

**EDEE/ME 3380 Teaching and Learning in Elementary and Middle Grades
Spring 2019**

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 102
Time of Class: **Monday/Wednesday** 3:30 – 4:50pm
Office: Matthews Hall 204F
Office Hours: **Monday** 12:30pm – 3:30pm
Tuesday 12:00pm – 3:00pm

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Course Description: Effective teaching practices through reflective decision making in grades EC-6 and 4-8. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment.
Prerequisite(s): Admission to the teacher education program.

Purpose and Rationale: The purpose of this course is to engage learners in the nuances of setting classroom conditions that support meaningful learning, defined as learning that can be applied to novel situations and contexts. To this end, this course delves into the ways in which learners can create a classroom environment that fosters this culture of deep, reflective thinking. In addition, learners will be engaged in planning lessons and/or units that include the appropriate use of teaching strategies, technology, integration of content, and assessment for the diverse population of students in our American schools.

Communication

The official manner of communication outside of class meetings and office hours will be by email to jeannette.ginther@unt.edu (NOT through Canvas). Note: Emails sent during evening/weekend hours may not be addressed until the next business day.

Required Texts:

Sprenger, M. (2018). *How to Teach So Students Remember*, 2nd Edition. ASCD.

Website Resources:

<https://jaymctighe.com/resources/downloads/>

Content Standards:

Texas Pedagogical and Professional Responsibilities (PPR) Standards: I, II, III
TASC Standards: 1, 2, 3, 4, 5, 6, 7, 8

Key Assignment Standards:

PPR Standards I, II, III; ACEI 1.0, 3.1, 3.2, 3.3., 3.4, 4.0; CCRS CD1A, CD1B, CD1D, CD1E, CD1F, CD2A, CD2E; In TASC Standards 1, 2, 3, 4, 5, 6, 7, 8

Course Objectives:

1. Design lesson plans and/or unit using a "backward design" approach for both inquiry (5E) and direct (Madeline Hunter) teaching approaches.
2. Associate various learning theories with their applications in writing various types of lesson plans.
3. Design lesson plans and/or unit using a "backward design" approach that integrates age-appropriate content from multiple content areas.
4. Integrate technology (based on technology-related TEKS) into lesson planning.
5. Demonstrate knowledge of how to organize children and materials for self-directed learning and group learning and apply this knowledge to lesson planning.
6. Demonstrate understanding of teaching strategies appropriate for direct and inquiry teaching approaches and apply this knowledge to lesson planning.
7. Create a traditional and an authentic assessment aligned with teaching objectives and instructional strategies.
8. Analyze case studies regarding classroom management and design plans to ensure a safe and effective learning environment.
9. Demonstrate an understanding of how to create a positive, safe, and effective learning environment.

Student Learning Outcomes

- Demonstrate knowledge of the needs of diverse learners within the school community.
- Demonstrate respect and appreciation for the different perspectives within diverse populations.
- Demonstrate awareness of personal strengths (and areas for growth) as future educators.
- Develop professional communication and collaboration skills (oral and/or written).
- Apply theoretical concepts to authentic teaching situations.
- Demonstrate leadership skills such as those needed to plan, reflect, evaluate, and delegate.
- Demonstrate independence, autonomy, professionalism, and perseverance.
- Value personal involvement in community for socially constructive purposes.
- Gain meaningful feedback from community partners.
- Forge professional networks.

Service Learning in this Course

Definition: Service learning blends academic instruction, meaningful service, and critical reflective thinking to enhance student knowledge and build social responsibility.

Purpose: A service learning experience with a community partner has been embedded in this course to provide an authentic and mutually beneficial experiential learning opportunity. Students in this course will design instructional experiences for children with diverse learning needs at one of two school programs.

Community Partners: TBD

Placement: Students will be placed with a community partner based on desired grade level (Elementary or Middle School).

Time Commitment: Students will spend approximately 5 hours preparing instruction and 3-5 hours teaching at their chosen agency over a period of 12 weeks.

Scheduling and Transportation: Students are required to attend all class sessions and school visits. Students must provide their own transportation to and from all locations.

Alternate Options: Students who are unable to attend school visits on the assigned dates may discuss an alternate, equivalent service learning option with the professor.

Required Assignments	Points	Due Date
Professionalism and Participation Teachers must exhibit a <i>high degree of professional behavior and have exemplary attendance</i> to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. <i>This grade will include arrival to class on time, participation during service learning activities, in-class and online discussions about content and readings, informal presentations, interaction with peers, instructor, and guest speakers, appropriate technology use, and overall professional behavior.</i>	25	n/a
Book Sessions (4) You must be present in class for each book session and actively participate to earn full credit. Each session is worth 20 points.	80	Presence at each session
#1 Student Information Survey For me to serve you better this semester, please complete the Student Information Survey prior to class on Wednesday, 1/16. You will receive a completion grade of 10 points for this assignment:	10	Before class on Wednesday, 1/16
#2 Ten Things I Know to be True This assignment will be part of a community building activity in class on Wednesday, 1/16. You will write/type a numbered list of ten things/ideas/concepts that you believe to be true. These things can be personal and/or related to teaching. Bring a HARD COPY of this list to class with you on 1/16. You will receive a completion grade of 10 points for this assignment.	10	Hard Copy due in class on Wednesday, 1/16
#3 Who am I? A Letter to Families In order to build rapport and relationships with your students and their families, you must understand and be able to <i>articulate your own identity as a teacher</i> . For this assignment, you will type a 1-page, 12 pt. font, single-spaced letter of introduction to your future students and their families. This letter will include: a description of your background/life, qualifications/previous experience, reasons for becoming a teacher, the way you will approach teaching and learning in your classroom, and how you will promote inclusivity and create a culture for learning. This letter must be formatted professionally, and must include decorative elements such as pictures, images, graphics, borders, color, etc. as if you were actually going to send it to families.	50	In Canvas by midnight on Sunday, 1/27
#4 Discussion Board Post – Planning for Rapport For this assignment, you will visit the Discussion Board in Canvas and list three activities, lessons, and/or ideas you have for building relationships and rapport with your future students based on our class discussions, the readings, and your own knowledge. Feel free to include web links or attach resources to your post. After you have completed your post, read and comment or provide feedback on at least 2 of your peers' posts.	25	In Canvas by midnight on Sunday, 1/27
#5 Service Learning Anticipatory Reflection For this assignment, you will write a 2-page, 12 pt. font, double-spaced analysis in which you address the following questions: <ul style="list-style-type: none"> • What do you think a service learning experience is or should be? • What prior service learning experiences have you had in previous college classes or K-12? If you have not participated in service learning, discuss volunteer experiences instead. • How do you feel about having a service learning experience embedded into this course? • What aspects of this experience do you expect will challenge you? • What are you excited about? Nervous about? Why? • In what ways do you hope to grow and learn as a person and as an educator during this experience? 	50	In Canvas by midnight on Sunday, 2/3
#6 Discussion Board Post – Field Trip Reflection For this assignment, you will visit the Discussion Board in Canvas and describe something you saw on your field trip that connected with, related to, or exemplified a concept or idea we have read or learned about in class. Be sure to clearly explain how your particular experience connected with our learning in this class. After you have completed your post, read and comment on at least 2 of your peers' posts.	25	In Canvas by midnight on Sunday, 2/10
#7 Madeline Hunter Lesson Plan In class on 2/18 and 2/20, we will be learning about the Madeline Hunter Lesson model. You will be watching a video of a teacher who uses this model to teach a descriptive writing lesson. After viewing the video, you and your PLC will reverse-engineer the lesson he taught using the Madeline Hunter/UNT Common Lesson Plan template. Your lesson will be written in detail, using specific directions and dialogue as if you were going to submit it to your principal and/or a substitute teacher. You will also be including accommodations and modifications for diverse learners (GT, ELL, SPED, Dyslexia, Autism, etc.) Each person in your PLC will submit a lesson.	50	In Canvas by midnight on Sunday, 2/24

Required Assignments	Points	Due Date
#8 Comparative Analysis of Units In class on Wednesday, 2/27, you will be completing a comparative analysis of instructional units which will serve as your introduction to the Understanding By Design (UbD) "backwards design" model of unit planning. You will be completing this analysis IN CLASS and must be present to earn credit for this assignment which will be a completion grade of 25 points.	25	Presence in class on Wednesday, 2/27
#9 Five Powerful Learning Experiences After learning about the Understanding By Design (UbD) unit planning model, you and your PLC will use a sample UbD unit and the "backwards design" method to create five (5) learning experiences for your future students which will include direct and inquiry based instruction. You will also create an authentic performance task assessment. The completion of this assignment will take place in class on 3/4 and 3/6. Each person in your PLC will submit this assignment to Canvas.	25	In Canvas by midnight on Sunday, 3/10
#10 Service Learning (Teaching and Learning) Reflection You will write a detailed, 3-page, 12 pt. font, double-spaced reflection about your service learning experience in which you address the following prompts/questions: <ul style="list-style-type: none"> • Describe your visit/experience. What were you specifically responsible for doing during your time there? Who did you work with? • Explain how this entire experience connected you to the community. How did teaching these children affect your perception of the responsibilities of educators in the community? • Describe how your overall experience connected to your coursework, skills, career goals, and personal interests. What did you learn? Did your lesson successfully address the diverse needs of your students? Provide examples of how you could apply this experience in the future. • Discuss what you learned about yourself during this project. Did anything challenge you? Did you identify your personal strengths or areas for growth? • Describe how you felt about service learning. What feelings did you have before, during, or after the experience that influenced your original thoughts about your desire to be an educator? What will you take away from this? • What questions or wonderings do you have now that the experience is over? 	100	In Canvas by midnight on Sunday, 4/21
#11 Ten Takeaways As the semester progresses, create a list of 10 powerful "takeaways" that you will bring with you as you continue your education, enter PDS1, and begin your teaching career. What things did you learn in this course that impacted you the most? What ideas, concepts, or strategies appealed to you the most? What experiences in this class changed or reinforced the way you think about teaching? Bring a hard copy of this list to class with you on Wednesday, 4/24.	20	Hard Copy due in class on Wednesday, 4/24
#12 Mental Health and Suicide Prevention Training As part of this course, you are required to take the Texas teacher online training for mental health and suicide prevention. Once you have completed this training, you will submit a PDF version of the certificate to Canvas. Please note: If you have already completed this training in another class, you must still submit a PDF of your certificate to Canvas for credit.	5	In Canvas by midnight on Sunday, 5/5

***All assignments are subject to change and points will be deducted for ALL late or incomplete work**

Grading

450 – 500 = A
 400 – 449 = B
 350 – 399 = C
 300 – 349 = D
 000 – 299 = F

Course Attendance Policy

Your attendance is absolutely critical for learning in this class. Because of this, the following policy will be strongly enforced:

- ✓ You are permitted **2 absences**. These absences do not require documentation, but you **must** notify the professor via email. Please note: If you miss a required class (see syllabus), you WILL lose points on the corresponding assignments, even though the absence is excused.
- ✓ Each additional absence (beyond the first two) will result in a **15-point deduction** from your total grade for **each class session missed**. You **must** notify the professor via email. Please note: If you miss a required class (see syllabus), you WILL lose points on the corresponding assignments in addition to the 15-point deduction for unexcused absences.
- ✓ Exceptions that will not result in point deductions: **Documented** death of an **immediate** family member, **documented** severe personal illness or life-threatening emergency, OR **documented** court appearance. **Valid documentation (in original hard copy form) must be provided immediately upon return to class following absences due to the extenuating circumstances described above. If no documentation is provided, exceptions cannot be made.**
- ✓ **IMPORTANT: You are still responsible for the work/content that you miss during any absence. You must complete readings, submit assignments, and check with your peers and on Canvas for notes, instructions, updates, announcements, and information.**

Spring 2019 Class Schedule with Assignments (Subject to Change as Needed)

	Learning Experiences	Assignments/Readings
Week 1 Jan. 14/16	Introduction to the Course Relationship/Community Building Norms Course Objectives Service Learning Experience Overview Establishing your Teacher Identity	#1 Student Information Survey: Please complete in Survey Monkey prior to class on Wednesday, 1/16 #2 Ten Things I Know to Be True: Please complete and bring a HARD COPY to class on Wednesday, 1/16 (completion grade) READ: <i>How to Teach</i> Ch.1 prior to class on 1/23
Week 2 Jan. 21/23	No class session on Monday 1/21 (MLK Day) Creating an Environment for Learning Classroom Management Culturally Responsive Classrooms	#3 Who Am I? A Letter to Families: Due in Canvas by midnight on Sunday, 1/27 #4 Discussion Board Post - Planning for Rapport: Due in Canvas by midnight on Sunday, 1/27 READ: <i>Book TBD</i> pgs. 1-45 prior to class on 1/28
Week 3 Jan. 28/30	Monday: Book Session Wednesday: ONLINE CLASS	#5 Service Learning Anticipatory Reflection: Due in Canvas by midnight on Sunday, 2/3 READ: <i>How to Teach</i> Ch. 2 prior to field trip next week
Week 4 Feb. 4/6	Monday: Mandatory Field Trip (during class time 4:00-4:45). ALSO: Select and attend AT LEAST ONE of the field trip options from the list. You are welcome to attend all trips!	Field Trip Options (dates/times TBD) #6 Discussion Board Post – Field Trip Reflection: Due in Canvas by midnight on Sunday, 2/10 READ: <i>How to Teach</i> Ch. 3 prior to class on 2/11
Week 5 Feb. 11/13	Instructional Design Models (Madeline Hunter and 5E) Total/Active Participation Techniques	No assignments this week!
Week 6 Feb. 18/20	Meeting the Needs of Diverse Learners (GT, ELL, Special Education, Dyslexia, Autism) Understanding the Difference Between Accommodations and Modifications Guest Speaker(s) TBD	#7 Madeline Hunter Lesson Plan: Due in Canvas by midnight on Sunday, 2/24 READ: <i>Book TBD</i> pgs. 46-89 prior to class on 2/25
Week 7 Feb. 25/27	Monday: Book Session Understanding by Design Unit Planning Stage 1: Desired Results Stage 2: Evidence Stage 3: The Learning Plan	#8 Comparative Analysis of Units: Complete with your PLC in class this week (must be present on Wednesday, 2/27 to earn credit for this assignment) READ: <i>How to Teach</i> Ch. 4 prior to class on 3/4
Week 8 Mar. 4/6	Understanding by Design Unit Planning, cont. Authentic Assessments/Performance Tasks Technology Integration	#9 Five Powerful Learning Experiences: Complete with your PLC in class AND submit in Canvas by midnight on Sunday, 3/10
Week 9 Mar. 11/13	Spring Break/No Class Session	READ: <i>Book TBD</i> pgs. 90-149 prior to class on 3/18
Week 10 Mar. 18/20	Monday: Book Session Wednesday: ONLINE CLASS	READ: <i>How to Teach</i> Ch. 5 prior to online class on 3/20
Week 11 Mar. 25/27	Service Learning Experience Begin the Research/Planning Process	Work with your PLC during class time this week!
Week 12 Apr. 1/3	Service Learning Experience Continue Research/Planning	Work with your PLC during class time this week!
Week 13 Apr. 8/10	Service Learning Experience Implementation Times/Locations TBD	#10 Service Learning Reflection: Due in Canvas by midnight on Sunday 4/21 READ: <i>Book TBD</i> pgs. 150-185 prior to class on 4/15 READ: <i>How to Teach</i> Ch. 6 prior to online class on 4/17
Week 14 Apr. 15/17	Monday: Book Session Wednesday: ONLINE CLASS	READ: <i>How to Teach</i> Ch. 7&8 prior to class on 4/22
Week 15 Apr. 22/24	Teaching and Learning: Tying it All Together Guest Speaker(s) TBD	#11 Ten Takeaways Hard Copy due in class on Wednesday, 4/24
Week 16 Apr. 29	Monday, April 29 th is our last class session! Attendance is REQUIRED!	#12 Mental Health and Suicide Prevention Training: Certificate due in Canvas by midnight on Sunday, 5/5
Week 17 May 6/8	Finals Week/No Class Session	Please be sure ALL assignments are submitted in Canvas before midnight on Sunday, May 5th!

University and Department 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://lrc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration Departmental Policy Statements

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

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

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

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

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

Attendance: See the instructor's attendance policy.

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

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

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

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.

Foliotek e-Portfolio. Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data

to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://www.coe.unt.edu/office-educator-preparation/foliotek>.

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.