DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION
SYLLABUS EDBE 4470 FALL 2016
(Subject to modification)

I.   **COURSE NUMBER/SECTION:** EDBE 4470, Section 003

   COURSE TITLE: Curriculum and Assessment for Bilingual & ESL Classrooms

II.   **INSTRUCTOR:**   Elba E. Barahona, PhD

   Office phone: 940-565-4853
   Email address: Elba.Barahona@unt.edu
   Communication with the instructor
   The preferred mode of communication with me will be via emails in Blackboard. You can also meet with me during office hours or make an appointment.

III.   **OFFICE HOURS**: M/W/F 10:00a.m. -12:00p.m.; 1:00 - 2:00 p.m. (Other times by appointment), OFFICE: Matthews Hall, 206S

IV.   **CLASS MEETING TIMES:** M/W/F 9:00 – 9:50 a.m., Matthews 114

V.   **TEXTS AND RESOURCES**
   Texts: Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom.* Boston, MA: Pearson Education.

   Herrera, S. G., Murry, K. G., & Cabral, R. M. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston,* MA: Pearson Education.

   Resources: Texas Education Agency websites, LPAC Manual, TELPAS, STAAR Tests Samples, Tejas Lee (bilingual), LAS, Woodcock Munoz, IPT, Stanford, and other approved tests in Texas.

   Course in Blackboard: Course materials (i.e. PowerPoint slides, syllabus, etc.) will be available. You are expected to check Blackboard frequently regarding announcements. I will also email important announcements. To access Blackboard log on to learn.unt.edu.

TK20: This course has a key assignment which is a **Case Study** about an English language learner. The assignment has to be uploaded in TK20 at the end of the semester be assessed by the instructor. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase it, http://www.coe.unt.edu/tk20. Announcements regarding training on use of the TK20 system will also be posted on this webpage. Please contact the TK20 administrator with any TK20 questions.

VI.   **CATALOG COURSE DESCRIPTION:** Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

VII. **PURPOSE AND RATIONALE:** This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 8. The contents of this course will provide the methodology for assessing ELL students in today's schools. The overall assessment techniques will help teacher candidates improve their understanding of how to measure academic and language progress. The overall instructional plan is designed to help students develop knowledge, skills, critical thinking, reflection, and self-assessment.

VIII. **COMPETENCY-BASED COURSE OBJECTIVES:**

Domains	Competencies	Sub-competencies
ESL Domain I: Language Concepts and Language Acquisition	**Competency 001** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.	A. Understands the nature of language and basic concepts of language systems and uses this understanding to facilitate student learning in the ESL classroom.
		B. Knows the functions and registers of language in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English language proficiency.
		C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English language proficiency.
		D. Knows the structure of the English language and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the

		foundation of English mechanics necessary to understand content based instruction and accelerated learning of English according with the ELPS.
	Competency 002 The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development	A. Knows theories, concepts and research related to L1 and L2 acquisition.
		B. Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.
		C. Knows cognitive processes involved in synthesizing and internalizing language rules for second language acquisition.
		D. Analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2.
		E. Knows common difficulties experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.
ESL Domain II: ESL Instruction and Assessment	**Competency 004** The ESL teacher understands how to promote students' communicative language development in English.	D. Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.
		E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
		F. Applies knowledge of individual differences to select focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS.
		G. Knows how to provide appropriate feedback in response to students' developing English-language skills.
	Competency 005 The ESL teacher understands how to promote students' literacy development in English.	C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills and sight word vocabularies.

		D. Knows factors that affect ESL students' reading comprehension and applies effective strategies for facilitating ESL students' reading comprehension in English.
		F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused targeted and systematic second language acquisition to ELL students.
		G. Knows personal factors that affect ESL students' English literacy development and applies effective strategies for addressing those factors.
	Competency 007 The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.	A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program.
		B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.
		C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
		D. Knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit.
		E. Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom.
		F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.
Bilingual Domain I: Bilingual Education	**Competency 003** The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development	B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
		G. Knows how to promote students' biliteracy by using ongoing assessment and monitoring of students' level of proficiency in oral and

	and assessment of biliteracy.	written language and reading to plan appropriate literacy instruction in L1 and L2.
	Competency 004 The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.	A. Knows how to assess bilingual students' development of cognitive-academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.

NEW EDUCATOR STANDARDS: The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL and Bilingual standards, competencies and sub-competencies, and with Standard 4 Assessment of the professional organization Teachers of English for Speakers of Other Languages (TESOL).

IX.   COURSE POLICIES
Attendance and Participation
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."
We will be working as a learning team, so everyone's input is critical. We need you to be here on time, to contribute to class activities, and to complete assignments on time.

Attendance is an important component of your grade. You will be assigned 10 points for attending and participating in class. The following criteria will be used to determine the attendance grade:

0-3 unexcused absences = 10 points
4 unexcused absences = 7 points
5 unexcused absences = 4 points
6 unexcused absences = 1 point
7 unexcused absences = withdraw from the class and/or ARR Committee Referral

Absences that will be excused:
1)   Attendance to conferences with prior permission from the instructor.
2)   In case of death in the family, obituary evidence will be required.
3)   In case of absences because of your illness, a doctor's note will be required.
4)   Extraneous circumstances such as accidents, inclement weather, emergencies, or child care, will be dealt with on a case by case basis.

Tardiness or leaving early
If showing up for class more than 10 minutes late or leaving 10 minutes before the class ends.
0-3 tardies = no points deducted
4 tardies or leaving early 4 times = 4 unexcused absences = -3 points
More than 4 tardies or more than 4 times leaving early = 5 unexcused absences = -6 points and ARR Committee Referral

Excused Absences
- Illness or injury that is documented by a letter from a physician or health professional.
- "Mental duress" (divorce, death of friend or family member) that is documented in writing.
- Officially sanctioned and sponsored university athletic, music, theater travel that is documented by a letter by the appropriate university official.
- Military duty or Judy Duty).
- In the case of a death in the family, obituary evidence will be required.
- Required court appearances that are documented by a letter from the clerk of the court.
- 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.
- Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on an individual basis by the instructor.

Late Work
All assignments are due on the day designated in the course agenda. "Late" is not the same as an "extension." Late work will not be accepted. Extensions may be granted, through negotiation and discussion of individual situations, **BEFORE** the work is due. Send me an email or see me in my office. In the case of illness, an excuse, such as a doctor's note, will be required for work to be accepted "late" (no more than two days after the due date).

Use of Cell Phones and Laptops
As a courtesy to your instructor and your fellow classmates, you are asked to set your cell phone to *vibrate*, or switch it off. Please, no text messaging. In case of a personal emergency, if you must use your cell phone, you are asked to step out of the classroom. Using laptop computers in the classroom to take notes and for any other use authorized by the instructor are allowed. However, other uses such as instant messaging, game playing, and Internet surfing during class time are prohibited.

X. **EVALUATION AND GRADING: The evaluation criteria for this course is:**
90 – 100=   A
80 – 89=   B
70 – 79 =   C
60 – 69=   D
Below 60 =   F

XI. SUMMARY OF REQUIRED ASSIGNMENTS

Assignments	Points Possible
Attendance and participation	10
Discussions about Brantley and Herrera Texts' chapters	-
LPAC and ARD committee responsibilities	5
Demonstration of Two Performance-based assessments	10
TEA approved tests questions	10
Mid-term exam (Herrera and Brantley's text chapter 1-3 contents)	15
Creation of 4 informal classroom assessments for administration to an ELL student (listening, speaking, reading, and writing)	--
Checkpoint A: Assessment (L, S, R, W)	--
Checkpoint B: Rubrics and Analysis (L, S, R, W)	--
Checkpoint C: Preliminary recommendations (L, S, R, W)	--
Demonstration of modifications and accommodations in a lesson plan for beginning, intermediate and advanced ELLs	10
Case Study – Key Assignment The case study is the compilation of Checkpoints A, B, and C. Please refer to the assignment description and rubric in TK20. The rubric is based on 100 points but results will be divided by 100 and multiplied by 30 to obtain the percentage for this assignment.	30
Final Exam (Brantley chapters 6-11 and Herrera chapters 6, 8)	10
Total	**100**

Extra Credit Points:
Five extra credit points will be assigned to students' overall grade for attending an in-state conference related to ESL or bilingual education this fall such as **TABE (tabe.org).** Proof of attendance will be required.

Five extra credit points will be assigned to the students' overall grade for attending a **TExES review session** on Saturday, November 5, from 9:30 AM to 3:30 PM as follows:
ESL Supplemental in Wooten Hall, room 122 or
Bilingual Supplemental in Wooten Hall, room 222.
Proof of attendance will be required.

XII. DESCRIPTION OF COURSE ASSIGNMENTS AND DUE DATES:
*All assignments, as applicable, should be WORD documents in Times font size 12

Dates	In class time or task due

Week 1: Aug. 29, 31 and Sept. 2	Introduction, Syllabus Two Truths and a Lie, EDBE Handbook Watch the webcast: *Assessment of ELL Students:* http://www.readingrockets.org/webcasts/1003/?trans=yes
Week 2: Sept. 7 and Sept. 9 **Sept. 5 Labor Day (no class)**	**Objective:** The purpose of the assignment below is to gain and apply knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused targeted and systematic second language acquisition for ELL students **(ESL, D2, C004, F)**. Wednesday: **Brantley Chapter 1**: English Language Learners in Today's K-8 Classroom Friday: **Herrera Chapter 1**: Classroom Assessment Amidst Cultural and Linguistic Diversity
Week 3: Sept. 12, 14 and 16	**Objective:** The purpose of the assignment below is to know standardized tests commonly used in ESL and bilingual programs in Texas and to know how to interpret their results **(ESL, D2, C007, C).** Review standardized tests commonly used in Texas for ESL and bilingual students.
Week 4: Sept. 19, 21 and 23	**Objective:** The purpose of the assignment below is to know theories, concepts and research related to L1 and L2 acquisition **(ESL, D2, C007, B)** and to apply knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations **(ESL D1, C002, A).** **Brantley Chapter 2:** Understanding the *Principles of Second Language Acquisition* and **Herrera Chapter 2:** *Authentic Assessment* Performance-based informal (authentic or alternative) assessments in Power Point posted on the Discussion Board due on Nov. 23 (10 points possible) **Demonstration of two performance –based informal (authentic or alternative) assessments:** Students will present a Power Point to the class explaining the two informal assessments. This Power Point will also be posted to the Discussion Board. The instructor will provide a completed example of the assessments to be presented.

Week 5: Sept. 26, 28 and 30	**Objective:** The purpose of the assignment below is to know standardized tests commonly used in ESL programs in Texas and knows how to interpret their results **(ESL, D2, C007, C)** Review STAAR tests TEA tests questions due Oct. 7 *(10 points possible)* **TEA Approved Tests Questions:** Answer questions about the TELPAS, Language Assessment Scales (LAS) Links, Woodcock-Muñoz, Idea Proficiency Test (IPT), Tejas LEE (for bilingual) and Stanford English Language Proficiency (SELP) tests. These are the most commonly used TEA approved tests for assessment of English Language Learners' proficiency in English and Spanish and STAAR for assessment of content knowledge. Submit this assignment through Blackboard.
Week 6: Oct. 3, 5 and 7	**Objective:** The purpose of the assignment below is to become familiar with the state mandated Limited English Proficiency (LEP) policies, including the role of the LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement and exit (**ESL, D2, C007, D).** **Brantley Chapter 3:** *Instructional and Theoretical Foundations of Assessmen*t and **Herrera Chapter 3:** *Response to Intervention, Pre-instructional Assessment, and the CLD student.* Review LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement and exit LPAC/ARD questions due Oct. 14 *(5 points possible)* **LPAC/ARD Responsibilities:** Students will answer questions regarding the function and responsibilities of the Language Proficiency Assessment Committee (LPAC) and Admission Review and Dismissal (ARD) committees.

Week 7: Oct. 10, 12 and 14	**Objective:** The purpose of the assignment is to understand the nature of language and basic concepts of language systems (e.g., phonology, morphology syntax, lexicon, semantics, disclosure, and pragmatics) and how to use this understanding to facilitate students' learning in the ESL classroom (**ESL, D1, C001, A**) and to become familiar with the types of formal and informal literacy assessments in L1 (**Bil, D1, C003, B**). **Brantley Chapter 4**: *Oral Language and Vocabulary Assessment and Development*, and **Herrera Chapter 5**: *Assessment of Language Proficiency*. Checkpoint A due on October 28 (Four assessments chosen) **Creation of 4 informal classroom assessments: one for each of these: listening speaking, reading, writing.** For each assessment: • Checkpoint A: Assessment (L, S, R, W) • Checkpoint B: Rubrics and Analysis (L, S, R, W) • Checkpoint C: Preliminary recommendations (L, S, R, W) Examples are: checklists, student self-assessments, cloze assessments, retelling assessment, text elaboration, writing samples, reading aloud, etc. Our class blog can be used for more examples.
Week 8: Oct. 17, 19 and 21	**Brantley Chapter 5:** Reading acquisition in the primary and secondary languages **Mid-term exam** about Brantley chapters 1- 4, Herrera chapters 1-3, 5 and topics covered on weeks 1 to 6 *(15 points possible)* October 21
Week 9: Oct. 24, 26 and 28	**Objective:** The purpose of the assignment is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students' needs and enables ESL students to achieve learning goals (**ESL, D2, C007, F**) and to know common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications (**Bili, D1, C003, A**). **Brantley Chapter 6:** Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle. **Herrera Chapter 6:** Assessment of Content Area Learning. Checkpoint B due November 4 (Rubrics and Analysis)
Week 10: Oct. 31, Nov. 2 and Nov. 4	**Objective:** The purpose of the assignment is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students' needs and enables ESL students to achieve

	learning goals (**ESL, D2, C007, F**) and to know common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications (**Bili, D1, C003, A**). **Brantley Chapter 7:** Assessment and Development of Word Identification, Comprehension and Reading Fluency and **Herrera Chapter 8:** Post-instructional Assessment. <u>Accommodations and Modifications on Lesson Assignment due November 11</u> *(10 points possible)* **Demonstration of accommodations and modifications of a lesson plan** to target all English language proficiency levels – beginning, intermediate and advanced. The instructor will provide the lesson plan.
Week 11: Nov. 7, 9 and 11	**Objectives** The purpose of the assignment is to understand the basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to develop assessments (**ESL, D2, C007, A**) and to know the types of formal and informal literacy assessments in L1 (**Bili, D1, C003, B**). **Brantley Chapter 8:** Assessment of Development of Written Language and Spelling, and **Brantley Chapter 9:** Assessment in the Content Areas. Thurs: Checkpoint C due Nov. 17 (Preliminary Recommendations)
Week 12: Nov. 14, 16 and 18	**Objective:** The purpose of the assignment below is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students' needs and enables ESL students to achieve learning goals (**ESL, D2, C007, F**) and to know common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications (**Bili, D1, C003, A**). **Brantley Chapter 10:** Putting the Pieces Together and **Brantley Chapter 11**: Instructional Assessment in Practice: A Case Study.
Week 13: Nov. 21, 23 and 25	Nov. 21 and 23 Work in case study Nov. 25 THANKSGIVING- NO CLASSES
Week 14: Nov. 28, 30, and Dec. 1	Case Study draft due Please refer to the assignment description and rubric posted on Blackboard. The description of the case study assignment and the rubric can be found in TK20. The rubric on TK20 is based on 100

	points. Results will be divided by 100 and multiplied by 20 to obtain the percentage for this assignment. *(0 to 20 points possible)* **PowerPoint presentation: Demonstration of two performance – based informal (authentic or alternative) assessments**
Week 15: Dec. 5 and Dec. 7	Case Study Submission to TK20 by midnight Dec. 7*(0-30 possible points)* *Dec. 7 – Last class day*
Week 16: Dec. 12 and 14	**Final exam – Brantley chapters 6-11 and Herrera chapters 6, 8** *(0-15 possible points)* **Dec. 12.**

XIII. COLLEGE OF EDUCATION'S VISION

We aspire to be leaders known regionally, nationally, and internationally for our expertise and excellence in research, teaching, outreach, and solutions for education and human well-being. Through our efforts we improve the lives of the citizens of Texas, the nation, and the world.

COLLEGE OF EDUCATION'S MISSION STATEMENT
The College of Education prepares professionals and scholars who contribute to the advancement of education, health, and human development.

XIV. DEPARTMENTAL POLICY STATEMENTS

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.

Teacher Education & Administration

Departmental Policy Statements

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 Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

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.

XV.   BIBLIOGRAPHY

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