

Instructor: Aaron Else	Pronouns: he, him, his
Office Location: Off campus	Office Hours: By Appointment (Zoom or in-person)
Class Location: Mathews Hall, Room 102	
Professor Contact Information: aaron.else@unt.edu 469-667-7872	Final Exam date/time/place: Not applicable. A final paper will be due via Canvas

COURSE STRUCTURE

Communication Expectations: Canvas is my primary tool for sharing information about course assignments/activities, but I also communicate frequently via email. Please build into your routine time to check your UNT email daily (or forward it to an account you check daily).

- Please email any questions, concerns, and appointment requests. If there is a TA in your course section, include the TA on any email communication when appropriate.
- I follow a 24-hour rule for email response. I always try to respond in this window and ask you to do as well. If an email comes in Friday (last work day of the week), I attempt to respond by Monday.
- CLEAR has a webpage for students that provides [Online Communication Tips](#) that you can use in thinking about how to communicate with your instructors.

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES

None, however, you should be co-enrolled in the 1.5 credit course *How Students Learn*.

CATALOGUE DESCRIPTION

The course prepares new teachers with an understanding of how schools work at the local, state, and federal levels. Content is covered through a social justice lens that ensures all students—especially those from historically marginalized communities and Communities of Color—learn, succeed, and thrive in school and beyond. Particular attention will be given to topics such as community, school funding, assessment, programs, curricula, policy, roles, professional learning, professional associations, and school safety.

COURSE GOALS

Students will:

1. Engage in reflection and critical analysis of how schools work within larger systems and given the history of schools as sites of exclusion and marginalization.
2. Develop a deeper understanding of the various support roles and professional systems available in schools, especially towards the end of strengthening school-community partnerships.
3. Investigate and reflect on K-12 school experiences, drawing on experiences at the classroom, school, and community-level.
4. Analyze and critique case studies of school communities.
5. Identify and explore existing disparities within schools or across schools within a district.

REQUIRED FIELD HOURS

There will be no required field hours for this course.

REQUIRED TEXTBOOKS AND/OR MATERIALS

All chapters, articles, and other readings will be provided and accessible as pdfs and/or hyperlinks via Canvas.

MY COURSE POLICIES

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, ethnicity, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- As needed, ask for and use the correct name and pronouns for your instructor and classmates.

- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge people’s ideas, but not to attack people.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

COURSE REQUIREMENTS AND POINTS DISTRIBUTION

Attendance (16pts, 16%)

Class Participation

I want to see full participation from all students. What counts as full participation will of course look different depending on the student. You may demonstrate participation through any and all of the following means:

- Asking questions or sharing ideas during class meetings (or via Zoom if you are quarantining due to sickness/COVID-19).
- Going above and beyond to respond and reflect on classmates’ online discussion posts.
- Talking, writing, and coordinating efforts in your small groups.
- Asking questions and adding ideas to discussion posts as assigned weekly.
- Completing thoughtful and thorough assignments where you engage and respond to instructor comments.
- Demonstrating careful attention to assigned readings, videos, podcasts.

Discussion Posts (3 total, 15pts, 15%)

In these assignments you will summarize *and* reflect on key learnings from specific weeks. Your post should be concise and demonstrate that you have read and digested all of the readings and other materials assigned for that week. Since the discussion post is due at the end of the week, you can also reflect on topics discussed on class. Please do not summarize articles in this post, rather, write in a way that indicates you have truly processed the most important topics for that week. These posts should be about 100-200 words total and will be submitted via Canvas by the deadline indicated in the course schedule below.

Discussion Posts Rubric

Criteria	Points
Your post demonstrates that you read and digested all of the readings and other materials assigned for that week's topic.	2 pts
Your post is more than just a summary, you are reflecting on the readings and connecting them to our discussions as well as your personal learning experiences.	3 pts
Total	5 pts

School Autobiography Assignment (25pts, 25%)

In this assignment will document and reflect on the ways that school did (*or did not*) work for you. You may choose to reflect on the totality of your K-12 school experiences—however you can also narrow your focus on your experiences within one school-level (e.g., elementary, middle, high) if you would prefer. Draw on your experiences at the classroom-, school-, and community-level. The end goal of your reflection should be to answer a key question: *How and in what ways did components of the school that I attended (e.g., teachers, leaders, students, community members) interact with my own personal background (e.g., race, ethnicity, gender, class, language) to shape the experience that I had a member of my school?*

This paper is open format; however, **it should not be less than 4 double-spaced pages and should not exceed 5 pages**, double-spaced in Times New Roman, 12pt font, with standard 1-inch margins. You will submit this assignment via Canvas.

In this paper you should connect who you are to these school experiences. Your reflection should include some of the following aspects:

- Your personal background: racial/ethnic heritage, im/migration history, religious background, cultural practices, your family background (schooling) and work history, your socio-economic class background, your experiences and analysis of gender issues in your life, any other significant differences/experiences that impacted you or did not (such as

language, im/migration issues, special needs, etc.) or that you may have been unaware of at the time, but now realize that they had an impact on your learning experience (positive, negative or both).

- Your schooling background: Who are the people that you remember from your school experience? Reflect on the race/ethnicity, socio-economic background, cultural practices, language of your teachers, school leaders, and classmates and how this defined how your school worked. Which members of your school community stand out in your memory and why? How did certain school policies shape your personal experience? Were there district, state, or federal policies that affected your school experience (if so, explain how)? How did socio-economic class impact your access to school programs, resources, tutors, after school activities, summer programs, or international travel that aided in your educational trajectory? How did the curriculum of your school work (or not work) for you? Was a disciplinary system (e.g., student behavior policies) important to the way your school worked or not? Were there certain groups of students, parents, teachers, community members that had more power over the decisions, policies, events, resources at your school?
- You may also write about how these issues changed the quality (or lack of quality) of your school for you and how your particular school experience changed your views about educational issues, students of different backgrounds, and your interests in schools and, or in teaching.
- Bonus point: If you include some sort of visual image or picture(s) to accompany your reflection you will receive one additional point towards your final autobiography paper grade.

School Autobiography Rubric

Criteria	Points
You include a detailed reflection of your personal background and your school experiences.	10 pts
You include a reflection about how your school(s) worked for you, with a specific discussion of the teachers, leaders, and community members role in your experiences.	10 pts
The paper meets all of the required page limit/formatting guidelines, is clearly written, and is free of multiple grammatical and spelling errors.	5 pts
Bonus point for included an image or visual representation of your personal school experiences.	1 pt
Total	25 pts

Final Paper (30pts, 30%)

For your final paper (**no less than 6-pages, and no more than 8-pages**), you will write about how schools work, and how they could work better for a specific historically underserved group of students that you decide upon (e.g., students who identify as Black, Latinx, Asian Pacific Islander, Indigenous, gender non-binary, homeless youth, disabled, have immigrant/refugee status, language learners). For your paper you will need to complete the following:

- You must use the underserved group as the frame of your analysis throughout the paper as you discuss the main components of how schools work (stay on topic).
- You need a section that includes background information (history) of how schools have not worked as well as they should have for your chosen underserved group.
- You need a section that includes your conclusions and recommendations for how schools should be improved in order to better serve the group that you have chosen to focus on.
- Throughout your paper you must include a discussion of the three main components of how schools work that we covered within this course (teachers, leaders, and community).

A general, but flexible, guide for what to include is listed below:

- Details and information (from research) about your underserved group, why you have chosen this group as your topic, and what it is that you're trying to accomplish by investigating how schools work (or don't) for this group. In other words, what is the purpose of your paper, why is it important for you to research and write on this topic?
- How and in what ways do you see this paper being important towards your development as a teacher. Why is it important that you study this topic and how will it help you grow in your educational career?
- A brief review of relevant scholarship already done on your topic. What do we already know—in general—about this group? What does prior research tell us about this group and how their experiences have been historically in schools?
- The paper should be double-spaced in Times New Roman, 12pt font, with standard 1-inch margins. Please do not exceed the page limit. Please submit this assignment as a Microsoft Word document. The finalized document should include a reference page (which will not count towards your total required page count).

Final Paper Rubric

Criteria			Points
The paper clearly identifies a historically underserved group and includes background information (history) of how schools have or have not worked for this group. In other words, did you explain in detail <i>why</i> this particular group was chosen?	0 pts (<i>Criterion not met</i>)	4 pts (<i>Partially meets criterion</i>)	7 pts (<i>Fully meets criterion</i>)
The paper makes a connection between the historically underserved group and the three main components of how schools work (teachers, leaders, and the community).	0 pts (<i>Criterion not met</i>)	4 pts (<i>Partially meets criterion</i>)	7 pts (<i>Fully meets criterion</i>)
The paper offers multiple <i>conclusions</i> and <i>recommendations</i> for how schools might be improved in order to better support the historically underserved group chosen.	0 pts (<i>Criterion not met</i>)	4 pts (<i>Partially meets criterion</i>)	7 pts (<i>Fully meets criterion</i>)
There is evidence that the paper includes reference to prior research in order to provide background information support connections to the three main components of how schools work discussed in this course.	0 pts (<i>Criterion not met</i>)	4 pts (<i>Partially meets criterion</i>)	7 pts (<i>Fully meets criterion</i>)
The paper meets all of the required page limit/formatting guidelines, is clearly written, and is free of multiple	0 pts (<i>Criterion not met</i>)	1 pts (<i>Partially meets criterion</i>)	2 pts (<i>Fully meets criterion</i>)

grammatical and spelling errors.			
Total			30 Points

Final Paper Video Presentation (14pts, 14%)

For this assignment, you will create a video on loom.com where you present your final paper. I Please provide a summary of your final paper that is 3-5 minutes long and answer each of the question prompts below. Create up to five slides to refer to during your presentation, as you will be assessed on the organization of your presentation and your ability to communicate your learnings/findings. I will allocate your attendance/participation points for our final class based on your video post submission and whether you provided all the information outlined in each prompt below.

- 1. Who was the underserved group that you studied?*
- 2. What was a discovery you made about this group that surprised you or made you think differently about how schools work?*
- 3. What is one recommendation you have for how schools can better support this group? Be specific, what are actions steps for teachers, leaders, or community members towards better supporting this group?*

Final Paper Video Presentation Rubric

Criteria	Points
Describe the underserved group that you studied. Give details about the background of this group. How have they been served in schools in the past?	4 pts
Present one discovery you made about this group that surprised you or made you think differently about how schools work? Why did this discovery surprise you?	4 pts
Present one recommendation you have for how schools can better support this group? Be specific, what are actions steps for teachers, leaders, or community members towards better supporting this group?	4 pts
Organization and clarity of communication. This presentation was organized, included slides, and the presented effectively communicated information about their underserved group topic.	2 pts
Total	14 pts

Course Schedule and Readings

Week 1: How have schools worked for you?

Goals/Activities: Gain an overview of the course, ask questions, and review the main assignments. Consider how K-12 schools worked for you.

Readings:

- Please review the syllabus and have a copy to refer to during class.
- Download and save the pdf - Texas Education Agency Pocket Edition, 2019-2020 Texas Public School Statistics.

Assignment: Complete the “Introduce Yourself” post.

Week 2: School = community.

Goals/Activities: Explore how a school works better when the community is engaged.

Readings:

- *Chapter 5, pgs 273-281, Beyond the classroom* from: Christensen, L. Karp, S., Peterson, B. (2019). *The New Teacher Book: Finding Purpose, Balance and Hope During Your First Years in the Classroom. Rethinking Schools.*
- **OPTIONAL:** Green, T. L. (2018). School as Community, Community as School: Examining Principal Leadership for Urban School Reform and Community Development. *Education and Urban Society*, 50(2), 111–135.

Assignment:

Discussion board response #1 due

- Drawing on your own personal experiences and on the readings from this week please expand on how you view role of communities in terms of how schools work? What can teachers, leaders, and other school personnel do to utilize communities towards making their schools work better for students?

Week 3: What is a responsive, not subtractive school?

Goals/Activities: To understand how schools can be subtractive and explore models of responsive school contexts.

Readings/Listening:

- *Chapter 1 from, Subtractive schooling and divisions among youth* from: Valenzuela, A. (2005). *Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. Beyond silenced voices: Class, race, and gender in United States schools.* SUNY Press.
- Córdova, J. P. (2018). My First Year as a Teacher of Color. *Rethinking Schools*, 33(2), 36–41.
- **OPTIONAL:** Podcast, [Fresh Air: An interview with Julie Lythcott-Haims](#) about her book, *Your Turn: How to Be an Adult*. In this interview Lythcott-Haims discusses how she came to terms with her racial identity and the way her school experiences did and did not support her in this journey.

Assignment:

*School Autobiography Assignment due

Week 4: Schools don't work without teachers.

Goals/Activities: Unpack the role of teachers in schools and how they can be best supported through their careers.

Readings:

- *Chapter 7, Making dreams into reality* from: Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children.* John Wiley & Sons
- *Chapter 5, Abolitionist teaching, freedom, dreaming, and Black joy* from: Love, Bettina. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Beacon Press.
- **OPTIONAL:** Treviño, L. E. J., García, J., & Bybee, E. R. (2017). "The day that changed my life, again": The testimonio of a Latino DACamented teacher. *The Urban Review*, 49(4), 627-647.

Assignment:

Discussion board response #2 due

- Process and reflect on the readings from this week through your response. Teachers are the central force driving how schools work and function. Without them, we would not have schools. How do you see the role of teachers changing, especially as we continue to experience the disruption of COVID-19? In your opinion, what do teachers need to be successful, happy, and to positively affect students in meaningful ways?

Week 5: Leadership and schools.

Goals/Activities: Critically examine the way that school leaders support schools—including a discussion of teacher leaders.

Readings:

- Chapter 1, Introduction (**ONLY READ pgs 1-27**) from: Khalifa, M. (2018). Culturally responsive school leadership. Harvard Education Press.
- **OPTIONAL:** Walker, V. S., & Byas, U. (2003). The Architects of Black Schooling in the Segregated South: The Case of One Principal Leader. *Journal of Curriculum & Supervision*, 19(1).

Assignment:

Week 6: Public policy and schools.

Goals/Activities: Critically examine the way that policies harm or support how schools work.

Readings/Watch:

- Watch [this 3-minute video](#) for a basic overview of how Texas schools are funded.
- U.S. Department of Education (2021). The federal role in education.
<https://www2.ed.gov/print/about/overview/fed/role.html#>
- **We will watch in class:** Rudy Luna, Enrique Alemán, J., & Alemán/Luna Productions (Producers), & Luna, R. (Director). (2013). Stolen Education. [Video/DVD] The Video Project. <https://video.alexanderstreet.com/watch/stolen-education>
- **OPTIONAL:** Alemán Jr, E. (2007). Situating Texas school finance policy in a CRT framework: How “substantially equal” yields racial inequity. *Educational Administration Quarterly*, 43(5), 525-558.
- **OPTIONAL:** Noguera, P. A., & Alicea, J. A. (2020). Structural racism and the urban geography of education. *Phi Delta Kappan*, 102(3), 51-56.

Assignment:

Discussion board response #3 due

Video or podcast post: Choose any two of the following reflection questions to answer in your post. Remember to use details from the documentary to demonstrate that you watched it and are actively connecting it to topics on our class.

- o Which policies were discussed in this documentary? At what level were the policies created and implemented (e.g., state, local, federal)?
- o How and in what ways is the judicial system (the courts) involved in educational policy which influences how schools work? Use the example of the documentary to explain.
- o After watching this documentary, how do you think educational policies from generations ago continue to affect students and school communities today? Why is it important for teachers, leaders, and community members to understand this history?

Week 7: A discussion of additional key roles that make schools work

Goals/Activities: Explore how other key roles in a school help students succeed (counselors, social workers, school psychologists, parent liaisons, etc.).

Readings:

- Beck, M. J. (2017). “Lead by Example” A Phenomenological Study of School Counselor–Principal Team Experiences with LGBT Students. *Professional School Counseling, 21*(1)
- Haneda, M., Sherman, B., Nebus Bose, F., & Teemant, A. (2019). Ways of interacting: What underlies instructional coaches’ discursive actions. *Teaching and Teacher Education, 78*, 165–173. <https://doi.org/10.1016/j.tate.2018.11.017>
- **OPTIONAL:** Noguera, P. A. (2001). Transforming urban schools through investments in the social capital of parents. *Psychology, 16*(1), 725-750.

Assignment:

Week 8: Bringing it all together: What is a school without students?

Goals/Activities: Identify how and in what ways students should be supported to make schools work better.

Readings/Listen:

- Podcast, listen to 20-minute episode: Teaching to Thrive: A Conversation with SEL Expert Rosalynne Duff About Racial Justice & SEL (Abolitionist Teaching Network Podcast).
- Zinn, H. (2000). Unsung heroes. *The Progressive, 64*(6), 16.
- **OPTIONAL:** Tuck, E. & Fernandez, R. G. (2013). Curriculum, replacement, and settler futurity. *Journal of Curriculum Theorizing, 29, 1*
- **OPTIONAL:** Podcast, [Have You Heard, #37: Am I Next? School Shootings and Student Protests](#)

Assignment:

***Final Paper and Final Paper Video Presentation due**

STUDENT EVALUATION

The course consists of three main assignments, discussion posts, and class participation.

Activities	Total Points	Total %
Participation	16	16%
Discussion Posts (3 total)	15	15%
School Autobiography Assignment	25	25%
Final Paper	30	30%
Final Paper Video Presentation (via Zoom)	14	14%
	100 points	100%

A = 90 B = 80 C = 70

Late Work Policy: Extensions may be granted with adequate reason AND with at least 48 hours' notice before the deadline. Any work that is handed in late without an extension from the instructor will automatically receive a 3-point deduction. An additional point will be deducted for each subsequent day that the assignment is late.

Format and APA Style: Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (1-inch margins, 12-point Times New Roman font, double spaced, left aligned text, page numbers appropriate citations, and references). For additional information, you may use the APA (7th addition) publication manual or visit the following site:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

ACADEMIC SUPPORT AND STUDENT SERVICES

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>) provides a variety of services, including tutoring, to enhance the student academic experience
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

UNT POLICIES

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and

Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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 deanofstudents.unt.edu/conduct.

DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION STATEMENTS

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program

portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1A:i,ii,iv; 1B: i,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards Addressed:

The beginning EC-12 teacher knows and understands:

Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs

Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning

Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive

Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards Addressed:

The beginning EC-12 teacher knows and understands how to:

Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products

Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III. make informed decisions by applying critical-thinking and problem-solving skills.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas
Core Commitments

Commitments	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative, and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable, and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

			efforts that have fallen short.	
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