

Department of Teacher Education and Administration

**Post-Baccalaureate Program and Masters of Education in Teaching
Degree with Certification in EC-6 Core Subjects with
Bilingual Supplemental or ESL Supplemental**

EDBE Student and Faculty Handbook 2018 – 2019



This document is for overall program information for instructors and students.
Students must have an official certification and/or degree plan filed with a graduate advisor.

I.	Contact Information	3
II.	Vision, Mission, and Goals	4
III.	Overview of the Program	5
IV.	Admission Requirements	6
V.	Courses Offered Each Semester	8
VI.	Masters of Education in Teaching (MEDT)	9
VII.	Incomplete Courses, Withdrawal, Dismissal Procedures and Professional Expectation Policies	11
VIII.	Information about the TExES Exams	12
IX.	Preparing for the TExES Exams	14
X.	Information about the Teacher Work Sample	16
XI.	Financial Aid and Professional Resources	18
XII.	Course Descriptions	19
XIII.	Frequently Asked Questions and Answers	21

**Post Baccalaureate Online Teacher Certification Office
Matthews Hall 204 E, 1155 Union Circle #310740
Denton, TX 76203**

<http://www.unt.edu/pais/grad/cpedbe.htm>

Graduate Student Advisors:

Maria Prada

Maria.Prada@unt.edu

Tel. 940-565-3319

Taylor Williams

Taylor.Williams@unt.edu

Tel. 940-565-3319

Program Coordinator:

Rossana Boyd, Ph. D.

Director, Bilingual/ESL Teacher Certification Programs

Rossana.Boyd@unt.edu

940-565-2933

The Bilingual/ESL Teacher Education Programs are housed in the Department of Teacher Education and Administration of the College of Education



Vision Statement

The Bilingual and ESL Core Subjects Teacher Certification Programs will be progressive with the demographic changes and educational needs of students, communities, and schools within the context of the state, national, and global demands.

Mission Statement

The mission of the Bilingual and ESL Core Subjects Teacher Certification programs is to prepare teachers who have the necessary knowledge and skills to serve effectively students whose dominant language is other than English across the world.

Goals of the Programs

- Collaborate and network with internal and external stakeholders to recruit, prepare, retain and help place pre-service teachers in schools that serve bilingual learners.
- Provide specialized professional development to in-service teachers to improve their instruction and assessment for serving bilingual learners.
- Prepare highly qualified teachers who understand the affective, linguistic, and cognitive needs of bilingual students.
- Prepare highly qualified teachers who advocate for bilingual students and their families and promote equity and social justice.
- Prepare highly qualified teachers using state, CAEP, TESOL, SACS, and Texas state standards.

OVERVIEW OF THE PROGRAM: The post-baccalaureate teacher certification program for Early Childhood through 6th grade in Core Subjects with ESL Supplemental is a 24 credit hour program equivalent to 8 courses. Six of those courses are delivered online and the two remaining courses are for your student teaching or practicum in a public school classroom. The program includes 30 hours of pre-clinical experiences in a classroom under the supervision of a teacher of record. These experiences will allow students to practice some of the knowledge and skills learned. The program is designed to serve bilingual learners whose primary language is other than English. Generally these students participate in ESL programs that develop students' cognitive, linguistic, cross-cultural and academic knowledge and skills in English to meet the same state standards that all students are expected to meet. Nowadays there is a critical shortage of ESL teachers in Texas and many school districts are always hiring these teachers.

English Learners (ELs)

Demographic and enrollment trend data indicate that ELs are an increasing student population in Texas, thereby, expanding the need for more Bilingual and English as a Second Language teachers prepared to work with these students.

The Bilingual and English as a Second Language (ESL) teacher certification program was established at the University of North Texas in 2003. The programs' main goal is to prepare teachers to address the needs of English Language Learners in our schools.

Bilingual Education

Is defined as the use of both the child's native language (e.g., Spanish) and English as media of instruction in all or part of the school curriculum. There are three types of bilingual education programs: transitional, developmental, and dual language.

English as a Second Language (ESL) Education

Includes programs of instruction that enable children who are not proficient in English to acquire interpersonal skills, proficiency in spoken and written English, and skills in core content subjects. There are three types of ESL programs: pull-out, self-contained, and sheltered English.

Elementary Post Baccalaureate Certification Programs Offered at UNT for Teaching in grades Early Childhood to 6th

- Core Subjects with Bilingual Supplemental
- Core Subjects with English as a Second Language Supplemental

More information is available at: <http://www.coe.unt.edu/teacher-education-and-administration/certification-programs>

IV. Admission Requirements

ADMISSION REQUIREMENTS TO THE EC-6 CORE SUBJECTS WITH ESL SUPPLEMENTAL PROGRAM

- 1) **Bachelor's degree including at least 3 hours in each of the following: Math, Science, English, and Social Studies**
 - ❖ *Coursework must have been completed with a minimum grade of C or better for consideration.*
- 2) **GPA requirement for the program: 2.8 overall GPA or 3.0 on the last 60 hours of undergraduate coursework.**
 - ❖ *The graduating GPA on the undergraduate degree is the GPA we accept.*
- 3) **Submit Standardized test score results for ONE of the following (scores listed are minimum scores):**
 - ❖ GRE (*verbal – 391, quantitative – 436, or for Revised GRE: verbal 146, quantitative 141*) <http://www.ets.org/gre/> (cost \$160)
 - ❖ ACT (*composite score of 23 with math and reading scores of at least 19*) -- <http://www.actstudent.org/register/> (\$54.50) - **NO MORE THAN 5 YEARS OLD**
 - ❖ SAT (*combined score of 1070 with verbal and math scores of at least 500*) -- <http://sat.collegeboard.org/register> (\$52.50) - **NO MORE THAN 5 YEARS OLD**
 - ❖ Praxis Core Skills for Education (reading- 156, Math-150, writing- 162)--- <https://www.ets.org/praxis/register/> (\$150)

NOTICE TO STUDENTS: Texas House Bill 1508 requires Educator Preparation Programs to notify all applicants and enrollees that a felony conviction may make them ineligible for certification upon program completion. The law requires that this information be provided without regard to whether the individual has been convicted of a criminal offense. Review the current guidelines from the Texas Education Agency (TEA) to determine certification eligibility at: <http://tiny.cc/TEABackgroundCheckFAQ>. Also, applicants have the right to request a criminal history evaluation letter from TEA. The process and form are available at: <http://tiny.cc/TEAPreliminaryCheck>. Furthermore, it is possible that some school districts will not permit individuals with misdemeanor or felony convictions to complete pre-clinical experiences on their campuses. By your initials and/or signature you agree not to hold the University of North Texas accountable should you be ineligible for certification because of a felony conviction.

STEPS FOR APPLICATION FOR ADMISSION TO UNT

1. Admission to the Toulouse School of Graduate Studies (\$75.00 Application Fee)

Apply online to the Graduate School at www.applytexas.org. On your application, select option: **Pre-Teacher/Professional Certificate: Grad Non-Degree Seeking**

- References are not required for the certification program
- Transcripts and standardized test scores must be submitted to the Graduate School.
- If you are interested in the Master's degree, submit an ADDITIONAL application to the Graduate School at www.applytexas.org under "Masters of Education (MEd) in Teaching."

2. Complete Online the Teacher Certification Application

Students applying to Teacher Education are required to complete the admission questionnaire on the College of Education's Foliotek website, <https://www.coe.unt.edu/tk20/foliotek>, select, "**Graduate/Post-Bac Online Teacher Certification Application,**" and follow the rest of the instructions. Note that responses should be 200-300 words each. For questions or concerns regarding technical issues with Foliotek, contact Alyssa Strong at Alyssa.Strong@unt.edu.

3. Admission to the Teacher Education and Administration Department

- Complete the application form for admission to the Department of Teacher Education and Administration
- Email the application to one of the graduate advisors or mail the application to University of North Texas
Attn: Post-baccalaureate Teacher Certification Office
Department of Teacher Education and Administration, Matthews Hall 204E
1155 Union Circle #310740, Denton, TX 76203-5017

IMPORTANT NOTICE TO PROSPECTIVE STUDENTS

Texas House Bill 1508 requires Educator Preparation Programs to notify all applicants and enrollees that a felony conviction may make them ineligible for certification upon program completion. The law requires that this information be provided without regard to whether the person has been convicted of a criminal offense. You may review current guidelines used by the Texas Education Agency (TEA) to determine certification eligibility on the TEA's website at <http://tiny.cc/TEABackgroundCheckFAQ>. You also have the right to request a criminal history evaluation letter from TEA. The process and form are available at: <http://tiny.cc/TEAPreliminaryCheck>. It is also possible that some school districts will not permit individuals with misdemeanor or felony convictions to complete fieldwork on their campuses. By your initials and/or signature you agree not to hold the University of North Texas accountable should you be ineligible for certification because of a criminal offense.

**OFFERING OF REQUIRED COURSES FOR THE EC-6 CORE SUBJECTS
WITH BILINGUAL SUPPLEMENTAL OR ESL SUPPLEMENTAL**

Courses	Titles	Fall	Spring	Summer	Notes
EDCI 5010	Everyone Can Learn: Theory to Practice	Online 15wk	Online 15wk	Online 10wk	Two on-campus mandatory meetings
EDBE 5590	ESL Pedagogy EC-12	Online 15wk	Online 15wk		15 hours pre- clinical experiences in a bilingual program
EDBE 5560	Fundamentals of Bilingual and ESL Education	Online 15wk		Online 5wk II	
EDBE 5570	Assessing Language and Content in Bilingual and ESL		Online 15wk	Online 5wk II	
EDRE 5070	Literacy Develop for English Learners	Online 15wk	Online 15wk	Online 5wk I	
EDBE 5580	Bilingual Content Instruction (for Bilingual) OR	Online 15wk			If this course does not make, students can enroll in the EDBE 5582 course
EDBE 5582	ESL Content Instruction (for ESL or Bilingual)	Online 15wk	Online 15wk		Can be taken as one of the last online courses in the sequence.
Clinical Experiences: Student Teaching <u>or</u> Practicum					
EDEE 5101 EDEE 5102	Student teaching (1 semester, register for both courses) Takes the TExES PPR exam	Apply via Foliotek in the spring semester for classroom placement in the fall by UNT			
		Apply via Foliotek in the fall semester for classroom placement in the spring by UNT			
EDEE 5105 EDEE 5115	Practicum (2 semesters, register for one course each semester) Take the TExES PPR exam	Student finds on his/her own a full-time teaching job as teacher of record in a TEA accredited school.			
		Student must have completed all online coursework in the certification program and have passed the TExES EC-6 Core Subjects and Bilingual Supplemental exams.			

MEDT Program Requirements

Students who wish to add this master’s degree to their post baccalaureate certification program must apply for graduate admissions to the program and complete the four online courses (12 hours) below after the certification courses.

Additional Courses for MEDT (12 Hours)	Delivery Format	When Offered
EDCI 5020 – Curriculum Development for Culturally Diverse Learners	Online	Spring, Summer 10wk, and Fall
EDCI 5030 – Maintaining Classroom Discipline	Online	Spring, Summer 10wk, and Fall
EDCI 5850 – Instructional Methods in Language Arts and Social Studies	Online	Fall, Summer 10wk
EDCI 5860 – Instructional Methods in Mathematics and Science	Online	Spring, Summer 10wk

Admission Application Procedures to Master of Education in Teaching

STEP #1: Apply for graduate admissions at www.applytexas.org (select Masters of Education in Teaching option). Then, pay application fee as applicable.

STEP #2: Once admitted, request the degree plan from the advisor and send it to him or her to collect signatures for the plan to be sent to the Toulouse Graduate School.

If the student is returning he/she may speak to one of the advisors about degree plan course completion. **A degree plan on file is required.**

SAMPLE MEDT DEGREE PLAN
Master of Education in Teaching with Initial Certification
EC-6 Core Subjects with ESL Supplemental or Bilingual Supplemental

Please TYPE or PRINT. Submit original and four copies. Consult Graduate catalog for time limitations for completion of master's degree. Responsibility for reading catalog requirements and for knowing when program has been completed rests entirely upon the student. Application for graduation must be filed in the Office of the Graduate School before the appropriate deadline date (see Graduate School calendar).

Name: _____ Student ID: _____
 Last *First* *Middle*

Address *City* *State* *Zip code*

Years of Teaching Experience *Phone Number* *Email Address*
 Bachelor's/ First Master's _____
 (BA/BS/Other) *Date conferring*

Major: _____ TOEFL (if applicable): _____

LIST UNT **AND TRANSFER** COURSES BY PREFIX, NUMBER AND TITLE. INDICATE WHERE TRANSFER COURSES WERE TAKEN. OFFICIAL TRANSCRIPTS SHOWING TRANSFER WORK MUST BE ON FILE IN THE GRADUATE OFFICE. INDICATE TRANSFER COURSES BY ASTERISKS AND LIST THE PREFIX AND NUMBER AS THEY APPEAR ON THE TRANSCRIPT.

CERTIFICATION COURSES

	Semester hours	Date	Grade
EDBE 5560 – Fundamentals of Bilingual and ESL Education	3		
EDBE 5570 – Assessing Language and Content Learning in	3		
EDBE 5580 – Bilingual Content Instruction (For bilingual)	3		
EDBE 5582 – ESL Content Instruction (For ESL)	3		
EDBE 5590 – ESL Pedagogy EC-12 Grade	3		
EDCI 5010 – Everyone Can Learn: Applying Theory to	3		
EDRE 5070 – Literacy Development for English Learners	3		

FIELD EXPERIENCE

EDEE 5101 and 5102 – Student Teaching in Elementary	6		
-OR-			
EDEE 5105 and 5115 – Practicum	6		

ADDITIONAL COURSES FOR MEDT

EDCI 5020 – Curriculum Development for Culturally Diverse	3		
EDCI 5030 – Maintaining Classroom Discipline	3		
EDCI 5850 – Instructional Methods in Language Arts and Social Studies	3		
EDCI 5860 – Instructional Methods in Mathematics and Science	3		

APPROVED _____

Incomplete Courses

Beginning in the fall 2018 semester instructors will only assign incomplete grades for a course when 75% of it has been completed and the student is passing the course. Documentation will be completed by the instructor.

Withdrawal from UNT

Instructors cannot administratively withdraw students for nonattendance.

Students who decide to withdraw from UNT will need to fill out a form from the Registrar's Office. The instructor will see a W already entered in the grade roster.

Dismissal Procedures

Causes for dismissal from the certification program are:

- If the student cannot pass a criminal background check,
- If the student drops out of the internship or student teaching program,
- If the student has less than a 3.0 average in the program's coursework.
- If the student violates the Texas Administrative Code 247 - *Educator's Code of Ethics*, https://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/

Professional Expectations Policies for COE Students/Candidates

UNT's Educator Preparation Programs (EPPs) aim to prepare educators who demonstrate professional knowledge and skills and expectations required for success in their professional career. Throughout the program, COE students/candidates are expected to:

1. Demonstrate respect for the dignity of all people.
2. Exhibit compassion for, and commitment to the success of, every learner.
3. Maintain a respectful and professional attitude toward the profession, members of the UNT community, and your local and school communities.
4. Establish and maintain healthy interpersonal relationships with others, including willingness and ability to consider different perspectives and disagree respectfully in verbal, written, and digital communications.
5. Display honesty in all assignments and communications, particularly when speaking about, or on behalf of, others.
6. Exhibit an ability to positively, constructively, and promptly address problems with the appropriate parties at appropriate times.
7. Demonstrate responsible decision-making by exhibiting constructive choices based on ethical standards, safety concerns, and social and professional norms.
8. Take responsibility for his/her emotions, actions, attitudes, choices, and behaviors.
9. Exhibit a willingness to thoughtfully consider and act upon feedback and constructive criticism from UNT faculty and other personnel tasked with overseeing your progress throughout the program.
10. Exhibit respectful and professional communication, including timely replies to program and instructor requests.
11. Maintain confidentiality regarding conversations, correspondence, and student records.
12. Demonstrate knowledge of, and act in accordance with, ethical and professional standards, policies, and laws. These include, but are not limited to, The UNT Code of Student Conduct and the Texas Educators' Code of Ethics.
13. Meet district and university requirements regarding attendance, appearance, record-keeping, program requests, official policies, and other professional responsibilities.

Required State Certification TExES Exams for EC-6 Core Subjects with Bilingual Supplemental Certification

1. **Core Subjects EC-6 #291** - Taken after the completion of at least 6 credits. Required before Internship or Student Teaching.
2. **Bilingual Education Supplemental #164** - Taken after the completion of at least 6 credits. Required before Internship or Student Teaching.
3. **BTLPT Spanish #190** - Bilingual Target Language Proficiency Test for Spanish - taken during the first semester. Required before Required before Internship or Student Teaching.
4. **PPR EC-12 #160** - Pedagogy and Professional Responsibilities – Required during Internship or Student Teaching.

Schedule of Administration of Exams

Certification Area	Test Name	Test Code	Test Format	Test Dates	Registration Period/Deadline	Scores Available
EC-6 Bilingual Core Subjects	Core Subjects EC-6	291	CAT	Continuous	Continuous	Continuous
	BTLPT Spanish (Bilingual Target Language Proficiency Test)	190	CAT	TBA	TBA	TBA
				TBA	TBA	TBA
	Bilingual Supplemental	164	CAT	Continuous	Continuous	Continuous
	PPR – Pedagogy and Professional Responsibilities EC-12	160	CAT	Continuous	Continuous	Continuous

Required State Certification TExES Exams for EC-6 Core Subjects with ESL Supplemental Certification

1. **Core Subjects EC-6 #291** – Taken after the completion of at least 6 credits. Required before Internship or Student Teaching.
2. **TExES ESL Supplemental #154** - Taken after the completion of at least 6 credits. Required before Internship or Student Teaching.
3. **EC-12 PPR - Pedagogy and Professional Responsibilities #160** – Taken after the completion of at least 6 credits. Required before Internship or Student Teaching.

Schedule of Administration of Exams

Certification Area	Test Name	Test Code	Test Format	Test Dates	Registration Period/Deadline	Scores Available
EC-6 ESL and Core Subjects	Core Subjects EC-6	291	CAT	Continuous	Continuous	Continuous
	ESL Supplemental	154	CAT	Continuous	Continuous	Continuous
	PPR – Pedagogy and Professional Responsibilities EC-12	160	CAT	Continuous	Continuous	Continuous

When a student fails failed the BTLPT, the Bilingual Supplemental, or the ESL Supplemental exams twice:

1. The student’s attempts on these specialization exams will be counted as a failure when calculating UNT’s pass rates, regardless of any future attempts on these exams. This is state law.
2. Student must demonstrate that he/she has remediated weaknesses before being given permission to continue attempting these specialization exams, up to the state-mandated five attempt limit. Remediation options are communicated by the TExES Advising Office (TAO) following a second failed attempt.
3. In the exceptional case that a student has graduated, passed their content exam (i.e. EC-6 core subjects), passed their PPR exam, but failed their specialization exam(s) twice, UNT’s certification officer will contact the student to determine possible steps toward certification.

Practice TExES Exams

UNT Denton has a TExES Advising Office that also administers practice tests to students before the actual ones. To sign up to take a practice test in the fall go to <http://www.coe.unt.edu/texes-advising-office>. The same link will provide dates for the spring semester practice tests at a future date.

For information about the exams you can contact our UNT TExES Advising Office at 940-369-8601 or email: Jessica.Powell@unt.edu.

<u>Practice Exam Dates</u>	<u>Registration Window</u>
September 15, 2018	July 23, 2018 - Sept 9, 2018
October 6, 2018	Sept 10, 2018 - Sept. 30, 2018
October 27, 2018	Oct 1, 2018 - Oct 21, 2018
November 17, 2018	Oct 22, 2018 - Nov 11, 2018

Preparation materials for the state exams can be found in bookstores, libraries, online and at <http://texes.ets.org/texes/prepmaterials/>. It is highly recommended to take the TExES practice exams at UNT at least twice before taking the actual exams.

TExES Preparation Manuals

Before taking the actual tests, preparation manuals are available for purchase at the UNT Bookstore or they can be downloaded free of charge the ETS website at: <http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/>.

TExES Review Modules

Students can find free online review modules at <http://www.coe.unt.edu/texes-advising-office/resources-test-takers-and-faculty>. A code will be needed for access to the modules. Request the code from the TExES Advising Office at 940-369-8601 or Jessica.powell@unt.edu.

TExES EXAMS REVIEW SESSIONS AT UNT 2018 – 2019

The UNT Bilingual/ESL Teacher Education Programs' Office will offer TExES exam review sessions free of charge for UNT pre-service teachers and Project SUCCESS participants. The location of the sessions will be Wooten Hall, 1121 Union Circle Denton, TX 76201. The room numbers, dates, times and presenters are below. Please sign up by sending an e-mail to Anita.Deschner@unt.edu indicating which sessions you will attend at least 7 days in advance.

Use your UNT email address please. For additional information, please write to or call Ms. Deschner at 940-565-2933.

ESL SUPPLEMENTAL EXAM	BILINGUAL SUPPLEMENTAL EXAM	BILINGUAL TARGET LANGUAGE PROFICIENCY (BTLPT) EXAM
FALL 2018		
Saturday, September 22nd 8:30 AM until 3:30 PM Wooten Hall, Rm 122 Presenter: Enrique Jolay	Saturday, September 22nd 8:30 AM to 3:30 PM Wooten Hall, Rm 222 Presenter: Javier De León	Saturday, Oct. 27th and Nov. 3rd 8:00 AM until 12:00 PM Wooten Hall, Rm 117 Presenter: María Muñiz
SPRING 2019		
Saturday, February 16th 8:30 AM until 3:30 PM Wooten Hall, Rm 122 Presenter: Enrique Jolay	Saturday, February 16th 8:30 AM to 3:30 PM Wooten Hall, Rm 222 Presenter: Javier De León	Saturday, March 30th and April 6th 8:00 AM until 12:00 PM Wooten Hall, Rm 222 Presenter: María Muñiz



Introduction

UNT's Teacher Education Programs are accredited by the Council for the Accreditation of Education Preparation (CAEP). This agency's expectations are to raise the bar for the preparation of educators using rigorous standards provide evidence that produces educators who raise student achievement. The 10 CAEP INTASC standards are organized under seven components as follows:

Component 1: Contextual Factors

***Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

***Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

***Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Component 2: Learning Goals

***Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

***Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Component 3: Assessment Plan

***Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Component 4: Design for Instruction and Component 5: Instructional Decision Making

***Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to*

encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Component 6: Analysis of Student Learning

***Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Component 7: Reflection and Self-Evaluation

***Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

***Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Instructions for the Development of the Teacher Work Sample

All post baccalaureate students will develop the work sample during their student teaching or practicum semester(s)

A Teacher Work Sample: is a demonstration of excellent teaching performance that provides direct evidence of a teacher's ability to apply the 10 INTASC Standards and related components during student teaching or internship.

You will plan and teach an instructional unit and assess student outcomes. Use of the seven components will help you identify your students, develop learning goals, decide how you will assess your instruction, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students' learning outcomes.

Use the following pages as a template for your Teacher Work Sample. Ensure that all **red** text has been removed, your name is entered in footer, and all sections are complete.

Step 1: Create a cover page with your name, title of the work, school district, school, content area, grade level, dates

Step 2: Include a table of contents with the component headings

- A. Overall summary of work sample
- B. Components
 - 1. Contextual Factors
 - 2. Learning Goals
 - 3. Assessment Plan
 - 4. Design for Instruction
 - 5. Instructional Decision Making
 - 6. Analysis of Student Learning
 - 7. Reflection and Self-Evaluation
- C. Appendices

Step 3: Complete the table with information related to component 1. Contextual factors and components 2 to 7.

Step 4: Include Appendices of your or your students' work

Federal Financial Assistance from the USDOE

The application to file for financial assistance, FAFSA, can be accessed at: <http://www.fafsa.ed.gov/>. Pell grants and Stafford loans are available for eligible students to pay for graduate level coursework. For more information visit UNT's Financial Aid Office website at <http://financialaid.unt.edu>.

College of Education and Teacher Education and Administration Departmental Scholarships

The Department of Teacher Education and Administration and the College of Education offer scholarships from funds donated by individuals. More information is available at <http://www.coe.unt.edu> and www.coe.unt.edu/tea.

Professional Organizations

The organizations below have a myriad of resources related to ESL and Bilingual Education:

NABE: National Association for Bilingual Education: www.nabe.org

TESOL: Teachers of English to Speakers of other Languages: www.tesol.org

TABE: Texas Association for Bilingual Education: www.tabe.org

TexTESOL: Texas Teachers of English for Speakers of Other Languages: www.textesol.org

CAL: Center for Applied Linguistics: www.cal.org

NCELA: National Clearinghouse for English Language Acquisition: www.ncela.us

EDCI 5010 - Everyone Can Learn: Applying Theory to Teaching Practice (3 hours)

Processes of learning and development related to teaching in diverse EC-12 school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Also explored are student differences with regard to intelligence, learning style, culture, economic status and gender. Additional topics include operant conditioning, social learning theory, information processing, constructivism and motivation theory as well as various approaches to instruction.

EDBE 5560 - Fundamentals of Bilingual and English as a Second Language Education in EC–12 Settings (3 hours)

Examination of historical and legal aspects of bilingual and English as a second language education in EC–12 settings, including program models for the education of bilingual and English language learners; also, an overview of theories of second language learning and their implications for practice in schools. A minimum of 10 hours of observation is required. Consent of Department. Pre-requisite for EDBE 5570, 5590, 5582, and 5580

EDBE 5570 - Assessing Language and Content Learning in EC–12 Bilingual and English as a Second Language Education (3 hours)

Examination of issues related to assessment of language proficiency and cognitive abilities of EC–12 English language learners, including the importance of appropriate diagnostic testing to the teaching and learning process; a review of potential cultural bias in EC–12 assessment procedures for assessing eligibility of EC–12 students for special language programs. Pre-requisite EDBE 5560

EDBE 5580 - Bilingual Content Instruction (3 hours)

Study of curriculum, materials and pedagogy applicable to bilingual classrooms. Attention is given to the integrated teaching of mathematics and the social and natural sciences in bilingual classrooms, emphasizing research-based methods that use the learner's first language for content instruction. Taught in Spanish.

EDBE 5582 – ESL Content Instruction (3 hours)

Study of subject-specific instructional methods, approaches and materials to teach mathematics, science, English language arts and social studies to students for whom English is a second language. Thirty hours of field experiences in ESL classrooms are required for students seeking certification in ESL education.

EDBE 5590 - Pedagogy of English as a Second Language for EC–12 Classrooms (3

hours). Examination of appropriate procedures and materials for academic content instruction and language development for English Language Learners (ELLs). Topics to be explored include structured and unstructured techniques for teaching ELLs, the relationship between oral language development and literacy skills, the development of literacy skills in English for

students who are not literate in the first language and methods for effective sheltered English instruction. Emphasis placed on inclusion of all learners.

EDRE 5070 - Literacy Development for English Learners (3 hours)

Detailed analysis of reading and writing instruction for English language learners. Includes theoretical models, recognition of current issues related to integrated literacy instruction, and delineates best practices for English literacy development in educational settings.

EDCI 5020 – Curriculum Development for Culturally Diverse Learners (3 hours)

Knowledge and skills required for the development and organization of curriculum and instructional strategies in diverse EC-12 classrooms. Topics include philosophy and principles of multicultural education; racial and cultural influences on education; Texas Essential Knowledge and Skills; alignment of district, state and national curriculum standards; standardized testing; impact of teaching and learning on instruction and assessment; alternative assessment theories; and the relationship of instruction to classroom management.

EDCI 5030 – Maintaining Classroom Discipline (3 hours).

Models and procedures for classroom management and discipline, as well as techniques for motivating and instructing diverse student populations. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also addressed. Topics include: what to do before students arrive, creating the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, staying organized and time management.

EDCI 5850 – Instructional Methodologies in Language Arts and Social Studies (3 hours)

Survey of subject-specific instructional methods and activities in language arts and social studies, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications and the application of content area reading methods. Includes 30 clock hours of field experience.

EDCI 5860 – Instructional Methodologies in Mathematics and Science (3 hours).

Survey of subject-specific instructional methods and activities in mathematics and science, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications and the application of content area reading methods. Includes 30 clock hours of field experience.



1. Must I maintain continuous enrollment to remain in the program?

Yes. Students must be continuously enrolled every long semester (spring and fall) unless they request and are granted permission to take a semester off. Students that do not seek permission risk being dropped from the program for non-continuous enrollment per graduate school policy.

2. How do I get a certification plan?

Students who complete the admission requirements of the program will be provided with a certification plan.

3. What are causes for dismissal from the program?

The student cannot pass a criminal background check, the student drops out of the internship or student teaching program, the student has less than a 3.0 average in the program's coursework. The student violates the Texas Administrative Code 247 - *Educator's Code of Ethics*,
https://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/

4. What is the sequence of courses I should take?

The course sequence is available on page 8 of this handbook. However, the courses do not have pre-requisites except for student teaching or internship courses. Enrolling in these courses will require to obtain a code from the program and students **MUST** finish all certification coursework before starting student teaching or internship.

5. What are the requirements for the internship/practicum?

Participation in the teaching internship requires working with school-aged children. According to state law, all candidates must be able to successfully pass a criminal background check in order to work in a school. Candidates who are unable to pass a criminal background check will be immediately dismissed from the program. Student must be teacher of record at a TEA accredited school. Please contact your advisor if you are not sure if your school is accredited.

6. Will UNT place me in an internship/practicum?

The program does **NOT** place interns in school districts. It is the responsibility of the student to secure a teaching position in an accredited school as teacher of record to participate in the internship. The student can obtain an eligibility form from the graduate advisors, have it filled out by the school and send the form back to the advisors. These will make sure that UNT's teacher certification officer approves the form. The student will receive the form back for the school to have a copy. UNT hosts bi-annual education career fairs and students should take advantage of these networking opportunities to find internships.

7. Will substitute teaching experience or working as a Teaching Aide exempt me from student teaching?

No, substitute teaching experience or working as a teacher aide do not exempt a candidate from student teaching.