I. COURSE TITLE: Assessing Language and Content Learning in EC-12 Bilingual and ESL Classrooms

COURSE NUMBER/SECTIONS: EDBE 5570 Sections 026, 031

II. INSTRUCTOR: Dr. Rossana Boyd
Phone Numbers Office: 940-565-2933, Cell: 940-391-4800
Email: Rossaba.Boyd@unt.edu
Office Hours: Tuesdays from 11:00 am to 1:00 pm
Office Location: Matthews Hall 206 D

ABOUT THE INSTRUCTOR
Dr. Rossana Boyd is a passionate instructor and administrator regarding English as a second language and bilingual education teacher preparation. Dr. Boyd holds a B. A. in Educational Administration from the Universidad Nacional Autónoma de Honduras, a M.Ed. in Educational Supervision from Southeastern Louisiana University, and a Ph. D. in Curriculum and Instruction from Louisiana State University. She has more than 25 years of experience as a teacher, administrator, and faculty member at various universities including the University of New Orleans, Asuza Pacific University, and Southeastern Louisiana University. Currently, she works at the University of North Texas as a principal lecturer and director of the Bilingual/ESL Teacher Education programs in the Department of Teacher Education and Administration, College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years. Also, she is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and of other related organizations at the state level.

III. TEXTS, READINGS, AND RESOURCES
Readings from required texts:

**Recommended Resources**
Websites about the assessment of ELs, LPAC Texas Manual, TELPAS tests, STARR Test Manuals’ webpages from the Texas Education Agency (TEA).

**Other Resources**
Webcasts, videos, articles, and web links listed in this syllabus.

**IV. COURSE DESCRIPTION**
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 progress, a review of potential cultural bias in EC-12 assessment procedures for assessing the eligibility of EC-12 students for special language programs.

**Course Overview and Introduction**
This course is intended to prepare pre-service teachers as effective professionals to serve English Learners (ELs) from early childhood to grade six. For that purpose the course includes assessment techniques to help pre-service teachers understand how contextualized assessment determines student progress related to language development and academic achievement. This course is also designed to help pre-service teachers develop their own cultural competence when assessing English learners.

**V. STANDARDS - BASED LEARNING EXPECTATIONS**
The contents of this course are related to the INTASC Standards of the Department of Teacher Education for national accreditation from the Commission for the Accreditation of Educator Preparation (CAEP), with the state of Texas Bilingual and ESL standards for teacher preparation, and with the International Teachers of English for Speakers of Other Languages (TESOL) assessment standards.

**CAEP INTASC STANDARD**
Standard 6 - Assessment

**TESOL DOMAIN 4 - ASSESSMENT**
Standard 4.a. Issues of Assessment for English Language Learners
Standard 4.b. Language Proficiency Assessment
Standard 4.c. Classroom-Based Assessment for ESL
<table>
<thead>
<tr>
<th>Domains and Standards</th>
<th>Competencies</th>
<th>Sub-competencies</th>
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<tbody>
<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>A. Knows basic concepts, issues and practices related to test design, development and interpretation. Uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program.</td>
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<tr>
<td><strong>English as a Second Language Standard VI</strong> The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.</td>
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<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.</td>
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<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>D. Knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit.</td>
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<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>E. Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom.</td>
</tr>
<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</td>
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<td><strong>Bilingual Domain I—BILINGUAL EDUCATION</strong></td>
<td><strong>Competency 003</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in the primary language.</td>
<td><strong>Competency 004</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
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<tr>
<td><strong>Bilingual Education Standard IV</strong> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</td>
<td><strong>Competency 003</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
<td>B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</td>
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<td><strong>Bilingual Education Standard IV</strong> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</td>
<td><strong>Competency 003</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
<td>G. Knows how to promote students’ biliteracy (e.g., by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2).</td>
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<tr>
<td><strong>Bilingual Education Standard IV</strong> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</td>
<td><strong>Competency 003</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
<td>E: Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior knowledge in L1 to facilitate the acquisition of L2 literacy.</td>
</tr>
<tr>
<td><strong>Bilingual Education Standard IV</strong> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</td>
<td><strong>Competency 003</strong> The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
<td>A. Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these activities to plan instruction.</td>
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</table>
comprehensive knowledge of the development and assessment of biliteracy

VI. TECHNICAL REQUIREMENTS/ASSISTANCE
The following information has been provided to assist you in preparation for the technological aspect of the course.
UNT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Blackboard Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/1lsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous audio and video calls)
Word Processor
Minimum Technical Skills Needed:
Using the learning management system
Using email with attachments
Developing and submitting files in commonly used word processing formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

VII. ACCESS AND NAVIGATION
Log in Information
By now you used your EUID and password to log on to the course in https://learn.unt.edu.

Student Resources
- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window. This provides links to student resources related to technical information and instruction and how to contact the Help Desk if assistance is needed.
- Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

To Be A Successful Online Student:
What Makes a Successful Online Student? (click on the web link to open it)
Self Evaluation for Potential Online Students (click on the web link to open it)

How the Course is Organized
This course is divided into 14 weeks of assignments described in folders in Blackboard under the WEEKLY ASSIGNMENTS’ menu item. The assignments include: discussion forums, text readings, web links, videos, and a case study. The assignments are closely linked to three set of standards and competencies for teacher preparation.

What Students Should Do First
To start the course, go to the home page of Blackboard and click on the START HERE menu item. In there you will find instructions about how to get started.

How to Proceed Each Week of Class
The course has a summary of assignments and detailed instructions for each week. Follow the steps for each assignment, carry out the assignments, and meet the established deadlines.

Course Requirements
- Purchase your texts.
- Purchase a TK20 account at www.coe.unt.edu/tk20 if you do not have one yet so that you can upload the Case Study which is the key assignment of the course.
- Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;
- Demonstrate professional attitudes and dispositions toward each other during discussions;
- Use the UNT library and open source resources to supplement your learning.
- Complete all weekly assignments whether they carry a grade or not. Assignments will be due on Sundays by 11:59 pm.

Attendance Requirements
Attendance to an online course is defined as completing all the assignments by the deadline.

Other Course Requirements
Attendance
Attendance and participation in online graduate courses are expected. It is defined as participation in discussion forums, quizzes, submission of the case
study, papers, and other assignments before or on the scheduled deadlines. If participation is not possible the following will apply:

**Late work policy:** After each day an assignment is late = 20% will be deducted from the overall assignment grade.

**Make up work policy:** Will be allowed for students who have excused absences only.

**Excused absences:**
- Attendance to conferences with prior permission by the instructor.
- In case of death in the family, obituary evidence will be required.
- In case of illness, a doctor’s note will be required.
- Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.

**Semester Drop Dates**
If for any reason you have to drop the course, deadlines and information can be found at: [http://registrar.unt.edu/](http://registrar.unt.edu/)

**How Students Should Proceed Each Week for Class Activities**
Go to the weekly assignments menu item, click on the week’s link, in there you will see a description of the activities for the week. You can also use your syllabus to follow the requirements for each weekly assignment. Any quizzes will provide immediate feedback and a grade score.

**Support for Students with Disabilities**
This course has been designed to make content accessible to students of different styles of learning. For example, it includes PP presentations with graphics, PDF documents that can be accessed using the reader tool, textbook readings, articles, and different external web links related to course contents. Additionally, UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. [http://www.unt.edu/oda](http://www.unt.edu/oda) or [http://disability.unt.edu/services/taglines](http://disability.unt.edu/services/taglines)

**Student Technical Support**
The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website [http://www.unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm) for updated hours.
Other UNT Support Services
The Graduate Student Advising Office
Office of the Registrar:  http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

VIII. COMMUNICATION
To communicate with me the preferred method will be via email in Blackboard. I will log on to the course on Sunday afternoons to answer your messages.

If you want a more immediate response you can email me at Rossana.boyd@unt.edu or call my cell phone 940-391-4800. Leave a message if I don’t answer and I will return your call.

Eagle Connect
Official correspondence between UNT and students is conducted via Eagle Connect. Check your account often which should end in @my.unt.edu.

Netiquette
Please observe the following Netiquette Guidelines during the discussions and email messages:

1. **Tone down your language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

2. **Keep a straight face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

3. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

4. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
5. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, it will be even better.

6. **Netspeak.** Acronyms and emoticons (arrangements of symbols to express emotions) are popular but excessive use of them can make your message difficult to read.

**IX. ASSIGNMENTS AND GRADING**

**Assignments**

This course is equivalent to a three-hour graduate course and it is made up of assignments that include performance expectations to assist you in achieving the learning objectives. In general, the weekly assignments consist of a variety of text readings, videos, articles, web-links, assessments, discussion forums, and a key assignment which is the development of a case study of an EL. All assignments will be graded except the discussion forums. However, these have a deadline and I will monitor the posts to make sure that everyone is participating, interacting with the content and with one another. I will use a holistic format to assess your assignments based on the competencies but I will use a rubric to assess the case study. The assignments will be due for grading on Sundays by 11:59 PM. As the semester progresses, you will be able to monitor your grades in Blackboard.

The case study will be due in TK20 at the end of the semester for students seeking certification. **Students taking this course as an elective can send the case study via email attachment in Blackboard. You will not need a TK20 account if not seeking teacher certification.** In order to develop the Case Study you will need to have access to an English Learner between grades between K and 6. You can identify an English learner on your own early in your community, at a private school, at a charter school.

If the above does not work for you, please apply for early clinical experiences’ placement in a public school through UNT’s Office of Clinical Practice during the first two weeks of classes at [http://www.coe.unt.edu/clinical-practice-office/application-forms](http://www.coe.unt.edu/clinical-practice-office/application-forms) to have access to one student. You will need to make the request to the school once you are assigned one.

a. Complete only one application for all courses that require early clinical experiences. For this course is only for access to one EL.

b. You will be informed through Eagle Connect email about tentative placement as it is received from each school district. Generally this happens the two or three weeks before the end of the semester.

c. You will be informed about how to complete the Criminal Background Check for access to students in the assigned district.
d. UNT’s Office of Clinical Practices does not accept late applications or late criminal background forms. If you miss the application deadline you will be responsible for identifying an EL on your own.

IMPORTANT NOTE: Students are now required to pass the Bilingual Supplemental or the ESL Supplemental exam before student teaching. To prepare, I recommend that you take the practice test at UNT to help you prepare for the actual exam and you can take it as many times as you would like. To register go to: http://www.coe.unt.edu/texes-advising-office/texes-exams/texes-practice-exams/texes-practice-exam-registration. You can also use the NEW Practice Manual in the ETS website at http://texes.ets.org to become familiar with the format of the test and with the type of questions that will be asked.

Extra Credit Points
You can earn 10 extra credit points which will be assigned to your grade beyond the 100 possible points if you attend a conference related to ESL or bilingual education. Proof of attendance will be required right after attending the event and it can be used as an artifact for INTASC Standard 9 -Professional learning and ethical practice.

♦ National Association for Bilingual Education (NABE), Albuquerque Convention Center, Albuquerque, NM, March 1-3, 2018. For registration and more information go to www.nabe.org.

♦ Teachers of English for Speakers of Other Languages (TESOL), Chicago, IL March 27-30, 2018. For registration and more information go to www.tesol.org.

You can earn 5 extra credit points if:
You attend the ESL Supplemental or the Bilingual Supplemental TExES Review Session on Saturday, February 17 from 8:30 am to 3:30 pm. The ESL Supplemental review will be at Wooten Hall, room 122 and the Bilingual Supplemental in room 222. To sign up just confirm your attendance to anita.deschner@unt.edu

The grading scale for this course is:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
59 and below = F
### X. SUMMARY OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments</th>
<th>Deadlines and Points</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td></td>
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<tr>
<td>Jan. 16-21</td>
<td>Introductions discussion forum and Discussion forum #2 about assessment.</td>
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<td><strong>Week 2:</strong></td>
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<tr>
<td>Jan. 22-28</td>
<td>Review Gottlieb’s text Chapter 1 TESOL Standard 4.a</td>
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<td>Word file with description of assessment issues.</td>
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<td><strong>Week 3:</strong></td>
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<td>Jan. 29- Feb.4</td>
<td>TESOL 4.b Language Proficiency Assessment</td>
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<td>Responses about diagnostic tests: LAS, IDEA, Woodcock Munoz</td>
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<td><strong>Week 4:</strong></td>
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<td>Feb. 5-11</td>
<td>TELPAS and STAAR tests’ information Responses about tests</td>
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<td><strong>Week 5:</strong></td>
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<td>Feb. 12-18</td>
<td>Information about LPAC and ARD</td>
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<td><strong>Week 6:</strong></td>
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<td>Feb. 19-25</td>
<td>Review Gottlieb’s text Chapter 2</td>
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<td></td>
<td>Review Gottlieb’s text Chapter 3</td>
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<td></td>
<td>Assessment of Content Areas Proficiency level descriptors (PLDs)</td>
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<td><strong>Week 7:</strong></td>
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<tr>
<td>Feb. 26- Mar. 4</td>
<td>Bilingual IV, C003, E Venn diagram</td>
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<td><strong>NABE Conference</strong></td>
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<td><strong>Week 8:</strong></td>
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<tr>
<td>Mar. 5-11</td>
<td>Bilingual D.1, S IV, C. 003.B. TESOL Standard 4.c</td>
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<td></td>
<td>ESL, D2, C007, B</td>
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<td></td>
<td>Review Herrera’s text Chapter 2</td>
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<td>Review Herrera’s text Chapter 3</td>
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<td>Discussion</td>
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<td><strong>Week 9:</strong></td>
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<tr>
<td>Mar. 12-18</td>
<td>Spring Break</td>
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<td><strong>Week 10:</strong></td>
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<tr>
<td>Mar. 19-25</td>
<td>Bilingual D.1, S IV, C. 003.B. TESOL Standard 4.c</td>
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<td>Revision of text</td>
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<td>Writing instructional recommendations</td>
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IX. DESCRIPTION OF REQUIRED ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week 11 Mar. 26-Apr. 1</th>
<th>TESOL Conference</th>
<th>Bil. D1, C003, G. ESL VI, C007, B. Review Herrera’s Chapter 5 Develop Reading and Writing informal assessments</th>
<th>Reading and Writing informal assessments are due on Apr. 1, 10 points</th>
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<tbody>
<tr>
<td>Week 12 Apr. 2-8</td>
<td></td>
<td>INTASC Standard 6 – Assessment Develop Listening and Speaking informal assessments</td>
<td>Listening and Speaking informal assessments are due on Apr. 8, 10 points</td>
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<tr>
<td>Week 13 Apr. 9-15</td>
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<td>ESL VI, C007, B. Review Herrera’s Chapter 7 Review Herrera’s Chapter 8</td>
<td>Discussion Forum due on Apr. 15</td>
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<tr>
<td>Week 14 Apr. 16-22</td>
<td></td>
<td>Revise assessments as needed and administer them to your student</td>
<td>Administer assessments to EL</td>
</tr>
<tr>
<td>Week 15 Apr. 23-29</td>
<td></td>
<td>You can still administer the assessments to your EL, develop and submit your Case Study</td>
<td>Case study due on April 29, 20 points</td>
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<tr>
<td>Total</td>
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<td>100 points</td>
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**IX. DESCRIPTION OF REQUIRED ASSIGNMENTS**

Week 1, Jan. 16-21  
**Discussion forum due on Jan. 21**

**Learning Expectations**
Becomes aware and discusses assessment of English learners.

**Activities to Accomplish this Week**
1. In the discussion forum link, “Introductions,” introduce yourself and briefly describe your interests and if you ever taught EL students, tell us about them. Post your photo.
2. Purchase a TK20 Account at [www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20) if you do not have one. For certification students only.
3. Purchase your texts. You will need the Gottlieb test for next week’s assignment.
4. Start identifying an English learner at the beginning, intermediate or advanced level of English proficiency. The preference is to identify a child within your community only if needed, apply for school placement for access to an English Learner (EL) for the Case Study key assignment, when this link is available: [http://www.coe.unt.edu/clinical-practice-office/application-forms](http://www.coe.unt.edu/clinical-practice-office/application-forms)
5. Watch the 44.42 minute video about Assessment of English Learners at: [https://www.youtube.com/watch?v=ysDDfG-enCc](https://www.youtube.com/watch?v=ysDDfG-enCc)
6. Select three questions from the list below to answer and then comment on the response of one of your classmates in the discussion forum #2:
a. How would you define the term assessment?
b. What does the author state as some of the challenges for assessing ELs?
c. What are some of the ideas that the author offers to assess ELs?
d. What concepts does she mention related to test design?
e. What is necessary to keep in mind for the assessment of ELs?
f. What are the names of the standards that Texas uses to assess content knowledge?
g. Why are the names of the standards that Texas uses to assess language proficiency of ELs?
h. Why is it important for you as a teacher or future teacher to know about how to assess ELs’?

7. **Assessment:** The student will demonstrate some knowledge when responding to self-selected questions about basic assessment concepts, issues, and Texas assessments for ELs.

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**Week 2, Jan. 22-28**  
**Description of issue is due on Jan, 28 (10 pts.)**

**Learning Expectations**

ESL, D2, C. 007, A: Knows basic concepts, issues and practices related to test design, development and interpretation in order to use this knowledge to select, adapt and develop assessments for different purposes in the ESL or bilingual program.

TESOL Standard 4.a Become aware of Issues of Assessment for ELs

**Activities to Accomplish this Week**

1. **Review Gottlieb’s text Part I** Assessment as a context for teaching and learning bridges to equity and Ch. 1 Assessment of Language Learners.

2. **Description of Issues**, In Chapter 1 the author describes many issues when assessing ELs. Identify at least three issues and describe them in your own words and in writing. Use double spaces, 12 font size, WORD, write your name and date on the upper left hand corner of your paper.

3. Submit your description using the link in the week 2 folder.

4. **Assessment:** Demonstrates a general understanding about the issues of assessing ELs in the written description.

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**Week 3, Jan. 29 - Feb. 4**  
**Responses about Language Tests Due on Feb. 4 (10 pts.)**

**Learning Expectations**

ESL, D2, C007, C: Knows standardized tests commonly used in ESL and Bilingual programs in Texas and knows how to interpret their results.

TESOL 4.b Language Proficiency Assessment

**Activities to Accomplish this Week**

1. Texas schools use different types of tests to assess ELs’ language proficiency. The first test an EL or a Bilingual Learner takes is a diagnostic test in English and/or in Spanish to find out the level of language proficiency levels of ELs. This helps the schools determine student placement in an ESL or bilingual instructional program.
The common diagnostic tests are the IDEA Proficiency Test, IPT: http://www.bt-helpdesk.com/samples/OnlineIPTreports.pdf


2. After reviewing the information about each of those tests, answer the questions below for each test (one at a time) in a paper using double spaces, 12 font size, WORD, numbering the pages, and label your document:
   a. Publisher
   b. Purpose of the tests
   c. Languages in which the test is available.
   d. Grade levels for which it is used
   e. Skills they measure
   f. Types of questions and two examples of those
   g. How it is scored and what is the meaning of the different scores.

3. Submit your WORD file using the link in the week 3 folder.

4. **Assessment**: Demonstrates knowledge about the diagnostic language proficiency tests commonly used in Texas through the answers to the questions for each of the three tests.

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**Week 4, Feb. 5-11 Responses about TELPAS and STAAR tests due on Feb. 11 (10 pts.)**

**Learning Expectations**

ESL, D2, C007, C: The purpose of this assignment is to know standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

**TESOL 4.b Language Proficiency Assessment**

**Activities to Accomplish this Week**

1. Once you understand better the importance of the development of second language acquisition, you will learn about the standardized and formal test that all ELs in Texas have to take to determine their English proficiency levels and yearly progress. The test is the Texas English Language Proficiency Assessment System (TELPAS),http://tea.texas.gov/student.assessment/ell/

2. Another standardized exam is The State of Texas Assessments of Academic Readiness (STAAR) that assesses the content knowledge in several subject areas of all students (EL and non-EL), http://tea.texas.gov/student.assessment/ell/

3. After reviewing the information about each of those tests, answer these questions for each one using double spaces and numbering the pages:
   a. Purpose of the tests
   b. Languages in which the test is available.
   c. Grade levels for which it is used
   d. Skills they measure
   e. Types of questions and two examples of those
   f. How it is scored and what is the meaning of the different scores.
What are two examples of instructional recommendations for a student.

4. Submit your WORD file using the link in the week 4 folder.

5. Assessment: Demonstrates knowledge about the TELPAS and the STAAR tests used in Texas through the answers to the questions for each of the tests.

Week 5, Feb. 12-18 Discussion Forum due on Feb. 18

Learning Expectations
ESL, D2, C007, D: The purpose of this assignment is to know the state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP (ELs) identification, placement and exit.

Activities to Accomplish this Week
1. Review the LPAC PowerPoint published by the Texas Education Agency at: http://tea.texas.gov/student.assessment/ell/lpac/
2. Review the contents of the web link below about ARD and LPAC Collaboration at: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/State_Guidance/Guidance_Related_to_ARD_Committee_and_LPAC_Collaboration/
3. Using the discussion forum link in the week 5 folder, in your own words discuss your understanding of LPAC and ARD then comment on the response of one of your classmates. These are some guiding questions:
   a) What is the role of LPAC?
   b) What is the role of ARD?
   c) What kinds of testing accommodations can be used for ELL students?
   d) Who can participate in the committees?
   e) How are ELs identified?
   f) How are ELs placed in language programs?
   g) How are ELs exited from language programs?
   h) How are ELs placed in special education programs?
4. Assessment: Demonstrate knowledge about the policies for ELs, procedures for their identification, placement, and exit criteria, including the roles of LPAC and ARD in Texas in the discussion forum.

Week 6, Feb. 19-25 Content assessments are due on Feb 25 (10 pts.)

Learning Expectations
Bilingual, D4, C004, A: Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2.

Activities to Accomplish this Week
1. Watch the video Assessing English Learners by Margo Gottlieb at: https://www.youtube.com/watch?v=HSJcRd1cDoA
2. Review Gottlieb’s text Chapter 2 - Assessment of Academic Language Through Standards and
3. Review Gottlieb’s text Chapter 3 - Assessment of Language of the Content Areas
4. This week you will develop content assessments for ELs at different levels of proficiency in English. Refer to the Proficiency Indicator Descriptors at file:///C:/Users/rossana/Downloads/TELPAS-PLDs%20(4).pdf to make sure that you know what activities students can or cannot do based on their level.

5. If you are seeking ESL certification write your assessments in English. If you are seeking the bilingual certification write your assessments in Spanish.

6. **Cloze Content Assessments** - Refer to the cloze assessment example (fill in the blank) in Gottlieb’s Chapter 3 Page 88. Notice that the objective of the assessment is to find out if students can use prepositions in a piece of social studies content. Using that example, adapt the content for 6th grade students at the beginning, intermediate, advanced and advanced high English reading proficiency levels. This means that you will type the paragraphs on a WORD file, write appropriate versions for each level of proficiency. For example, the cloze assessment consists of 4 paragraphs, for students at the beginning level the language demands will be less, therefore you can use one paragraph and select what prepositions you would want students to identify. Your paper will have 4 sections, one for each proficiency level, and each will have a word bank. Each blank to be filled can have a number of points to add them up at the end to generate a score (grade).

7. **Checklists for assessment of content** – Using the 6th grade Science TEK, (3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to: (D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.

   Develop 4 checklists that could assess the ability of beginning, intermediate, advanced, and advanced high students to write an essay about the impact of research on scientific thought and society. The checklists could contain items such as: presents effective introductions and concluding paragraphs; main idea; is logically organized, etc. You can assign a number of possible points to each checklist item that can be added up to generate a final score.

8. Submit the document with the cloze assessments and checklists using the link provided in the week 6 folder.

9. **Assessment:** Demonstrates how to develop assessments to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2.

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**Week 7, Feb. 26 – Mar. 4**  
Venn diagram is due on Mar. 4 (10 pts.)

**Learning Expectations**  
Bilingual IV, C003, E: Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior knowledge in L1 to facilitate the acquisition of L2 literacy.

**Activities to Accomplish this Week**  
1. Review **Gottlieb’s text Chapter 4** - Assessment of Oral Language and Literacy Development

2. Watch the videos, **Utilizing Interactive Read-Alouds to Support Oral Language Development**: [https://www.youtube.com/watch?v=gkqMafxiRZU](https://www.youtube.com/watch?v=gkqMafxiRZU) and Supporting
Oral Language Development in Dual Language Learners: 
https://www.youtube.com/watch?v=jKeVY5k3cDU

3. **Venn Diagram to Compare and Contrast Oral Language Support** - The first video is about supporting oral language development to all students and the second is about supporting the oral language development of dual language learners. Describe what transfer of knowledge or practices did you observe that took place in the second video? In the same WORD double-spaced document, develop a Venn Diagram that compares and contrasts the information shared in the video for regular education student and the information shared in the video specific to dual language learners related to supporting oral language development.

4. Upload your diagram in the week 7 folder.

5. **Assessment**: Demonstrates in the paper, understanding about the transfer of learning and oral language development from L1 to L2.

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**Week 8, Mar. 5-11**

**Discussion Forum due on March 11**

**Learning Expectations**

**Bilingual D.1, S IV, C. 003.B.** Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

**TESOL Standard 4.c Classroom-based Assessment for ESL**

**ESL, D2, C007, B:** Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

**Activities to Accomplish this Week**

1. Review **Herrera’s text Chapter 2** - Authentic Assessment
2. Review **Herrera’s text Chapter 3** - Assessment of Acculturation
3. In the discussion forum enter your answer to two of the following questions. Then comment on the responses of two classmates.
   a. Describe some key characteristics of authentic assessments.
   b. Detail the steps for creating a high quality rubric for the authentic assessment of ELs.
   c. Discuss the potential roles of interviews, play-based and cooperative group assessments to monitor the progress of ELs.
   d. Discuss the roles of rubrics, checklists, and questionnaires for authentically assessing ELs.
   e. Discuss the potential of using dialogue journals and scaffolded essays for authentically assessing ELs.
   f. What are some ways to assess acculturation informally?
   g. How helpful can it be in today's classrooms the LOA Observation Rubric?
   h. What are some ways to formally assess acculturation?
   i. What is the impact of acculturation on appropriate methods of assessment?

3. **Assessment**: Demonstrates knowledge about formal and informal assessments to plan literacy instruction in the discussion forum.
Week 9, Mar. 12-18  
SPRING BREAK

No assignment is due

Week 10, Mar. 19-25  
Revised text and recommendations due on Mar 25 (10 pts.)

Learning Expectations
Bilingual D.1, S IV, C. 003.B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

TESOL Standard 4.c Classroom-based Assessment for ESL

Activities to Accomplish this Week
1. To assess writing from ELs, refer to this writing sample from a first grade child in the Reading Rockets website and pay attention to what the author says the child can do when writing and what she should do to improve writing skills: [http://www.readingrockets.org/looking-at-writing/first-grade-writing-sample-1](http://www.readingrockets.org/looking-at-writing/first-grade-writing-sample-1).
2. Use the collection of revision symbols below to practice revising a piece of text written by an EL student (provided).

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Under a letter means make a capital.</td>
<td>the girl is happy.</td>
</tr>
<tr>
<td>/</td>
<td>Make a lowercase letter.</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>☐</td>
<td>Add. (This is a caret.)</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>▼</td>
<td>Delete.</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>◆</td>
<td>Transpose.</td>
<td>The is girl happy.</td>
</tr>
<tr>
<td>☞</td>
<td>Replace.</td>
<td>The boy is happy.</td>
</tr>
<tr>
<td>✰</td>
<td>Add a period.</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>◼</td>
<td>Close up extra space.</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>✔</td>
<td>Start a new paragraph.</td>
<td>The girl is happy.</td>
</tr>
<tr>
<td>☀</td>
<td>Make a spelling correction.</td>
<td>The girl is happy.</td>
</tr>
</tbody>
</table>

*There are many more symbols, but these should get you started.

3. After revising the text, describe what the student did well and what the student can do better. What are some instructional planning recommendations can you make for yourself and other teachers in order help the child improve writing skills?
4. Submit your revised text and recommendations in the link provided in the week 10 folder.
5. **Assessment:** Demonstrates knowledge about how to revise writing and how to recommend instruction to improve writing skills.
Week 11, Mar. 26 – Apr. 1  Reading and writing assessments due on Apr. 1 (10 pts.)

Learning Expectations
Bil. D1, C003, G. Knows how to promote students’ biliteracy

ESL VI, C007, B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

INTASC Standard 6 – Assessment

Activities to Accomplish this Week
1. Review Herrera’s Chapter 5: Assessment of Language Proficiency.
2. Attached is the Case Study Assignment description and rubric. It also appears in your TK20 account (students taking this course as an elective do not need a TK20 account). Review it carefully since it includes specific instructions about how to develop the assessments and other components of the case study.
3. Now that you have a sufficient foundational knowledge about assessment of ELs, think about the student you identified and begin to write the student’s background for the case study such as his/her age, linguistic background, language proficiency level in English and his/her first language, years of formal schooling in the US and/or in his/her native country.
4. Reading and writing assessments - This week you will focus on identifying a children’s book, developing the purpose of the assessments and developing the reading and writing informal assessments (including ways to measure achievement) that you will administer to your student the during the last two weeks of the semester. The books and the assessments have to be appropriate for the grade level and age of the student you identified. If you identified a Kindergarten student, his/her writing skill is in developing stages therefore a simple assessment will be needed.
5. You can use written cloze assessments or retellings (Information on Ch. 5 Page 165). You will also find assessment ideas such as interviews and essays and to ways to measure achievement such as rubrics, checklists, and questionnaires in Ch. 2.
6. Submit your two assessments in one WORD file, double spaces, using the week 11 folder.
7. Assessment: Demonstrate ability to develop informal reading and writing assessments.

Week 12, Apr. 2 - 8  Listening and Speaking Assessments are due on Apr. 8 (10 pts.)

Learning Expectations
ESL VI, C007, B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

INTASC Standard 6 – Assessment

Activities to Accomplish this Week
1. Watch the video about listening and speaking formative assessment at: https://www.teachingchannel.org/videos/assess-listening-speaking-skills-ousd

2. **Listening and Speaking assessments** - This week you will focus on developing the purpose of the assessments and developing the listening and speaking informal assessments, including ways to measure achievement. You will administer the assessments to your student during the last two weeks of the semester. Use the same book that you selected for the previous two assessments. You can use aspects of the Student Oral Language Observation Matrix on Page 158 (Ch.5) and other ideas from pages 159-162.

3. Submit your two assessments in one WORD file, use double spaces, using the link in the week 12 folder.

4. **Assessment:** Demonstrates the ability to develop informal listening and speaking assessments based on the age and grade level of the EL identified to develop the Case Study.

**Week 13, Apr. 9-15**

**Discussion Forum due on April 15**

**Learning Expectations**
ESL D2, VI, C007, F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

**Activities to Accomplish this Week**
1. Review **Herrera's Chapter 7:** Special Education Issues in the Assessment of CDL Students.
2. Review **Herrera's Chapter 8:** Post Instructional Assessment
4. Watch the video about assessment in the bilingual classroom at:

5. **In the discussion forum**, choose provide responses for items a and b and choose one of the items from c to g to respond to. Then comment on the posts of two classmates. Use the link in the week 13 folder.
   a. The background of your student (use only the first name)
   b. A reflection of your experience developing/adapting your assessments.
   c. How can pre-assessment be differentiated for general education and special education?
   d. Does an EL’s eligibility for special education services eliminate the need for ongoing language programming? Explain your answer
   e. What might differentiate an EL special education student from other students in special education? Explain your answer
   f. Discuss the critical differences between K-W-L charts and P-W-L-L maps.
   g. What is strategic thinking and how can a classroom teacher develop this with ELs?
6. **Assessment**: Demonstrates knowledge about how to use assessment to differentiate ELs needs vs. general education students’ needs to enable ELs to achieve learning goals.

<table>
<thead>
<tr>
<th>Week 14, Apr. 16-22</th>
<th>Revise assessments as needed and assess English learner</th>
</tr>
</thead>
</table>

**Learning Expectations**
Apply knowledge learned about assessment and administer informal assessments to English Learner or bilingual student.

**Activities to Accomplish this Week**
1. This week revise any assessments you have received back from your instructor before you administer them to your student. Make sure that the content and items are suitable for the age and grade of the child.
2. **Assessment**: Demonstrates the ability administering informal assessments based on the age and grade level of the EL identified to develop the Case Study.

<table>
<thead>
<tr>
<th>Week 15, Apr. 23-29</th>
<th>Develop and submit the Case Study on April 29 (30 pts.)</th>
</tr>
</thead>
</table>

**Learning Expectations**
INTASC Standard 6 - Assessment

**Activities to Accomplish this Week**
1. If you did not have a chance to administer the assessments last week, do so this week.
2. Refer to the Case Study assignment description and rubric I shared with you before and also available in TK20 to develop the case study.
3. Submit the case study in TK20 if you are seeking certification. If you are taking this course as an elective submit the case study as attachment(s) via email in Blackboard. (Include the assessments you used)
3. **Assessment**: Demonstrates the ability to administer informal assessments, interpret the results, and recommend instructional practices based on the needs of identified English Learner.

**XII. COLLEGE OF EDUCATION’S VISION**

Will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner –centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.
COLLEGE OF EDUCATION’S MISSION STATEMENT
To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes in achieving the mission by expanding knowledge through research, publication, and service.

XIII. UNIVERSITY 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.”

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 academic integrity:
http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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 www.deanofstudents.unt.edu

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or
experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

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

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

**Comprehensive Arts Program Policy:** The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service 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 pre-service and in-service 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) also 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 Teacher Education and Administration Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. 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 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.

Students and Online Courses
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a PDF file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising
Office, telephone 940-565-2195, or email international@unt.edu to receive clarification before the one-week deadline.

XIII. BIBLIOGRAPHY


Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf This report presents a comprehensive study of identification and support practices across states. The report also addresses testing for ELs with disabilities and the types of accommodation practices that have proven to be successful.

