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**EDCI 4070: Teaching Diverse Learners**

Spring 2020

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| **Professor: Danelle Adeniji** Pronouns: She/Her**Email:** **Danelle.Adeniji@unt.edu**  | **Office Location:** Matthews Hall 218K**Office Hours:** M/W 11am – 12:30pm **Digital Office Hours** via ZOOM: **Schedule as needed**  |

**“Multicultural education is the study of schooling aimed at providing all children with an equal opportunity to learn in a culturally affirming and caring environment.”**

-Valerie Ooka Pang

**Gender Pronouns**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

**Course Description**

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. The course will provide you with a survey of the various sociocultural forces, policies, and decisions that shaped the history of schooling in the United States. We will explore the competing visions of education for particular groups along with what people, groups, ideas, and social forces have shaped education at different times. What purposes and interests and structures from the past have become embedded within the current manifestation of American education today? This course is devoted to exploring the relationships between education, culture, and society. It will focus on: structures of social and educational inequality, in particular as they relate to race, class and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form of intervention in these processes. The course will give special attention to the experiences and educational conditions of those who have been marginalized within U.S. schools. It is expected that in this course students will become familiar with the sociological, cultural, and political contexts and dimensions of education in U.S. society, will come to understand relationships of power within society and as they are expressed in schooling, and will develop the foundational knowledge necessary for working with children and youth from diverse backgrounds.

**Student Learning Outcomes**

Students completing EDCI 4070 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
5. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

**Course Activities**

To meet the student learning outcomes, we will read; analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

***Reading****:* We will read a wide variety of texts, including empirical, conceptual, and historical work about schools, teaching, learning, and about different people’s experiences of all of these. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one’s own experiences. You are also resources for one another, both as a function of your differences and one another’s responses to what we read.

***Working and thinking with others:***Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone’s contributions, one responsibility you have is to thoughtfully read and complete each module and activity. We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor––all these will matter in constructing an environment where satisfying and challenging intellectual work can take place.

***Writing****:* This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide opportunities to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

These three kinds of work––reading; working and thinking with others; and writing––are more than ways to learn the material of this course; they are also among its goals. To be clear, I want your experiences in this course to help you improve your capacities with each of these, learning new ways of thinking, using language, and reasoning, and new skills in your engagements with others who are different from you.

**Provided Materials**

* [**UNT canvas**](https://unt.instructure.com/login/ldap)- You will login using your UNT email address and join the class.
* [**UNT Libraries Videos on Demand**](https://vod.library.unt.edu/index.php) (VOD)- throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and password. If you are having issues watching the videos [please visit this link for instructions on how to troubleshoot the website](https://vod.library.unt.edu/help.php) or contact the help desk at (940) 565-3024 or Lib.Support@unt.edu
* [**UNT Kanopy**](https://unt.kanopy.com)- Kanopy is an online platform that allows you to watch hundreds of documentaries. You will login using your UNT EUID.
* [**Foliotek e-Portfolio**](https://coe.unt.edu/educator-preparation-office/foliotek)- Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course will require assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. [**All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on the site.**](https://coe.unt.edu/educator-preparation-office/foliotek)

**COURSE POLICIES and EXPECTATIONS**

Below is a list of five expectations you should have of me as much as I will have them of you.

* ***BE PRESENT:*** Attendance and participation in this class is required. Our time in class will consist of a lot of small group and whole class discussion. You are a vital part of a learning community, and your contributions are part of the knowledge that we create in our classroom. *We need you here* as often as you are able.

With that said, things come up. When you can’t be in class, I expect you to let me know ahead of time if you can. Missing more than three class periods or missing any class without contacting me will affect the participation portion of your grade and may warrant further administrative action. If you are absent, you are still responsible for turning in assigned work.

When you miss class, you can catch up on what you miss in the following ways:

* Download the class slideshow
* Ask another student to let you copy their notes
* Finally, talk to me.

When you are in class, I expect you to be mentally as much as physically present by being attentive and engaged. Cell phones are for emergency use only – no texting or phone calls during class time. I encourage you to bring laptops, and will ask you to open them when their use is appropriate or necessary. ​

* ***BE THOUGHTFUL:*** We will be grappling with many difficult questions throughout the semester that may challenge people’s previously held beliefs or assumptions and do not have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a strong community.
* ***BE PROACTIVE:*** I am here to support your learning this semester and will provide you with ample feedback in response to the course’s formative and summative assessments. I cannot read minds, however – if you have any questions or concerns throughout the semester, please schedule an appointment with me and I would be happy to make any adjustments I can to facilitate a meaningful course experience.
* ***BE COLLABORATIVE:*** We are a community of learners who are here to support and challenge each other. Each of us has a responsibility to be an engaged, reliable, and respectful group member who brings something to the class.
* ***BE PROUD OF YOUR WORK:*** All work must be submitted on time unless prior arrangements are made with me. Each assignment builds upon the last and coordinates with the activities on the day it was due. Extensions, therefore, should only be requested when absolutely necessary. We will use canvas for several different purposes throughout the semester. All assignments should be uploaded to canvas by the due date (which means that all assignments need to be typed). Also, correct grammar and mechanics are expected of all students, so please proofread your work.

**HOW TO GET IN TOUCH WITH THE PROFESSOR**

* **Come to office hours**. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, classroom discussions, or other pertinent topics. If you need to cover material from a missed class, however, please consult a classmate instead. If your schedule conflicts with my office hours, we can set up an appointment at a mutually agreeable time.
* **Email**. I will get back to you within 24 hours, though my response may be slower during the weekend.
* **Talk to me just before or just after class**.

## **Individual meetings with me**

I want to meet and talk with each of you in a personal meeting (10-15 minutes), sometime in the first three weeks of the semester. You can sign up for an online meeting with me (via zoom) or in person meeting with me in my office on the UNT campus.

## **Course Text, Materials, and Resources**

* [Ewing, E. L. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side.* Chicago, IL: University of Chicago Press.](https://www.amazon.com/Ghosts-Schoolyard-Racism-Closings-Chicagos/dp/022652602X)

# [Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Boston, MA: Beacon Press.](https://www.amazon.com/Want-More-Than-Survive-Abolitionist/dp/0807069159/ref%3Dsr_1_1?keywords=We+Want+to+Do+More+Than+Survive%3A+Abolitionist+Teaching+and+the+Pursuit+of+Educational+Freedom+by+Bettina+Love&qid=1567623227&s=books&sr=1-1)

* [Patel, L. (2013). *Youth held at the border: Immigration, education , and the politics of inclusion.* New York City, NY: Teachers College Press.](https://www.amazon.com/Youth-Held-Border-Immigration-Education/dp/0807753890)

## **Course Assignments**

A brief description of the course assignments is listed below.

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| **Assignment & Description** | **Due date** | **Score/Points** | **Turn in by...** |
| **Critical Reading Reflections**Students need to complete a critical reading reflection and bring it to class each week. | 2/12/20203/18/20204/29/2020 | 35  | *Bring CRR in teacher’s notebook each week to class* |
| **Cultural Artifact Presentation**You will bring a cultural artifact, article, media, or other relevant item that highlights one of the sociocultural themes we have discussed during the semester.  | TBD | 10 | *Bring cultural artifact to class and submit to Canvas a paragraph outlining the artifact and your activity* |
| **“We’ll take the lead” class discussion**With a small group, you will select one of our class topics and *lead a class discussion* on the topic, *focusing on the class required reading for that topic*. | TBD | 10 | *Presentations will take place in class* |
| **Educational Autobiography**Students will create an educational autobiography that explores their past educational experiences.  | Week 124/8/2020 | 20 | *Submit autobiography to Canvas* |
| **Final Project** Starting from and related to the readings and discussions we have had in class, propose and describe your own original critical educational intervention. | 5/6/2020 | 25 | *Submit to Canvas* |

**Major Assignment #1: Critical Reading Reflections via your Teacher’s Notebook**

For this class, you will need to purchase a [composition notebook](https://www.amazon.com/Composition-Notebooks/b?ie=UTF8&node=12900091) that will serve as your ‘Teacher’s Notebook’. A ‘Teacher’s Notebook’ is a “tool for your thinking” where you can “explore questions, record and reflect on data from class, hunt for assumptions underneath things you are being asked to do, work out challenges in your teaching or researching, think through patterns or trends you are seeing in the classroom, and so on”. For the purposes of this class, the notebook will serve as the location for you to record your critical reading reflections (CRR).

For certain class sessions you will write a critical reading reflection. CRR should be about 1.5 pages (single-spaced) and should summarize your reflections, observations, or questions about the assigned readings/media.

Your critical reflections do not need to be extensive, but they should cover the required readings/media for the session. You should cover the main points of the readings/media, including the main arguments/theses in them. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. What was your general perception of the authors’ perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

These reflections are essential to the design of the course and will help guide you through the structured and student-centered discussion of the readings. You will share your reflections with your group members as well as write a brief end of class reflection on your reflection sheet at the end of class on if, and how, your thinking/ideas have shifted or changed in response to your initial reading.

Each week I will come around to check to ensure completion of your CRR. On certain days throughout the semester I will collect your notebooks to read and provide feedback. It is expected that you will complete write-ups even for those classes that you missed. Late write-ups will only be accepted in the event of a class absence and must be turned in within a week of the absence.

**PLEASE NOTE:** You may choose not to complete two (2) session write-ups over the course of the semester. However, it is still expected that you will read the articles assigned for that week. You will also have two (2) points deducted from your final course grade if you miss one more additional write-up missed beyond the two freebies.

**Each CRR must be completed on the day it is due (for those assigned readings). Late critical reflections, or critical reflections written during the class session in which they are due, will not be accepted. Failing to turn in more than three reflections will result in losing all of the points given for the weekly critical reflections. Failing to turn in more than four (4) reflections may result in failing the course.**

**Major Assignment #2: Cultural Artifact Presentation**

As teachers, we must constantly analyze our society and how it impacts our students. For this assignment, you will bring a cultural artifact, article, media (books, TV show or movie clip, etc.), or other relevant item that highlights one of the sociocultural themes we have discussed during the semester. This artifact could also be something you feel is important to culture that we did not discuss, or an item that resonated with one of the topics we considered. In a brief presentation to the class, you will give an *overview of the artifact*, including how it adds to current socio-cultural understandings. Analyze it based on readings and your experiences (cite at least one reading). Incorporate your analysis into a 5-7 minute mini-activity that you will present to the class using any format you would like (i.e. google slides, poster, etc.). *Submit to Google Classroom a paragraph outlining the artifact and your activity*

**Major Assignment #3: “We’ll take the lead” Class Discussion**

With a small group, you will select one of our class topics and ***lead a class discussion*** on the topic, ***focusing on the class required reading for that topic***. This will require you to deeply read the assigned articles for that session in order to generate questions and activities to enhance your classmates’ understanding of the readings, and their application to schools and society. Think of other sources – be it media, print, art, etc. – you can use as supplements to the readings, enhancing your classmates understanding or offering a nuanced way to think about the topic. You should expect to facilitate **approximately 30-45 minutes** of discussion via questions, supporting activities, or other creative means of engaging the class in the readings. It is ***critical*** that you **ENGAGE** the class for this assignment!

To prepare for your class discussion, **you will need to schedule a meeting with me approximately 1-2 weeks before your scheduled discussion.**

**Major Assignment #4: Educational Autobiography**

Your Educational Autobiography will be based on your personal reflections about your family, your personal past and current education and schooling experiences. In this paper you should connect who you are to these schooling and education experiences. Your reflection should include some of the following aspects:

* Your family background: ethnic/racial heritage, im/migration history, religious background, cultural practices, your parents and grandparents educational background (schooling) and work history.
* An examination of your socio-economic class background and your experiences related to class.
* Experiences and analysis of gender issues in your life.
* Any other significant differences/experiences that impacted you or did not (such as language, im/migration status, special needs, etc.) or that you may have been unaware of at the time, but now realize that they had an impact on your learning experiences (positive, negative or both), or those of others around you.

For example: It is not enough to state that you are white (or Latinx, African American, etc.), female (cisgender, transgender, etc.) and of middle (or working) class background—what does it mean to be a white female of middle class background? When did you realize you were white and how do you think that impacted your schooling experience? Were you treated different than white boys, than people of color, than females of color? How did class impact your access to schools, tutors, after school activities, summer programs, or international travel that aided in your educational trajectory? How has your sexual identity and its intersection with other aspects of your identity impacted your experience? If you were not aware of these aspects of your life and your identities, why do you think you were not made aware of these explicitly? How might you have been learning about these aspects of who you are implicitly? By what mediums (TV, internet, curriculum, family stories, jokes about others, etc.) were you being shaped about your(Self)? It is important for you to address how the various aspects of who you are specifically relate to your past and present experiences with schooling and education. You may write about how these issues impacted the quality (or lack of quality) of your education growing up and how who you are, and where you come from, shaped and currently shapes (or does not shape) your views about educational issues, students of different backgrounds, and your interests in schools and, or in teaching.

\* You have two options for this assignment: Option 1 is to create a podcast to deliver your educational autoethnography. Second option would be a traditional paper format. However, it should not be less than 5 double-spaced pages and should not exceed 7 pages, 1 inch margin, 12 pt. Times New Roman font. Remember I am looking for quality, sincerity, and self-reflective depth rather than strictly length or mechanical accuracy.

\* You must cite **four (4)** or more **DIFFERENT course readings** in your paper or podcast (use APA citations in the paper). Citing the same reference more than once will only count once.

\*You must include and use in the correct definitional context, **four (4) key terms** from the course. Please **BOLD** the terms used in your paper.

**Major Assignment #5: Final project and curriculum intervention**

Bettina Love (2019) argued that Abolitionist teaching first starts with “freedom dreaming, dreams grounded in a critique of injustice” (p. 101). Robin D.G. Kelley contends that “Any revolution must begin with thought, with how we imagine a New World, with how we reconstruct our social and individual relationships, with unleashing our desire and unfolding a new future on the basis of love and creativity rather than rationality”. Maxine Greene adds that “to commit to imagining is to commit to looking beyond the given, beyond what appears to be unchangeable. It is a way of warding off the apathy and the feelings of futility that are the greatest obstacles to any sort of learning and, surely, to education for freedom… We need imagination.”

There are two parts to the final assignment. Your first task is to reflect on what you have learned during the course, and how it has affected your thinking about teaching, learning, and/or schooling. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

Second, the entire class will create a **Teaching Diverse Learners class mix tape**. Here are the rules—

* Each student will select 3 songs with content related to a class reading, concept, or artifact shared in class.
* No single student can choose multiple songs by the same artist. Meaning, each song needs to be by a different artist.
* Students are challenged to choose different musical genres and across decades.
* Students will write up why they selected the songs and how the lyrics/music relates to the class content.

**CALENDAR PREVIEW**

The following calendar provides students with a preview of topics for the course, but students should follow our course calendar. Moreover, students are expected to be flexible as minor changes are often made by instructors to improve the course.

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| --- | --- | --- |
|  | **Class Topic** | **Major assignments** **Deadlines** |
| **Week 1** | Introductions and course overview |  |
| **Week 2** | Contemporary discourses in education | MA #1: CRR |
| **Week 3** | Historic Discourses in U.S. Education | MA #1: CRR |
| **Week 4** | Place Matters: A look at the history of school segregation | MA #1: CRR |
| **Week 5** | What is race? | **MA #1: CRR due***(TN collected to grade)****2/12/2020*** |
| **Week 6** | Race in the school yard | MA #1: CRR |
| **Week 7** | Let’s talk about social class and privilege | MA #1: CRR |
| **Week 8** | Race, poverty, and social reproduction | MA #1: CRR |
| **Week 9** | Gender and sexuality in education | **MA #1: CRR due***(TN collected to grade)****3/18/2020*** |
| **Week 10** | Intersectionality: toward multi-axis analyses of experience  |  |
| **Week 11** | Immigration, language, and schooling | MA #1: CRR |
| **Week 12** | Pushed out | **MA #4: Educational Autobiography due!****4/8/2020** |
| **Week 13** | Abolitionist Teaching | MA #1: CRR |
| **Week 14** | Hope and healing | MA #1: CRR |
| **Week 15** | Culturally sustaining pedagogy | **MA #1: CRR due***(TN collected to grade)****4/29/2020*** |
| **Week 16** | Presentations of learning | **MA #5 Final paper due** **5/6/2020** |

**Teacher Education & Administration Departmental Policy Statements**

**Food/Housing Insecurity.**​ ​Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:​ ​<https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services.**​ Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations.

UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs:http://deanofstudents.unt.edu/resources​. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services.** ​I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website:​ h​ ttps://speakout.unt.edu/content/mental-health-resources

**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. Barbara Pazey 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.

**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](http://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.