



University of North Texas

EDEE 3320: Foundations of Education: The School Curriculum

Spring 2021

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“Education... is the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

-Paulo Freire

Gender Pronouns

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

Catalog Course Description

3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes study of professional ethics/responsibilities, educational philosophies, history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): None.

Purpose and Rationale

The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence the U.S. school curriculum.

“*What is the curriculum?*”...This will be the motivating question for the course. While on the surface, it may seem a simple question with a simple answer; this reading of the question fails to convey the complexity of the concept of curriculum.

“Curriculum” is broadly defined for the purposes of this course, including both schooling and non-schooling contexts (such as popular culture) that are educative and influential for young people. This course will investigate foundations of curriculum, in the senses described above, in particular through the specific lenses of critical social theory and critical pedagogy. Our concern will be to explore through this scholarship the ways in which society and education have been organized by forces of inequality, ideological hegemony, domination, and exploitation; against these forces, we will consider how curriculum might come to be organized in critical, emancipatory, and transformative ways. It is expected that this course will help students along the path of imagining and developing alternative meanings and possibilities for teaching and learning in social context, and that it will provide a set of important theoretical tools for the ongoing pursuit of this project. To be clear, this course will focus on developing a curriculum centering the lives, experiences, and histories of culturally diverse students.

Student Learning Outcomes

Students completing EDEE 3320 will be able to:

1. Investigate historical and contemporary perspectives on curriculum issues within the field of curriculum studies.
2. Analyze the social, cultural, and political conditions within which the actual curriculum is enacted and experienced.
3. Draw on the different practices of curriculum theorizing to analyze and/or disrupt one’s understanding of the concept of “curriculum”.
4. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

Course Format and Procedures

This class is an online course. Therefore, all class activities and meetings will take place online and will comprise lectures, media, interactive activities, reflection questions, and discussions.

You will complete a number of online modules using [peardeck](#). This class is an online course, therefore you will complete a rigorous amount of reading that will be paired with a number of modules and assignments. **Make sure that you read the assigned readings prior to beginning each module.** Be sure that you login using your UNT/gmail email address, and then go through the module and complete all of the activities.

Course Activities

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

Reading: We will read a wide variety of texts, including empirical, conceptual, podcasts, news/practitioner articles, and historical and legal work about schools, teaching, learning, and about different people’s experiences of all of these. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively

placing what one has read in the context of both the texts and one's own experiences. You are also resources for one another, both as a function of your differences and one another's responses to what we read.

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

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

Provided Materials

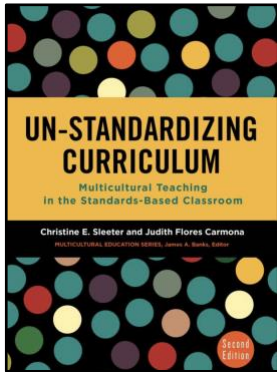
- [Peardeck](#)- you will utilize this website for the online course modules under the free “student” login.
- [UNT Libraries Videos on Demand](#) (VOD)- throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and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

Standards Addressed

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV. InTASC Standards 2, 3, 9, 10

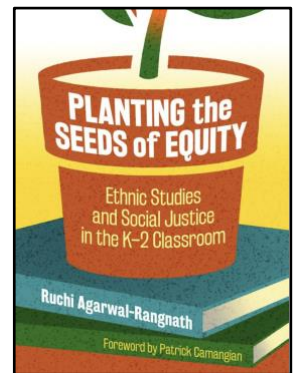
Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

Course Texts, Materials, and Resources



[*Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom \(second edition\) by Christine Sleeter and Judith Flores Carmona*](#)

[*Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom* by Ruchi Agarwal-Rangnath](#)



Course Assignments

A brief description of the course assignments are listed below.

Assignment & Description	Due date	Score/Points	Turn in by...
Critical Reading Reflections During certain class sessions students will need to complete a critical reflection on the readings.	Weeks 3, 4, 5, 6	20	Submit to <i>canvas</i>
Book Club Students will form book clubs and will meet throughout the semester to discuss the text.	Week 9	15	Submit link to <i>canvas</i>
TEKS analysis Students will complete a written analysis of the TEKS for their chosen content area and grade level.	Week 12	10	Submit to <i>canvas</i>
Inquiry Design Model Blueprint Students will create an inquiry unit plan for their desired content and grade level.	Week 15	15	Submit to <i>canvas</i> and upload to <i>foliotek</i>
Final Paper Starting from and related to the readings and discussions we have had in class, reflect on what you have learned this semester in terms of designing a curriculum to meet the needs of culturally diverse students.	Week 16	20	Submit to <i>canvas</i>
Participation and professionalism Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week.	This will be assessed throughout the semester	20	Complete each module, reading, and activity

✧ Major Assignment #1: Critical Reading Reflections

As teachers, we must constantly analyze our society and how it impacts our students. Throughout the semester students will complete critical reading reflections (CRR) that will consist of three parts:

- 1) critical summaries of the weekly readings/media.
- 2) your personal reflection and engagement of the readings/media.
- 3) a discussion question for your colleagues to consider. You will also read and write a response to one of your colleagues CRR.

These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

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

Your CRRs need to be submitted to canvas and need to be about 300-500 words.

After you post your CRR you then need to **read and write a meaningful response to ONE of your colleagues CRR**. Please select a different person to respond to each time. I also ask that you do your best to ensure that every post has at least one response. Meaning, if a colleague's post already has a response please respond to another person's post.

Online community norms regarding discussion posts and response

- Listen actively.
- Speak from your own experience instead of generalizing.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is to gain a deeper understanding.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

☆☆☆ MAJOR ASSIGNMENT #2: Book Club

You will be evaluated on your attendance and effort during book club meetings, the quality of your book club journal entries, and your final written reflection.

Part 1: How to do Book Club

1. *Read the Book.* And I mean it. Read the book on your own time, a little at a time. I would suggest that you figure out during your first book club meeting how many chapters you should be reading per week. Do not be that person that lets your entire group down by not reading.
2. *Write a Book Club Journal.* You will write a total of 2 journal entries/responses that should be about 200-300 words that will summarize your reflections, observations, and/or questions about the assigned texts. **Included in each response you will need to write 2-3 discussion questions** for your group to discuss during your in person book club meeting (2 meetings total). Your journal responses/discussion questions will be submitted to canvas. These reflections are essential to your book club meetings. You will share your reflections with your book club and your thoughts and questions will guide your conversation about the curriculum and how to craft a curriculum that will meet the ends of culturally and linguistically diverse students across the content areas. These reflections should prove to me that you are deeply reading and engaging with the text but also provide a relevant response and contain the major points from the book and your questions about the material.
3. *Pre-meeting.* Before your first book club meeting your group needs to correspond via email to divide the book into 2 chunks and decide on a time and date for your future meetings. Your meetings will take place via [zoom](#). You will also decide book club roles:
 - *Facilitator: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation. They will also send me an email if your group has a question. This person will also be in charge of sending out calendar invites for each book club meeting and zoom links.*
 - *Scribe: Is in charge of organizing the google doc. The purpose of the google doc is for your group to create a teacher friendly handout on the book and what strategies and suggestions the different authors provide to help us understand how the curriculum can be used to affirm the culture and identities of our students. Although everyone can contribute and add to it the scribe will keep your thoughts organized.*
 - *Presenter: The presenter is in charge of [recording each zoom book club meeting](#) and posting the file to canvas.*
 - *Affirmer: Encourages group members and provides much needed affirmations, encouragement, and good vibes when needed :)*
4. *Talk about the Book.* Each book club meeting should last approximately 30 minutes. When you meet in your book clubs I recommend that you begin by sharing your journal entries. Then, just talk about the book: What questions do you have? What connections can you make between the content of the book and the course readings, discussions, your field experience? What questions do you have? How does it relate to create a curriculum that is culturally sustaining and affirming for culturally and linguistically diverse students? Try to enjoy yourselves!

Part 2: Individual written reflection

Each member of the group will complete a 2-3 page written reflection on the text that you read as well as your experiences in the book club process. What were your overall thoughts on the book? How useful was the text in thinking through your role as an educator? What went well? What didn't? What improvements needed to be made in your group or to the book club process?

✪ MAJOR ASSIGNMENT #3: TEKS analysis

Each person will complete a TEKS analysis. This activity requires you to demonstrate your knowledge of the TEKS, the curriculum, as well as critical multicultural and ethnic studies. This 3-5 page paper (double spaced with a minimum of three references) should include your analysis of the state level curriculum and standards and a synthesis of the premise and consequences of such curricular decisions. Here are some reflection questions from Sleeter and Carmona (2016) to guide your analysis:

1. *Who produced this document? Can you tell where the authors or producers are coming from?*
2. *How is this document intended to be used? By whom?*
3. *What is it trying to accomplish? What is its purpose?*
4. *What key concepts does it use? What problems, issues, and points of view does it direct attention toward? What does it direct attention away from? Whose view of the world does it tend to support? Whose view does it undermine or ignore?*
5. *How would you describe the ideology of this document?*
6. *Whose knowledge isn't here, that could be here? What is left out?*

I would also like for you to “mine” what is absent in the curriculum and find spaces and opportunities in the TEKS to incorporate ethnic studies. It is important for teachers to learn how to “mine” what is absent in the curriculum “... rather than assume there to be an ideal moment when school curriculum aligns with their ideological beliefs around social justice” (Vickery et. al., 2014, p. 254). I would also like for you to find spaces and opportunities in the TEKS to incorporate ethnic studies/critical multicultural education. The project should reveal your understanding of your grade level and content area, how concepts within the realm of critical multicultural education and ethnic studies are essential in understanding curriculum development, and any other reflection that you may find relevant to your discussion. Make sure to follow the most recent APA referencing style. Please be sure to utilize the UNT writing center for writing and editing support.

✪✪ MAJOR ASSIGNMENT #4: Inquiry Design Model Blueprint

**Submit to Foliotek*

You will create a novel (meaning new and not copied from the Internet or any other source) comprehensive resource inquiry unit that reflects a theme or topic appropriate for your content area and grade level. The inquiry unit should be coherent and unified in concept, not disparate lessons “stuck” together. It must be in the template provided. It must include your compelling and supporting questions, featured sources, formative and summative performance tasks, and the taking informed action component for the unit. You must first select the grade level, and then pick a topic or theme that is appropriate for your selected audience.

☆☆☆ MAJOR ASSIGNMENT #5: Final paper reflection

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about the curriculum and how to make it meaningful and relevant to culturally diverse learners. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

- 1) Write an introduction that *provides an overview* of what your paper will address. You can begin your paper with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you *should indicate to the reader* what the rest of your paper will address;
- 2) Utilize course readings, other articles or book chapters, and what you learned this semester to *analyze and synthesize the possibilities* of creating and implementing a multicultural and culturally sustaining curriculum.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance via writing. This paper needs to be between 5-7 double spaced pages with a 1 inch margin and 12 pt. Times New Roman font. Make sure to follow the *most recent APA referencing style*. Please be sure to utilize the UNT writing center for writing and editing support.

CALENDAR PREVIEW

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

	Class Topic	Major assignments Deadlines
Week 1	Introductions and community building	
Week 2	History of schooling and the curriculum	
Week 3	Subtractive education and curricular violence	MA #1: CRR due 1/31
Week 4	Multicultural education	MA #1: CRR due 2/7
Week 5	Whose knowledge is taught and valued?	MA #1: CRR due 2/14
Week 6	Students lives as the curriculum	MA #1: CRR due 2/21
Weeks 7-9	Ethnic studies book club	MA #2: Book club due 3/14
Week 10	Freedom Dreaming: a new vision for the curriculum	
Week 11-12	Content standards	MA #3: TEKS analysis due 4/4
Week 13	Planning a multicultural inquiry unit	
Week 14-15	Rethinking our classrooms: Making inquiry critical	MA #4: IDM Blueprint due 14/25 *Submit to Foliotek
Week 16	Finals week-This Final Day is Set by the University	MA #5: Final paper 4/27

Course reading references

- Agarwal-Rangnath, R. (2020). *Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom*. New York City, NY: Teachers College Press.
- Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools.
- Grant, S. G. (2013). From inquiry arc to instructional practice. *Social Education*, 77(6), 322-326.
- Jones, S.P. (2020). Ending Curriculum Violence: Yes, curriculum can be violent-- whether you intend it to or not. Here's what it looks like and how you can avoid it. *Teaching Tolerance*. Retrieved May 20, 2020 from https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence?utm_source=Teaching+Tolerance&utm_campaign=034ebfa730-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-034ebfa730-&utm_campaign=495c00dc54-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-495c00dc54-101036553
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, Ma: Beacon Press.
- Sleeter, C., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, 35(1), 27-46.
- Sleeter, C., & Carmona, J. F. (2017). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York City, NY: Teachers College Press.
- Swan, K., Lee, J. K., & Grant, S. G. (2018). *Inquiry design model: Building inquiries in social studies*. National Council.
- Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, 2, 5-8.
- Thomason, R. (2017). An Open Letter to Teachers Everywhere: Are you ready for a revolution? This veteran educator is. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/spring-2017/an-open-letter-to-teachers-everywhere>
- Torres, C. (2017). Why Teaching about Social Justice Matters: This teacher is often asked, "Why can't you let 'social justice' go?" Here's her answer. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/why-teaching-about-social-justice-matters>
- Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. *Beyond silenced voices: Class, race, and gender in United States schools*, 83-94.
- Vickery, A., Holmes, K., & Brown, A. (2015). Excavating critical racial knowledge in economics and world geography. *Doing race in social studies: Critical perspectives*, 253-282.

Teacher Education & Administration Departmental Policy Statements

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

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

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

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

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

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

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

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

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

Attendance: See the instructor’s attendance policy.

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

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

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

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: <http://www.coe.unt.edu/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.