

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

FALL 2016

- I. COURSE NUMBER/SECTION:** EDBE 4490/Section 002
- TITLE:** Teaching English as a Second Language EC-12: Instructional Strategies and Resources
- II. INSTRUCTOR:** Teresa Taylor
- OFFICE: Lang. 114
- E-MAIL: Teresa.Taylor@unt.edu
- OFFICE HOURS: Monday from 8:20 pm to 9:20 pm
- III. CLASS MEETINGS:** Monday from 5:30 pm to 8:20 pm, Language, 114
- IV. REQUIRED TEXTBOOK:**
- Echevarría, J., Vogt, M., & Short, D. 5th Ed. (2016). *Making Content Comprehensible for English Learners: The SIOP Model*. White Plains, NY: Pearson Education.
 - Jiménez, F. (1997). *The Circuit*. The University of New Mexico Press.

REQUIRED RESOURCES:

- CD that accompanies the required text (not required if missing in a used book).
- TK20: This course requires the thematic unit assignment to be uploaded onto UNT's TK20 Assessment System. A one-time purchase of TK20 should be done **at least one week before the assignment is due**. Subscription is effective for seven years. For directions on purchase go to: <http://www.coe.unt.edu/tk20>.
- [Texas Essential Knowledge and Skills, English Language Proficiency Standards](#) and [TELPAS-Proficiency Level Descriptors](#).
- STAAR Resources: <http://www.tea.state.tx.us/student.assessment/staar/> (See the section titled: Grades 3–8 Assessments).
- Texas English Language Learners Web Portal <http://elltx.org/> - Provides resources, tools, and training materials to educators to effectively serve ELLs.
- Selected reading resources and YouTube videos (see links under appropriate weeks);
- The TExES Preparation Manual for the ESL Supplemental exam, www.texas.erts.org.

RECOMMENDED TEXTBOOK:

- Echevarría, J. Vogt, M., & Short, D. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Allyn and Bacon

V. COURSE DESCRIPTION:

Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students of different levels of English proficiency. Focus on helping students to develop strategies (consistent with state standards for language and content learning) which can improve the English language proficiency and grade-level subject matter knowledge of English language learners; required for students seeking EC-6 Generalist Certification with specialization in Bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL, reading/ELA/ESL or special education. Pre-requisites are: EDBE 3470, LIN 4030 and admission to the Teacher Education Program or consent of department; may be taken concurrently with EDBE 4470.

VI. GOALS/RATIONALE OF THE COURSE

The content of this course is aimed at:

- Empowering pre-service teachers with understanding the linguistic and academic needs of English Language Learners and to be able to address those needs.
- Making strong connections between first and second language acquisition theory and instructional practices.
- Engaging in deep understanding of the use of academic (TEKS) and English Language Proficiency Standards (ELPS) for instruction and assessment
- Emphasizing on cognitive, language, methods, and instructional strategies and techniques to effectively teach English Language Learners academic content while they also develop English as a second language.

VII. COMPETENCY BASED COURSE OBJECTIVES

The objectives of this course are aligned with the Texas Education Agency Teacher Educator Preparation Standards and with the National Teachers of English for Speakers of Other Languages (TESOL) Standards. The state standards are comprised of competencies and each competency has sub-competencies which are the focus of the TExES EC-6 or 4-8 ESL Supplemental exam items. The TExES exams preparation manuals are available at www.texas.ets.org.

Domains	Competencies	Sub-competencies
ESL Domain I Language Concepts and Language Acquisition	Competency 002: The ESL teacher understands the processes of first (L1) and second (L2) language acquisition and the interrelatedness of L1 and L2 development.	<p>C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.</p> <p>D. Analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2.</p> <p>E. Knows common difficulties (e.g. idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.</p>
ESL Domain II ESL Instruction and Assessment	Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective developmentally appropriate instruction.	<p>A. Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing.</p> <p>B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.</p> <p>C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.</p> <p>D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.</p> <p>E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.</p>
	Competency 4: The ESL teacher understands how to promote students' communicative language development in English.	<p>A. Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.</p>

		<p>B. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.</p> <p>C. Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.</p> <p>D. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.</p> <p>E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.</p> <p>F. Applies knowledge of individual differences to select focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS.</p> <p>G. Knows how to provide appropriate feedback in response to students' developing English language skills.</p>
	Competency 5: The ESL teacher understands how to promote literacy development in English.	<p>A. Knows factors that affect ESL students' reading comprehension (e.g. vocabulary, text structures, and cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.</p> <p>B. Knows personal factors that affect ESL students' English literacy development (e.g. interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.</p>
	Competency 6: The ESL teacher understands how to promote students' content-area learning, academic language development and achievement across the curriculum.	<p>A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students' levels of English-language proficiency; engaging students in critical thinking; and developing students' cognitive academic language proficiency across content areas.</p> <p>B. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies to introduce and/or reinforce concepts across content areas.</p>
TESOL Standards	Standard 3.a. Planning for Standards-Based ESL and Content Instruction.	Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
	Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction.	Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

VIII. EVALUATION CRITERIA:

This course will use the following grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

IX. REQUIRED ASSIGNMENTS:

Assignments	Grade Points
Attendance & Participation – Ongoing	10
Reading Response on Blackboard (Discussion Questions)	10
Assignment #1 Writing & assessing content and language objectives	5
Assignment #2 Promoting oral language development	5
Assignment #3 Integrating technology	5
Assignment #4 Teaching a mini-lesson using two ESL strategies	10
Assignment #5 The Circuit (paper)	5
Assignment #6 Promoting critical thinking	5
Assignment #7 Thematic Unit - Key Assignment	20
Presentation of the Thematic Unit	5
Final Exam	20
Total	100

Attendance & Participation – Ongoing

What we do in class each time is very important to your preparation as a bilingual/ESL educator. Therefore, it is expected that you attend the totality of the class sessions in the semester. If you must be absent, contact the instructor in advance, if possible. Furthermore, participation in class is required. Participation includes *demonstrating that appropriate chapters and other readings have been read prior to class*, asking questions, making appropriate comments, participating in class activities, working in groups to build understanding and integrate information and making well-planned presentations.

Attendance and participation in each undergraduate class are expected = 10 points of total grade based on 100 points

An attendance sheet will be circulated at the beginning of class and this will be proof of your attendance.

ABSENCES

For courses offered 1 time per week
0 – 1 unexcused absence = 10 points
2 unexcused absences = 7 points
3 unexcused absences = 4 points
4 unexcused absences = 1 point
5 unexcused absences = withdraw from the class and/or ARR Committee Referral

TARDIES

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

0-2 tardies = no points deducted
3 tardies or leaving early 3 times = 3 unexcused absences = - 3 points
More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = - 6 points and ARR Committee Referral

LATE WORK POLICY

Assignments turned in after the due date will be deducted by 20 percent for each day that the assignment is late (i.e. one day late = 20% reduction; two days late = 40% reduction). No assignments will be accepted if submitted after three days of the due date.

MAKE UP WORK

Will be allowed for students who have excused absences only:

Excused absences:

1. Religious observations, military duty, and participation in UNT-sponsored activities.
2. Attendance to conferences with prior permission by the instructor.
3. In case of death in the family, obituary evidence will be required.
4. In case of illness, a doctor's note will be required.
5. Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.

Reading Response on Blackboard (Discussion Questions)

Blackboard discussions for each chapter read from the required textbook. Discussions should reflect deep reading and understanding of the chapter/topic.

Assignment #1 Writing & assessing content and language objectives

In this assignment, you will select one appropriate grade level TEKS in science, math, social studies, and language arts that aligns with the theme and goals of the thematic unit. For each of the TEKS you will write a clearly stated content objective. For each of the content objectives written you will write a language objective(s) based on the ELPS and ***how you will be assessing the students on those objectives***. Assessments should include informal measures of listening, speaking, reading, and writing, and of content knowledge. You will submit a total of four content objectives and four language objectives that align with the TEKS. The assignment will include the theme rational and goals. This will be done in groups of two.

Assignment #2 Promoting oral language development

Students will create an activity for one of the lesson plans in their thematic unit that promotes oral language development. This activity will need to have adaptations/linguistic accommodations to account for the different language proficiency levels of the students (beginning, intermediate, advanced and advanced high). This assignment will be done in groups of two.

Assignment #3 Integrating Technology

In this assignment, students will design four activities in which technology is integrated with the lesson objectives. The goal is to take advantage of technology to help students learn one or more concepts and as a tool for formative assessment. Examples of technological resources that can be used in the classroom are apps, web sites, computer software, google drive (forms), games (Kahoot, Socrative), and online dictionaries. This assignment will be done in groups of two.

Assignment #4 Teaching a mini-lesson using two ESL strategies

The goal of this assignment is to write one of the content area lesson plans in your thematic unit and model the use of at least two ESL-specific teaching techniques or strategies. The groups of two will teach the mini-lesson (10 minutes) implementing these two techniques, one of which will be a graphic organizer. Students will be able to choose from a list of possible techniques. The groups of two will turn a paper copy of the lesson plan at the time of the presentation and upload it to Blackboard. This assignment will be done in groups of two.

Assignment #5 The Circuit (paper)

We will be generating possible topics for this written paper in class in a pre-discussion of the novel. This written paper will include both the common difficulties experience by ESL students in learning English & content and effective strategies for helping students overcome those difficulties. The paper should be **a minimum of two pages** in length with the **reference section appearing on the third page**, double-spaced and with normal 1" margins and a font size no larger

than 12. Use **APA** style for the written portion of the project. You must use at least two different scholarly sources that will be cited in the text of your paper. This is an individual assignment.

Assignment #6 Promoting critical thinking

You will design four activities, one for each of the content areas of your thematic unit that promote critical thinking while promoting content area learning. Each activity must be linguistically accommodated based on the language proficiency levels (beginning, intermediate, advanced, and advanced high). Ex.: pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition; using hands-on and other experiential learning strategies; using realia, media and other visual supports such as graphic organizers. Also, students will generate at least one higher-order thinking question aligned with the lesson plan. This assignment will be done in groups of two.

Assignment #7 Thematic Unit- Key Assignment & Presentation

The key assignment in this course is the development of a thematic unit of instruction for ELLs based on the SIOP Model. The goal is that the unit will provide evidence of the students' ability to use SIOP lesson features in the integrated lessons that support English language development while learning subject area content. More instructions about this assignment are in Blackboard and TK20. This assignment will be done in groups of two.

Presentation of the thematic unit

You will need to create a Power Point with 5-10 slides. The slides will provide an overview of the thematic unit highlighting the SIOP features in the lessons and the criteria listed in the rubric. The groups of two will have 10 minutes for their presentation.

Final Exam

You will have a multiple-choice test on the day assigned by the university for the Final Exam. A review for the test will be posted on Blackboard.

Extra-credit: Five (5) extra credit points will be added to students' overall grade if they attend a conference related to ESL/bilingual education or the ESL TExES exam review session. Proof of attendance will be required and a one-page single spaced reflection is due no later than one week post event.

- TABE Conference
- ESL Supplemental TExES Review Session

X. COURSE SCHEDULE

This schedule is subject to minor modifications as the course develops. Bring your text to class every time. Blackboard Discussion assignment requires 200-250 words response to the question(s) are due on Monday by 1:00pm.

Date	Reading Due	Assignments Due
August 29	Review Syllabus <ul style="list-style-type: none"> • Assignments & Expectations • TExES state educator standards expected of ESL beginning teachers • Texas Education Agency (TEA) website for location of Texas Essential Knowledge and Skills (TEKS) & English Language Proficiency Standards (ELPS) http://www.tea.state.tx.us/index2.aspx?id=6148 • EDBE Program Handbook • Thematic Unit Assignment with rubric in TK20. Introduction to English Language Learners	Purchase text and print a hard copy of the English Language Proficiency Standards (ELPS) and TELPAS-PLDs before coming to the next class. Choose a partner to collaborate with and discuss the theme, grade level, content areas, rationale, and goals for thematic unit assignment,
September 12	Read Chapter 1 Introducing the SIOP® model & The Circuit pages 1-26 Learning about Students' Backgrounds: Read the page and watch the video: http://www.colorincolorado.org/educators/reachingout/backgrounds/ Sub-competencies/Objectives: (ESL Domain I, Competency 002: C, D, & E) Assessment: In order to know if you met the sub-competency/objective you will demonstrate your knowledge based on your responses classroom discussion and activities.	Blackboard Discussion Chapter 1
September 19	Read Ch. 2 Lesson Preparation & The Circuit pages 27-56 Watch the video about preparing an Engaging Lesson for English Language Learners (ELLs), http://www.colorincolorado.org/article/35950/ Review Source for TEKS and ELPS: http://www.tea.state.tx.us/index2.aspx?id=6148 Sub-competencies/Objective: ESL Domain II, Competency 003, A Assessment: In order to know if you met the sub-competency/objective you will demonstrate how to implement appropriate instruction addressing the language domain by the development of the language and content objectives assignment.	Blackboard Discussion Chapter 2 Groups of two present their theme, grade level, rationale, and goals for the thematic unit assignment
September 26	Read Ch. 3 Building Background Watch the video related to connecting to Students' Background Knowledge to Content in the ELL Classroom: Read the page http://www.colorincolorado.org/article/20827/ Sub-competencies/Objective: ESL Domain II, Competency. 003, B Assessment: In order to know if you met the sub-competency/objective you will share how instructional approaches promote learning through participation during classroom discussion/activities	Blackboard Discussion Chapter 3 Assignment #1: Writing & Assessment of Content and Language Objectives due at 1:00pm
October 3	Read Ch. 4 Comprehensible Input & The Circuit pages 57-83 Review how these ESL instructional approaches work: Communicative Competence, TPR, Community Language Learning, Immersion, Task-based Language Learning, the Natural Approach, etc. Source: http://moramodules.com/ALMMethods.htm . Sub-competencies/Objective: ESL Domain II, Competency. 003, B & D Assessment: In order to know if you met the sub-competency/objective you will share how instructional approaches promote learning through participation during discussions	Blackboard Discussion Chapter 4 Assignment #2 Promoting Oral Language Development due at 1:00pm

October 10	<p>Read Chapter 5 Strategies & The Circuit pages 84-134</p> <p>Sub-competencies/Objective: ESL Domain II, Competency 003, C Assessment: In order to know if you met the sub-competency/objective you will present strategies/techniques to promote learning through demonstration of mini-lesson</p>	<p>Blackboard Discussion Chapter 5</p> <p>Assignment #3 Integrating Technology due at 1:00pm</p>
October 17	<p>Groups of two students teaches a mini-lesson: two ESL strategies</p> <p>Sub-competencies/Objective: ESL Domain II, Competency 003, C Assessment: In order to know if you met the sub-competency/objective you will demonstrate the knowledge by the understanding of writing higher order thinking questions aligned to the objectives.</p>	<p>Assignment #4 Teaching a mini-lesson using two ESL strategies due at 1:00pm.</p>
October 24	<p>Read Chapter 6 – Interaction</p> <p>Students will use the website www.colorincolorado.org to find and read an article on how to increase “interactions.”</p> <p>Students will use the website to view the video on ‘Cooperative Learning to Increase Classroom Interaction’: http://www.youtube.com/watch?v=15djwsGc4Wg</p> <p>Sub-competencies/Objective: ESL Domain II, Competency.003, C Assessment: In order to know if you met the sub-competency/objective you will share how instructional approaches promote learning through participation during classroom discussion/activities</p>	<p>Blackboard Discussion Chapter 6</p>
October 31	No Class: Students work on The Circuit Assignment	Assignment #5 The Circuit Paper due at 11:00pm
November 7	<p>Read Chapter 7 - Practice/Application</p> <p>Sub-competencies/Objective: ESL Domain II, Competency 006, A & Competency 004 A Assessment: In order to know if you met the sub-competency/objective you will demonstrate your knowledge based on your responses classroom discussion and activities.</p>	<p>Blackboard Discussion Chapter 7</p> <p>Assignment #6 Promoting critical thinking due at 1:00pm</p>
November 14	<p>Read Chapter 8 - Lesson Delivery & Read Chapter 9 - Review/Assessment</p> <p>Sub-competencies/Objective: ESL Domain II, Competency 004 A & Competency 006 A Assessment: In order to know if you met the sub-competency/objective you will demonstrate your knowledge based on your responses classroom discussion and activities</p>	Blackboard Discussion Chapter 8 & 9
November 21	No Class: Students work on Completing Thematic Unit Assignment	
November 28	<p>Read Chapter 10 Reading and RTI with ELLs</p> <p>Sub-competencies/Objective: ESL Domain II, Competency 003 A & Competency 005 A Assessment: In order to know if you met the sub-competency/objective you will demonstrate your knowledge based on your responses classroom discussion and activities</p>	<p>Blackboard Discussion Chapter 10</p> <p>Assignment #7 Thematic Unit- Key Assignment & Presentation (Thematic Unit-Upload to TK20 & Power Point Presentation-Submit to Blackboard at 1:00pm)</p>
December 5	Review for Final Exam	Presenting the Thematic Unit in Class
December 12	Final Exam, Course Reflection, & Farewell	Final Exam

CLASS EXPECTATIONS

Turning in Assignments:

Unless otherwise stated, students are required to turn in assignments according to dates set in the syllabus and as indicated on Blackboard Learn. No paper submissions, please. Turn it in to Blackboard or TK20 for the thematic unit. *The goal is to GO GREEN!*

Expectations for Assignments Submitted in Blackboard

- Transmit only WORD or PDF documents
- For difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to learn@unt.edu. You may possibly need to download the appropriate version of Java or have your browser status checked.
- All assignments should directly link to evidence in the text or other sources
- Content and evidence should be presented in a well-organized and coherent manner
- Evidence of reflective thought in each assignment
- Creativity and initiative
- Use of appropriate grammar and punctuation (see UNT's writing laboratory to receive assistance with writing skills)

NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR'S DISCRETION

BIBLIOGRAPHY:

Cummins, J. (2000). *Language, Power and Pedagogy*. Buffalo, NY: Multilingual Matters Limited.

Diaz-Rico & Weed (2009). *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide*, Fourth Edition. Boston, MA: Allyn & Bacon.

Echeverria, J., Vogt, M., & Short, D. 4th Ed. (2013). *Making Content Comprehensible for English Learners: The SIOP Model*. White Plains, NY: Pearson Education.

Freeman & Freeman (2001). *Between Worlds: Access to Second Language Acquisition, Second Edition*. Portsmouth, NH: Heinemann.

Krashen & Terrell (1996). *The Natural Approach: Language Acquisition in the Classroom*, Revised Edition. Englewood Cliffs, NJ: Prentice-Hall.

Quezada, Lindsey & Lindsey (2012). *Culturally Proficient Practice*. Thousand Oaks, CA: Corwin, A Sage Publications.

ONLINE RESOURCES:

Colorin Colorado – <http://www.colorincolorado.org/>

National Association for Bilingual Education – www.nabe.org

Teachers of English to Speakers of Other Languages – www.tesol.org

Texas Education Agency – www.tea.state.tx.us



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 (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>.

Teacher Education & Administration Departmental Policy Statements

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

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

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

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

Attendance: See the instructor's attendance policy.

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

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

SETE: The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

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

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

TEExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEExES Advising Office (TAO) administers the College of Education TEExES 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 TEExES 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 TEExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TEExES) are available at www.texas.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TEExES 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.