2, 1.4, 1.5, 1.6, 1.7, 1.8]

ASSIGNMENT 10

PROFESSIONAL DEVELOPMENT (75pts)

Write up a reflection of your attendance at a meeting that helped you grow in the profession. This could be something from your school ---was there a training about SPED, 504 students, ESL, Faculty meeting where someone shared a specific strategy/idea, productive grade level meeting, local library program, etc.   Be ready to share insights with the class.

    STANDARDS
     [INTASC   1, 2, 4, 5, 7, 9] [ACEI 2.1, 5.2] [PPR 1.2, 1.4, 1.5, 1.6, 1.8]

EDRE 4860 VOCABULARY

prewriting	learning log	multigenre research
drafting	descriptive	figurative language
revising	sequence	6-traits
editing	compare	rubric
publishing	cause/effect	propaganda
conferring	problem/solution	persuasive writing
brainstorming	plot	genre
minilessons	character	expository
rubrics	setting	conventions
holistic scoring	theme	writer's notebook
simulated journal	point of view	clarity
dialogue journal	writing process	transitions
personal journal	checklists	organization
writing process	voice	word choice

These words are ones that you should know by the end of this course.

EDRE 4860 ELAR TEKS Alignment: Course Objectives and Assignments

	EC	1	2	3	4	5	6
Life Map/personal Biography Course Objectives: 8, 9, & 11	WWP 14 A, B,	WWP 18 A, B,	WWP 17 A, B,	WWP 18 A, B, 19 A,	WWP 16 A, B, 17 A, 19 A	WWP 16 A, B, 17 A	WWP 15 A, B, 16 A, B, 17 A
Research Logs Objectives: 1, 2, & 3	WWP 14 A, B, OWC 16A	WWP 18 A, B, OWC 20A	WWP 17 A, B, OWC 21 A	WWP 18 A, B, 19 A, OWC 22 A	WWP 16 A, B, 17 A, OWC 20 A	WWP 16 A, B, 17 A, OWC 20 A	WWP 15 A, B, 16 A, OWC 19 A
Assessment of Writing Objectives: 4, 6, 12, & 13	WWP 14 A, B, OWC 16A	WWP 18 A, B, OWC 20A	WWP 17 A, B, OWC 21 A	WWP 18 A, B, 19 A, OWC 22 A	WWP 16 A, B, 17 A, OWC 20 A	WWP 16 A, B, 17 A, OWC 20 A	WWP 15 A, B, 16 A, OWC 19 A
Personal Writing Objectives: 4, 7, 11, & 12	WWP 13A, B, C, D, E, OWC 16A	WWP 17A,B, C, D, E, OWC 20A	WWP 17A,B, C, D, E, OWC 21 A	WWP 17A, B, C, D, E, OWC 22 A	WWP 15A, B, C, D, E, 19 A, OWC 20 A,21 B, C,	WWP 15A, B, C, D, E, 18 A, B, C, 19 A, OWC 20 A 21 A, C, 22 A, B, C, D	WWP 14A, B, C, D, E, 17 A, B, C, D, 18 A, OWC 20 A, C, 21 A
Professional Learning Com./ Blooms Objectives: 7 & 14	LS 21 A, 22 A, 23 A	LS 27 A, 28 A, 29 A	LS 28 A, 29 A, 30 A	LS 29 A, 30 A, 31 A	LS 27 A, 28 A, 29 A	LS 27 A, 28 A, 29 A	LS 26 A, 27 A, 28 A

Teach a Writing Lesson Objectives: 4, 5, 6, & 8	WWP 14 A, B, OWC 16A	WWP 18 A, B, OWC 20A	WWP 17 A, B, OWC 21 A	WWP 18 A, B, 19 A, OWC 22 A	WWP 15 A, B, C, D, E, 17 A, OWC 20 A	WWP 15 A, B, C, D, E, 17 A, 18 A, OWC 20 A	WWP 14 A, B, C, D, E, 16 A, OWC 19 A
Teach a Content Writing Lesson Critique Objectives: 4, 5, & 8 9 & 10	WWP 14 A, B,	WWP 18 A, B,	WWP 17 A, B,	WWP 18 A, B, 19 A,	WWP 16 A, B, 17 A	WWP 16 A, B, 17 A	WWP 15 A, B, 16 A
Mentor Texts Multigenre Research Objectives: 1, 2, 8, 10 & 11	WWP 15 A, OWC 16A, RRP 19A, B,	WWP 19 A, OWC 20A, RRP 23A, B, C, 26 A,	WWP 19 A, 20 A, OWC 21 A, RRP 24 A,B,C, 27 A	WWP 20 A, 21 A, OWC 22 A, RRP 25 A,B,C, 28 A	WWP 18 A, 19 A, OWC 20 A, RRP 23 A,B, C, 26 A	WWP 18 A, 19 A, OWC 20 A, RRP 23 A, B, C, 24 C, 26 A, C	WWP 17 A, 18 A, OWC 20 A, RRP 22 A, B, C, 25 C, 25 A, C

Teach a Writing Lesson including Confer with Mentor, Strengths and Needs Charts (before and after lesson), Lesson Plan, Reflection (100 points) [INTASC 1, 2, 4, 7, 9]

   You are required to conduct a writing lesson with a group of students (do the whole class if the teacher wants). Discuss with the teacher which students need a specific area of assistance as it relates to writing (grammar, punctuation, spelling, vocabulary, or a genre (narrative, persuasive, informative, etc.) --- not handwriting).

8. Conduct a Conference with your Mentor to select students that need assistance in a specific area of language arts (particularly writing, grammar, punctuation, Sentence structure, spelling or genre. Collect a set of papers from these students --- papers do not have to be formal. They could be a free write, journal entry, former assignment, etc.

9. Review the papers and do a Needs Assessment for the papers- Create a Strengths and needs Chart (This is a needs assessment.) to determine what lesson would be of greatest assistance to the students.

10. Prepare a lesson plan (Use the Madeline Hunter format) with TEK(s) and activity(s). It should require the students to create some language arts product-i.e. write a poem, story, letter, four kinds of sentences implementation of specific conventions elements. Share the lesson with the mentor teacher for approval.

11. Conduct the lesson with the students. **Collect and assess the student work.**

12. Develop a strengths and needs chart that reflects a result of your lesson. What do you notice now? This is the assessment for the work.

13. Provide feedback to students (if you did the whole class, choose 2-3 students to talk to about their work.

14. Written Reflection of your learning.

 **You will turn in the following:
1. Lesson plan
2. Copies of the student work you assessed --- pre and post lesson
3. Strength and Needs Chart --- pre and post lesson
4. Written reflection of what you learned as a result of writing lesson plans, teaching, assessing, and conferring with the students. Be sure to talk about what you learned, mentor feedback, and changes in the student work. The language that you used with your students, mentor and reflection should to ideas in Choice Words.

Hunter Method

Teacher:

Subject Area:

Grade Level:

Lesson Title:

Objectives (Write 2-5 objectives stating expected learner outcomes TEKS.):

Materials/Resources Needed:

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day. This should activate student knowledge related to the objectives.):

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Model (If you will be demonstrating the skill or competence, how will this be done? This is what the TEACHER shows the STUDENTS.):

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice. This is what the TEACHER does WITH the STUDENTS.):

Closure (What method of review and evaluation will be used to complete the lesson?):

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance. This is what the STUDENT does ALONE to show the TEACHER what s/he has learned.):

Websites you may want to look at for help:
http://www.huntington.edu/education/lessonplanning/Hunter.html
http://www.humboldt.edu/~tha1/hunter-eei.html
http://template.aea267.iowapages.org/lessonplan/

We will be fitting this lesson to the College of Education lesson plan shell. I will make sure that you have an electronic copy.

THE RUBRIC FOR THIS ASSIGNMENT IS ON TK20. PLEASE GO TO THE SITE TO SEE IT.

TENTATIVE CLASS SCHEDULE – IN-CLASS AND OUT OF CLASS

CW = Choice Words   (Johnston)   TW = Teaching Writing (Tompkins)

Class	In- Class Work	Assignments
Week 1 8/28-9/3	Introductions – Cards & Blackboard Writer's Notebook – what is a writer's notebook? (Chapter 5- Tompkins) Journals (Writer's Notebooks) provided to students	**Read** TW - Chapters 1, 2, 3 and 5 **Read** CW – Chapter 7
Week 2 9/04-9/10	CW - Chapter 7 TW – How do questions drive my learning? Discussion and Inquiry Development Group discussion of Chapters 1-3 – setting up the context Group share and edits (your narrowed list of 10 important ideas for your inquiry to be discussed in group)	**Read** TW – Chapter 12 **Read** CW – Chapters 1 and 8 -- Bring a typed list of 10 important vocabulary words and their definitions from this chapter. Think of a visual that could represent each of the words. **Bring** Make a list (typed) of the 20 most important ideas related to writing due next week. Note which chapter and tell what makes these ideas important. **Bring** personalized Writer's Notebook **Draft** – *Mapping Your Writing Life* (*Assignment 1*)
Week 3 9/11-9/17	CW --- Vocabulary discussion using Vocab Words TW – Writing Process --- what does it look like and how does it connect to research questions? CW --- Teacher Statement Activity – What teachers say and how it makes a difference Drafting --- work on Where I'm From and Writing Life Map – Teacher confers with students Group share and edits	**Read** TW – Chapter 4 – How can we assess so that students will revise? **Read** CW – Chapter 2 before you go to your school – Noticing and Naming – make a mental note of how your mentor uses some of these ideas. **Bring** draft 2 of *Mapping Your Writing Life* (*Assignment 1*) **Develop** a list of your TOP Ten ideas about teaching writing. **Draft** – draft of *Writing Workshop Community*: Where I'm From (*Assignment 2a*) for peer discussion

Week 4 9/18-9/24	Marzano Overview	**Read** TW Ch. 9
	TW – Assessing Student Work – use T-chart format	**Read** CW – Chapters 3 and 4
	Key terms	**Bring** *Writing Life Map* (*Assignment 1 DUE*), see rubric in BB
	Overview of Assignment 3	**Revise** Where I'm From (*Assignment 2a*)
	Mini- Lessons (TW)	**Review** Marzano material
	Group share and edits	
Week 5 9/25-10/1	How do we assess writing?	**Bring** Where I'm From (*Assignment 2a* DUE) for group share and discussion
	Content Writing Genre -- Use genre list to identify specific genre	**Review** TW Ch. 4 on Assessment
	Key Terms	**Read** CW Ch. 6
	Mini-lesson (TW)	**Bring** Create a T-chart – from writing samples
	Discussion Final Copy of Where I'm From	**Bring** *Assignment 2b* (personal choice writing) for edits
	Group share and edits	
Week 6 10/2-10/8	How can I teach writing so it will make a difference in my students' writing?	**Read** CW Ch. 5
	Teach a Writing Lesson Assignment	**Develop** Inquiry Question --- identify some resources
	Review of Blooms	**Bring** Where I'm From, *Assignment 2b* DUE
	Group share and edits	**Discuss** with Mentor about *Teach a Writing Lesson* (*Assignment 4*)
Week 7 10/9-10/15	Types of Writing	**Submit** Assignment 4 (T20) (material should be ready, specific date of implementation may vary. Discuss with the instructor)
	Assignment 6: Multigenre Research Design – How can I organize my research questions, use appropriate sources, and develop effective genres so that I have an effective Project?	**Bring** any sources that you may have gathered for your project.
	Browse Content Area Websites	
	Group share and edits	

Week 8 10/16-10/22	Annotations. Biographical Writing Group share and edits	**Bring** *Assignment 3 Professional Learning Community* DUE **Read** TW Ch. 10 **Review** Ch. 5-10 in TW and prepare to work in group to develop graphic organizer (Assignment 5 due next week)
Week 9 10/23-10/29	CW – In what ways can a teacher expand student thinking to help them "see" something differently? Persuasive Writing Group share and edits	**Bring** *Assignment 5 Writing Lesson DUE* **Read** TW Ch. 11 **Review** Assignment 7 and bring material to discuss and revise with your group.
Week 10 10/29-11/5	Writing a Research Paper – how do I put other's ideas into my own words? Descriptive Writing All Annotations completed Group share and edits	**Bring** *Assignment 6 Multigenre Research Inquiry DUE* **Read** TW Ch. 6
Week 11 11/6-11/12	Poetry Writing Response group – Using through the Senses Group share and edits	**Bring** (*Assignment 7) Developing Your Research Resources* **DUE** **Read** TW Ch. 7 **Discuss** your ideas for Assignment 9 with your group. Make your choice unique.
Week 12 11/13-11/19	Narrative Writing Writing for Arts, SS, Math, Science and across the curriculum Group share and edits	**Read** TW Ch. 8 **Bring** *Assignment 8 Writing Assessment Application Quiz* **DUE**
Week 13 11/20-11/22	Share Community Building Activity Writing for Arts, SS, Math, Science and across the curriculum Group share and edits	**Bring** *Assignment 9 Community Building Activity* **DUE** **Review and Edit** Writer's Notebooks (Journals) and Assignment 10 (PD Reflection)
11/23-11/26	Thanksgiving Break	November 23-26, Thanksgiving Break (no classes; university closed)
Week 14 11/27-12/3	Share: Assignment 6 and 9 Highlights Writer's Notebook Review and Share	**Bring** Writer's Notebooks (Journals) to share **Bring** *Assignment 10: Professional Development Reflection* **DUE**
Week 15 12/4-12/10	Group share	**Bring Elements to Share Learned**

12/10-12/15	End of classes/Finals Week	**All material DUE**

The Educator as Agent of Engaged Learning:
Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

<div align="center">

Teacher Education & Administration
Departmental Policy Statements

</div>

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default .

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.