

EDEE 4890.003 Inquiry into Classroom Practice – Student Teaching Seminar

Spring 2017

Syllabus

Class Location: WH 210
Instructor: Jeannette L. Ginther, M. Ed.
Time of Class: Tue 5:30-8:20 **(See course schedule for specific meeting dates/times)**
Office: Matthews Hall 204F
Office Hours: MWF 10:00-12:00 or by appointment after class on scheduled Tuesdays
Email: jeannette.ginther@unt.edu

Prerequisite: Successful completion of PDS I and current placement in a field site for student teaching.

Course Description: Inquiry into Classroom Practice is a required component of the PDS II experience and is taken concurrently with student teaching. The purpose of this course is to provide Interns with the opportunity to synthesize their student teaching experience through inquiry into their own teaching. Through the seminar interns will strengthen the ability to be a reflective practitioner of: content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

Communication

The official manner of communication outside of class meetings and office hours will be by email to jeannette.ginther@unt.edu **(NOT through Blackboard)**. When sending emails, please attend to the following:

1. Put EDEE 4890 in the subject line of the email
2. Clearly elaborate your question or concern
3. Include your full name at the close of your message

Please note: Before you send an email, please make sure you have used due diligence to answer your question yourself. Refer first to assignment instructions, assignment rubrics provided, Blackboard announcements, and your syllabus. Emails sent during evening/weekend hours may not be addressed until the next business day.

Required Text:

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

Goals:

1. Develop a research mindset that supports critical inquiry.
2. Support Interns as they inquire into their own teaching in order to bolster their reflective practices and enhance professional growth.
3. Enhance on-going collegial interactions that model professional learning communities.
4. Promote passion for teaching and learning through an engaging classroom.
5. Gain in-depth experience with identifying and responding to student strengths and needs.

Outcomes:

As 21st Century Teachers the Interns will be able to:

1. Develop curriculum that demonstrates strong content knowledge and skills as a decision maker who knows how to adjust the environment, content, materials, and activities in order to address the needs of all students.
2. Exhibit appropriate communication in a variety of settings to a wide array of audiences --- students, peers, mentors, administrators, parents, and other community members.
3. Demonstrate and model the ability to problem solve through classroom research.
4. Establish reflective practices that support lifelong learning.

Assignments:**Planning for Success in the Education Profession – 25%**

The goal of this assignment is to present yourself to a variety of audiences. In this assignment you will develop a resume and letter of introduction for future employers, a philosophy that explains your beliefs, principles, and practices about teaching and learning, classroom expectations, and 2 sample lesson plans (5E and Madeline Hunter). Think about the various audiences with whom you will communicate – parents, students, administrators, community leaders, etc. Your format should appeal to a wide range of audiences and clearly demonstrate who you are as an educator.

Teacher Research Project – 60%**Professionalism and Participation – 15%**

You will be asked to share and provide feedback to your classmates both in person and online. Your attendance in-person and your online activity are an important factor in your learning this semester. Being a contributing member of the class is important to the rest of us, *as well as your grade*.

GRADING

90-100= A

80-89 = B

70-79 = C

0-69 = F

Bibliography

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- Lieberman, A., & Miller, L. (Eds.) (2008). *Teachers in professional communities: Improving teaching and learning*. NY: Teachers College Press.
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- Pitton, D.E. (1998). *Stories of student teaching: A case approach to the student teaching experience*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Wong, H.K. & Wong, R.T. (1998). *The first days of school: how to be an effective teacher*. Mountain View, California: Harry K. Wong Publications Inc.
- Zemelman, S., Daniels, H., & Hyde, A. (2005) *Best practice: Today's standards for teaching and learning in America's schools* (3rd Ed.). Portsmouth, NH: Heinemann.

Internet sites and sources

Texas Education Agency: Action Research

http://www.tea.state.tx.us/news_release.aspx?id=2147493577&menu_id=692

National Board for Professional Teaching Standards

<http://www.nbpts.org/nbpts/>

The Education and Research Network American Education Research Association

Action Research: A Brief Overview

<http://users.andara.com/~jnewman/ARoverview.html>

WEB Links To Participatory Action Research Sites

<http://www.goshen.edu/soan/soan96p.htm>

EDEE 4890 Section 003		
Week/Topic	Class Preparation/Activities	Due
Week 1 January 17 Face-to-Face Topic: My Learning Landscape Teachers at Work in their Classrooms	At your student teaching placement: <ul style="list-style-type: none"> • Acclimate yourself to role in the classroom. • Work with your Mentor Teacher to plan your independent teaching schedule. Student Information Survey: Please click on this link and complete the survey by midnight on 1/22 https://www.surveymonkey.com/r/LQ79V6Z Introductions and Team Building Overview of Course, Syllabus, and TRP: <ul style="list-style-type: none"> • Instructor will review and answer questions about TRP • Instructor will review Planning for Success assignment • Instructor will discuss Lesson Planning/5E Model/Madeline Hunter Model Prepare to Discuss: <ul style="list-style-type: none"> • What qualities must an individual exhibit in the classroom in order to be an effective teacher? • What elements of classroom knowledge, beliefs, and practice are essential in the classroom? • What conditions must you set to ensure student learning? • How does teacher inquiry support teaching and learning in the 21st century classroom? 	Complete: Student Info Survey Due: Before midnight on Sunday 1/22 Complete: Component 1 of TRP Due: In Bb by midnight on Sunday 1/22
Week 2 January 24 Online/Blackboard Topic: Designing Engaging Instruction	Blendspace Lesson: <ul style="list-style-type: none"> • Please join our Blendspace class using this link https://www.tes.com/lessons/register and this class code: isrn • Read/complete the Designing Engaging Instruction Articles/Lesson and provide comments on each article. 	Complete: Blendspace Lesson/Comments on each article Due: Post by midnight on Tuesday 1/24 Complete: Component 2 of TRP Due: In Bb by midnight on Sunday 1/29

Week 3 January 31 Blackboard/Online Topic: Meaningful Assessment	Blendspace Lesson: <ul style="list-style-type: none"> • Visit our Blendspace class. • Complete the Formative and Summative Assessment Lesson. • Provide comments on the last slide of the lesson. Read the comments of your fellow students! • Consider the strategies you learned last week along with the formative and summative assessments in this lesson when you write your lesson plans due on 2/12. 	Complete: Blendspace Lesson/Comments on each article Due: Post by midnight on Tuesday 1/31
Week 4 February 7 Face-to-Face Topic: Mindset and Motivation	Prepare to Discuss: <ul style="list-style-type: none"> • What is your mindset about student learning? • What mindsets do your students possess? • How can you motivate 21st century learners? • What is your goal for your students? What are their goals for themselves? Do these align? • How should you communicate with students in a way that is positively impactful? 	Complete: Two Sample Lesson Plans (Planning for Success assignment): One 5E Lesson and one Madeleine Hunter Lesson Due: Both lessons in Bb by midnight on Sunday 2/12 Complete: Read Blendspace article on Mindset and respond in the comment section. Due: Post by midnight on Sunday 2/12
Week 5 February 14 <i>No face-to face or online class activities</i>	No Class Meeting Please work on TRP	Complete: Component 3 of TRP Due: In Bb by midnight on Sunday 2/19
Week 6 February 21 Online/Blackboard Topic: Language of Influence in Teaching Noticing and Naming	Book Study: <ul style="list-style-type: none"> • Read Chapters 1 and 2 of <i>Choice Words</i> this week. • Create a discussion board post in Bb that addresses this question: <i>What specific ideas in these chapters are powerfully meaningful or relevant to you as a student teacher? Why?</i> Give examples with page numbers. There is no length requirement, just explain your thinking in a succinct, professional format. • Comment on AT LEAST ONE of your classmates' posts. 	Complete: Read Chapters 1,2 of <i>Choice Words</i> , write a Bb discussion board post, comment on a classmate's post. Due: In Bb by midnight on Sunday 2/26

Week 7 February 28 Face-to-Face Topic: Professional Communication	Prepare to Discuss: <ul style="list-style-type: none"> What do my professional interactions with parents, administrators, and other public audiences demonstrate about my professional knowledge and interactions in school with students and teachers? How should I present myself professionally? How should I respond to feedback and/or criticism? How should I handle conflict? 	Complete: Resume Letter of Introduction Due: In Bb by midnight on Sunday 3/19
Week 8 March 7 Online/Blackboard Topic: Teaching that Sticks	Read: The article in Blackboard entitled, "Teaching that Sticks" by Chip and Dan Heath before our next face-to-face class on 3/21.	Complete: Read "Teaching that Sticks" Due: Before class on 3/21
Week 9 Spring Break	No Class Meeting Please work on TRP	
Week 10 March 21 Face-to-Face Topic: Classroom Management and Guidelines for Success	Prepare to discuss: <ul style="list-style-type: none"> Classroom management and conditions for learning How do I make decisions about what needs to happen in my classroom? How does research help me plan lessons for my student? What kind of planning makes a difference for instruction and learning? What is the difference between rules and guidelines for success? 	Complete: Component 4 of TRP (You may use the same two lessons you submitted on 2/12) Due: In Bb by midnight on Sunday 3/26 Complete: List of Classroom Rules and Guidelines for Success (Planning for Success assignment) Due: In Bb by midnight on 4/2 Complete: Create a 10-minute voice recording of yourself teaching a lesson. Due: Bring the recording to class on 4/11.

Week 11 March 28 Online/Blackboard Topics: Identity Agency and Becoming Strategic Flexibility/Transfer	Book Study: <ul style="list-style-type: none"> Read Chapters 3, 4, and 5 of <i>Choice Words</i> this week. Create a discussion board post in Bb that addresses this question: <i>How will you create a classroom climate where students have a sense of agency and responsibility?</i> Be specific with your answer. There is no length requirement, just explain your thinking in a succinct, professional format. Comment on AT LEAST ONE of your classmates' posts. 	Complete: Read Chapters 3-5 of <i>Choice Words</i> , write a Bb discussion board post, comment on a classmate's post. Due: In Bb by midnight on Sunday 4/2
Week 12 April 4 <i>No face-to-face or online class activities</i>	<p style="text-align: center;">No Class Meeting Please work on TRP</p>	Complete: Component 5 of TRP Due: In Bb by midnight on Sunday 4/9
Week 13 April 11 Face-to-Face Topic: Professional Impact	<p style="background-color: yellow;">Remember to bring voice recording to class on this day!</p> Prepare to: <ul style="list-style-type: none"> Listen to a partner's recording. Consider what teacher-student interactions you notice. Are there patterns? Do they support a growth mindset? How will you offer feedback to your partner in a growth-minded way? Reflect on your own recording. 	Complete: Statement of Philosophy, Beliefs, Principles, and Practices (Planning For Success assignment) Due: In Bb by midnight on Sunday 4/16
Week 14 April 18 Blackboard/Online Topics: Knowing An Evolutionary, Democratic Learning Community Who Do You Think You're Talking To?	Book Study: <ul style="list-style-type: none"> Read Chapters 6, 7, and 8 of <i>Choice Words</i> this week. Create a discussion board post in Bb that addresses this prompt: <i>List one key takeaway from each chapter and explain why it was important to you.</i> Be specific with your answer. There is no length requirement, just explain your thinking in a succinct, professional format. Comment on AT LEAST ONE of your classmates' posts. 	Complete: Read Chapters 6-8 of <i>Choice Words</i> , write a Bb discussion board post, comment on a classmate's post. Due: In Bb by midnight on Sunday 4/30 Complete: Component 6 of TRP Due: In Bb by midnight on Sunday 4/23

<p>Week 15 April 25 <i>No face-to-face or online class activities</i></p>	<p style="text-align: center;">No Class Meeting Please work on TRP</p>	<p>Complete: Entire TRP (including Component 7) Due: In Bb by midnight on Sunday 4/30</p> <p>Complete: Print hard copies of your Planning For Success assignment. Place them in a professional binding. Due: Bring finished product to class on 5/2</p>
<p>Week 16 May 2 Face-to-Face</p> <p>Topic: Professional Identity</p>	<p>Mock Job Fair/Interviews Bring your professionally bound hard copy of the Planning for Success Assignment to class with you!!!</p> <p>Prepare to Discuss:</p> <ul style="list-style-type: none"> • How does sharing my professional identity with others build my sense of agency? • How do my educational audiences view my ability to orchestrate my knowledge of teaching, knowledge of subject matter and curriculum goals, knowledge of learners and their development? 	

Assignment Summary

Assignment	Due Date (at midnight unless otherwise specified)
Student Information Survey	Sunday 1/22
Component 1 of TRP	Sunday 1/22
Component 2 of TRP	Sunday 1/29
Blendspace Article/Comments: Designing Engaging Instruction	Tuesday 1/24
Blendspace Article/Comments: Meaningful Assessments	Tuesday 1/31
Two Sample Lesson Plans (part of Planning for Success assignment)	Sunday 2/12
Blendspace Article/Comments: Mindset	Sunday 2/12
Component 3 of TRP	Sunday 2/19
<i>Choice Words</i> Ch. 1,2 and Bb Discussion Board posts	Sunday 2/26
Resume and Letter of Introduction (part of Planning for Success assignment)	Sunday 3/19
Read "Teaching that Sticks" in Bb	Before class on Tuesday 3/21
Component 4 of TRP	Sunday 3/26
Classroom Rules and Guidelines for Success (part of Planning for Success assignment)	Sunday 4/2
<i>Choice Words</i> Ch. 3-5 and Bb Discussion Board Posts	Sunday 4/2
Component 5 of TRP	Sunday 4/9
10-Minute Voice Recording	Bring to class on Tuesday 4/11
Statement of Philosophy, Beliefs, Principles, and Practices (part of Planning for Success assignment)	Sunday 4/16
Component 6 of TRP	Sunday 4/23
<i>Choice Words</i> Ch. 6-8 and Bb Discussion Board posts	Sunday 4/30
Entire TRP (including Component 7)	Sunday 4/30
Hard copy of Planning for Success Assignment	Bring to class on Tuesday 5/2

PROCEDURES AND POLICIES

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.

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu. You may also contact them by phone at (940) 565-4323.

ATTENDANCE

You are expected to be in-class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. In-class assignments cannot be made up – no exceptions.

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.

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).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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.

OBSERVANCE 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.

PROFESSIONAL ORGANIZATIONS

[International Literacy Association](#)

[National Council of Teachers of English](#)

[ReadWriteThink](#)

[Literacy in Learning Exchange](#)

[Literacy Research Association](#)

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates [HERE](#).

SPOT

The Student Perception 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 an opportunity to provide course feedback. I value your constructive feedback and strive to use your thoughtful considerations to continually improve my teaching.

STUDENT EVALUATION OF INSTRUCTION

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

STUDENT WORK SAMPLES

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.

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.**

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

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 [HERE](#) for directions on how to purchase. Announcements regarding TK20 will also be posted on the TK20 website.

TECHNOLOGY

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

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing 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).

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 (Auditorium Building, 105) 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>.