

UNIVERSITY OF NORTH TEXAS
Math in Elementary Grades EC-6
EDEE 4350.007 (Grapevine-Colleyville) - Fall 2016

Location: Bransford Elementary, GCISD
Classroom F-9
601 Glade Road
Colleyville, TX 76034
817-305-4920

Class Dates and Times: Thursdays 12:00 – 2:50

Instructor: Heather Steen
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Cell 940-395-4182

Office Hours: Thursdays from 2:50-3:50,
or by appointment

Next Generation Course: This course is a Next Generation (NextGen) course intended to promote higher-level learning with increased levels of student engagement. This course uses a “blended learning approach” with face-to-face instruction and innovative teaching methods. This is NOT an online course, but we use computer-mediated instruction (Blackboard) and rely on small group (team) learning experiences.

Course Description: Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand the scope and sequence of mathematics in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place on site in a school setting.

This course is designed to help the student transition from being a learner of mathematics to being a teacher of mathematics. This transition culminates with the mathematics courses (MATH 1350/1351) taken prior to this course (EDEE 4350). During this transition, the student should develop from being able to “do” mathematics to being able to analyze and understand mathematical concepts taught in elementary/middle school. The student should concentrate on changing from learner of mathematics to a teacher of mathematics, focusing on the child as a learner and how you as the teacher can facilitate his/her learning of mathematics.

Like many careers, mathematics education has its “tools of the trade.” While you may not have learned mathematics using manipulatives and team settings the first time around, you will be expected to use them in your classroom. We will be using manipulatives to model mathematical ideas and to help you gain a deeper understanding of mathematical concepts taught in elementary/middle school.

Prerequisite: Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, EDEE 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major math courses and DFST classes.

Required Textbook: Van de Walle, J., Karp, K., and Bay-Williams, J. (2016) *Elementary and Middle School Mathematics: Teaching Developmentally*, Ninth Edition. Upper Saddle River, NJ: Allyn and Bacon.

Electronic Resources:

Math TEKS: <http://www.tea.state.tx.us/rules/tac/chapter111/index.html>

Lead4ward: <http://lead4ward.com/>

National Council of Teachers of Mathematics: <http://www.nctm.org>

Mathematics Manipulatives Website: <http://www.hand2mind.com>

National Library of Virtual Manipulatives Website: <http://nlvm.usu.edu/en/nav/vlibrary.html>

Math Mindset: <https://www.youcubed.org/>

Course library link:

<http://www.library.unt.edu/research-tools/class-pages/edee-4350-mathematics-in-grades-ec-8/>

Required on the Web: <http://learn.unt.edu> (Blackboard). Some materials for the course will “appear” under course content as we move through the course. **You must call the Help Desk FIRST if you are having computer or technology issues.** The desk will issue a remedy ticket number, and they can contact the instructor if multiple students are having the same problem. **UNT Helpdesk Phone: (940)565-2324 Mon.-Th. 8am-midnight; Fri. 8am-8pm; Sat. 9am-5pm; Sun. 8am-midnight; In person: Sage Hall (Rm. 130) – Mon.-Fri. 8am-8pm (closed weekends); Email: helpdesk@unt.edu** ** Remember ALL emails on Blackboard now GO DIRECTLY TO your my.unt.edu email ([Eagle Connect](#)). ** YOU MUST ACCESS YOUR MY.UNT.EDU ACCOUNT THE FIRST DAY OF CLASS ** and **use your UNT email account for all correspondence.**

IRB Participation: This class is part of a study about teaching effectiveness. You may refuse to have your data included in the scientific study, but you must still COMPLETE ALL ASSIGNMENTS. Refusing permission only means we *do not use your data* when publishing research. The forms should be filled out and returned the first two week of classes.

Objectives:

1. Student(s) will understand mathematical concepts that enable them to teach mathematics to young children with confidence, competence, creativity, and capacity.
1.1 Confidence; The students will examine previous experiences in relationship to current coursework and field experience in order to develop confidence as a future teacher of mathematics
1.2 Competence; The student(s) will develop competence by successful completion and understanding of the concepts in this course.
1.3 Creativity; The student(s) will recognize the use of creativity in understanding and teaching mathematics.
1.4 Capacity; The student(s) will develop their capacity to create meaningful mathematical Experiences for their future students.
2. Student(s) will develop a pedagogical understanding of mathematical perspectives, learning, instruction, assessment, and reflective practice.
2.1 Students will understand mathematics, learning, instruction, assessment, and reflective practice from a pedagogical perspective.
2.2 Students will develop a pedagogical understanding of how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals and to teach all students to understand mathematics.
2.3 Students will develop a pedagogical understanding of assessment and use a variety of formal and informal assessment techniques appropriate to the learner on the ongoing basis to monitor and guide instruction and to evaluate and to report student progress.
2.4 Students will develop a pedagogical understanding of mathematics teaching as a profession, know the values and rewards of being a reflective practitioner and realizes the importance of making a lifelong commitment to professional growth and development.

Course Standards:

TEXES for Mathematics Generalist EC-6 Standards

http://www.tea.state.tx.us/index2.aspx?id=6066&menu_id=2147483671&menu_id2=794

Standard I. Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard II. Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard III. Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard IV. Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard V. Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.

Standard VI. Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.

Standard VII. Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Standard VIII. Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Standard IX. Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

TEXES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

COURSE ASSIGNMENTS

All course assignments are due at the beginning of class.

1. ATTENDANCE/PARTICIPATION/ATTITUDE (see Attendance/Participation/Quality Work)

Attendance, Participation, and Attitude in class each week will be assessed on active, constructive involvement in activities and pertinence and depth of discussion contribution (questions, readings, experience, etc.). Attitude is a reflection of interest in learning about the methods of teaching mathematics. Attitude is manifested in behaviors of active interest, the willingness to work with anyone in the class, friendly and cheerful demeanor when asked to help or participate, and in general a cheery disposition in class. Participation and attitude will be monitored daily. Should a need arise for a conversation regarding assignments, expectations, personal concerns, or anything else, the intern is expected to approach the conversation with professionalism at all times. **Turn off all cell phones unless you have prior permission from the instructor.**

2. READING

Carefully read the required text and any required supplementary materials. Be prepared prior to class for in-class discussion of readings. Groups will be assigned an additional chapter to read and present. Two article reviews from NCTM's publication, *Teaching Children Mathematics*, will be completed as part of the Resource File. One article has been chosen for you, and you may choose the second article from any *Teaching Children Mathematics* publication from 2006 through present. Complete details, templates, rubric etc. are posted in Blackboard.

3. TREASURE HUNT

Thoroughly read the course syllabus and calendar and answer the electronic questions. Due date/time and electronic submission noted on calendar. Complete details, templates, rubric etc. are posted in Blackboard.

4. TEACH-A-LESSON

A lesson plan topic will be selected from the approved topic list by the date(s) noted on the EDEE 4350 calendar. This topic is to be taught at the grade level assigned for second rotation. A complete UNT lesson plan will be written for the topic, and the lesson will be taught during your second rotation to both your rotation class of students and the EDEE 4350 class. The lesson and presentation should include a complete hands-on activity as well as a children's literature connection. There will also be a reflection required after the lesson has been taught/presented. Complete details, templates, rubric etc. are posted in Blackboard.

5. TEKS ALIGNMENT

A TEKS alignment chart is a vertical alignment (PK-6) of TEKS in a strand and will be submitted as part of your Teach-A-Lesson Project. The alignment chart will focus on the mathematical strand covered in your lesson. The chart will include strand alignment for grades PK-6. Specifications include grade, TEKS #, complete TEKS verbiage and two summary paragraphs. Complete details, templates, rubric etc. are posted in Blackboard.

6. RESOURCE FILE

It is important for you to identify, collect and organize instructional resources to support the teaching and learning of mathematics. Organization structure will be discussed in class. Assessment will also include organization and appropriateness of materials for teaching mathematics. It is suggested that you place these in a notebook/binder. This file will include several assignments. Complete details, templates, rubric etc. are posted in Blackboard.

7. OBSERVATION OF MATH LESSONS

During the first rotation of the internship, each student will observe five math lessons being taught in their assigned classes for 30 minutes each week while completing observation log sheets. A one page analysis/reflection with the observation log sheets meets requirement #11 for the Resource File. The observation log will be posted electronically for your resource file. Complete details, templates, rubric etc. are posted in Blackboard.

8. MATH INTERACTION PROJECT/ TK20

Interact with students (one or two) in math for six weeks during the first rotation of observation placement. It is essential to connect theory and practice within the teaching of grades PK-6 mathematics. Thus you will be asked to assist in implementing, leading, and/or planning for activities and lessons within grades PK-6 classrooms for the classes you are assigned using Standards based resources, district curriculum, input from your mentor teacher, cadre coordinator and this course instructor. The lessons from teaching/tutoring will include a pre-test, lesson plans, post-test, sample instructional materials and student work, and a personal analysis/reflection for the project. Instruction should reflect approaches supported by this course and use of multiple assessment tools is required. Due date is on calendar. Complete details, templates, rubric etc. are posted in Blackboard.

Calendar - EDEE 4350.003 Fall 2016

Thursdays (GCISD PDS I)

Intern Week	Class #	Calendar assignment dates are set as a guide. Changes may occur at instructor's discretion.			
		Date	Topic	Reading Assignment	Assignments
1/1	1	Sept. 1	Introduction to Math Methods Numbers and Operations <i>Numbers and Place value</i>	Chapters 1, 8, 11	Begin planning MIP. Treasure Hunt due by Sept. 3 at midnight to Blackboard. Sign-up for Group Chapter Reviews
1/2	2	Sept. 8	Numbers and Operations: <i>Addition and Subtraction; TEKS Alignment</i>	Chapters 9, 10, 12	Group Report - Ch. 2 Teach-A-Lesson Topic <i>Bring copy EC-8 Math TEKS (2012)</i>
1/3	3	Sept. 15	Numbers and Operations: <i>Multiplication and Division</i>	Chapters 9, 10, 13	Group Report - Ch. 3 Teach-A-Lesson Topic
1/4	4	Sept. 21	Numbers and Operations: <i>Fractions K-3rd</i>	Chapters 15 & 16	Group Report - Ch. 4
1/5	5	Sept. 29	Numbers and Operations: <i>Fractions 4th-6th, decimals, ratios, proportions, percent</i> Guest Speaker - Curriculum	Chapters 17 & 18	Group Report - Ch. 5
1/6	6	Oct. 6	Geometry: <i>Shapes & Proportions; Location</i>	Chapter 20	Group Report - Ch. 6
1/7	7	Oct. 13	Geometry: <i>Transformations; Visualizing</i>	Chapter 20	Math Interaction paper due & uploaded into TK20 Group Report - Ch. 7
2/1	8	Oct. 20	Algebraic Reasoning	Chapter 14	Lesson Plan & TEKS Alignment due LP: 1, 2, 3 Begin recorded observations.
2/2	9	Oct. 27	Data Analysis & Graphing <i>Bring copy of school report card</i>	Chapter 21	Resource File Mid-Evaluation LP: 4, 5, 6
2/3	10	Nov. 3	Measurement Olympics: <i>length, area, volume, capacity, Weight, area, temperature</i>	Chapter 19	LP: 7, 8, 9
2/4	11	Nov. 10	Measurement: <i>time, money, Personal Financial Literacy</i>	Chapter 19	LP: 10, 11
2/5	12	Nov. 17			LP: 12, 13, 14
		Nov. 24	Thanksgiving		NO CLASS
2/6	13	Dec. 1	Probability	Chapter 22	Resource File Final Evaluation LP: 15, 16, 17
2/7 Final	14 15	Dec. 8 Dec. 15	Begin - Presentation of MIP Complete - Presentation of MIP		LP: 18, 19

Course Expectations/Policies

Grading policies

If a student is failing the course due to failures on assignments/tests, the student will be required to attend a conference with the instructor to discuss the situation and reasoning. Extra work for extra credit will not be given as a solution. If, following the conference, the student continues to fail; the instructor will report the course failure to both the PDS office and office of the associate chair for undergraduate programs in Teacher Education and Administration. Any course grade below a C will result in failure to continue as a student teacher in the semester following this course.

Submission policy

Assignments are submitted based on the calendar set by the instructor. **An absence does not alter a due date in any way.** Assignments are submitted in the manner designated by the instructor. The Mathematics Interaction Project will also be submitted via TK20. Late work will be accepted with point reduction (see page 7). Difficulties in submitting assignments should be discussed with the instructor in a private meeting during office hours.

Cell phone/electronic device policy

Please turn phone on silent or vibrate during class. If you must answer a text or call, please step out of the classroom.

Attendance, Participation, and Attitude Expectations

All students are expected to participate fully in the course. To earn full attendance, class preparation, and participation points (10 per week), students must abide by the following expectations. Violations of these expectations will result in less points earned per class. For example, if you arrive late, leave class early, or do not return from breaks in a timely manner, you cannot earn more than 5 points that week. Students are not penalized for the first absence or tardy.

Attendance

- Tardiness, absences and attitude will count toward final grade average.
 - 1,1,1 Policy – 1 absence, 1 tardy, 1 warning – not penalty for the first
 - After 1 absence, 1 tardy or 1 warning, points will be deducted from the 20%
 - 10 points per week
 - Additional absences = 10 points deducted per absence
 - Additional tardies or warnings = 5 points deducted per tardy

All students are expected to attend class, be on time, and stay for the duration of the class. The attendance policy states that at the third absence, students are dropped one letter grade, at the fourth absence a second letter grade is dropped, fifth a third letter grade is dropped, and at the sixth, the student fails the course. Roll is taken daily at the beginning of class. If a student is tardy, it is noted, and when three tardies accumulate this equates an absence (3 tardies = 1 absence). Leaving early from class, not returning from class breaks, or spending time using social media during class will prevent student from earning all ten points for that week.

Participation

Students are expected to participate fully in the course. Full participation includes, but is not exclusive to: volunteering to demonstrate, singing, acting, manipulating materials, hiking, clip board work on field trips, working with all class members (not just best friends in class), completing TK20 submission*, etc. In other words, do what the group is doing, when the group is asked to do it.

***TK20 submission.** In TK20 students are asked by the College of Education to complete a Mathematical Interaction With Children Project. This project is completed as an electronic journal of experiences in teaching as small group of children mathematics knowledge and skills they require, based on diagnostic tools. The project is submitted as an artifact in TK20.

Attitude

Attitude is a reflection of interest in learning about the methods of teaching mathematics. Attitude is manifested in behaviors of active interest, the willingness to work with anyone in the class, friendly and cheerful demeanor when asked to help or participate, and in general a cheery disposition in class. These behaviors will be monitored daily.

Should a need arise for a conversation regarding assignments, expectations, personal concerns, or anything else, students are expected to approach the conversation with professionalism at all times. The Code of Student Conduct can be found at www.unt.edu/csrr. Please be aware of university policies regarding academic honesty. Cheating on exams and other individual work is not tolerated and will have severe consequences – often the result is failing the course. Consult vpaa.unt.edu/academic-integrity.htm for details on academic integrity at UNT.

Course Evaluation:

Assignments		Grading Scale (%)
		90-100 = A
		80-89 = B
		70-79 = C
		60-69 = D
		0-59 = F
1. Math Interaction Project	25%	
2. Resource File	25%	
3. Teach-A-Lesson Project & TEKS Alignment	25%	
4. Attendance/Participation/Attitude	25%	
(includes Treasure Hunt, Chapter reviews, class discussions and participation)		
Total	100%	

Extra points can be earned by bringing and sharing a math literature book which supports the day's topic.

All papers turned in for evaluation should be word processed demonstrating neatness and appropriateness in grammar, punctuation, capitalization and spelling. Points will be deducted for multiple errors.

Assignments must be turned in on time. Do not use page protectors when turning in an assignment.

Student Intern Expectations and Professionalism:

Demonstrate professionalism during class. Professionalism is shown in the classroom when interns: (a) attend all classes on time; (b) are prepared for class discussions and have assignments completed; (c) attend to all class presentations (peers & instructor); (d) actively participate in class discussions and activities; (e) are flexible to schedule changes; (e) establish positive interactions with the instructors and other members of the class; (f) practice honesty in the completion of original work, and (g) give no reasons for referral to the ARR committee.

Demonstrate professionalism in the schools. Professionalism is shown in the school when interns: (a) report to field campus on time and prepared; (b) stay at school and involved during the stated hours; (c) are respectful of school policies; (d) practice effective communication skills with all members of the school community; (e) actively and positively participate in school-related activities and assignments; (f) are open to suggestions for improvement;

(g) are flexible to schedule changes; and (h) are discreet in their discussion and appearance.

Please remember you are in the field to listen and learn from Mentors who have more experience than you at this time. You may not agree with the suggestions and opinions, but please be respectful of them and behave professionally at all times. Gossip is never a professional behavior and can have severe negative consequences. Be alert to the events in the school but stay out of school politics.

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.

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.

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.

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.

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. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology. 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/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.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.