EDEC 1010.003
Learning with and from Young Children
Fall 2026

University of North Texas
Department of Teacher Education and Administration



Instructor:

Beth Edwards MS.

Course Meets: Wednesdays 12:20pm -3:10pm, **FRLD 108**

Office:

Office Hours: Wednesdays 9am - 11:00am
video-call by appointment

E-communication Canvas messaging or Bethene.Edwards@unt.edu (allow 24 hours for response)

Course Description

Learning with and from Young Children is an introductory course that invites you into the dynamic, relational world of early childhood education and care, centering young children as *capable, curious, creative, and relational meaning-makers*. Rather than positioning yourself as a "teacher," you are invited to learn alongside young children, examining and expanding how we see and understand them and, in turn, shaping the learning experiences we offer and the ways we teach.

The course explores children's embodied experiences, play, relationships, multiple identities, and capabilities, emphasizing how these shape their *sense-making* and *knowledge-making*. Through *keen observation* and a *pedagogy of listening*, you will develop ways of coming to know children as educators rather than evaluating them. You will examine how physical, social, cultural, material, natural, and ecological environments, including schools, support or constrain children's learning, engagement, and well-being.

You will critically examine dominant cultural and adult-centered narratives about childhood while recognizing and honoring multiple and intersecting childhoods. The course also explores how

children engage collaboratively with human and more-than-human others, such as technology, the natural world, and material objects. You will consider pedagogical approaches that nurture curiosity, creativity, inquiry, and relational learning grounded in children's experiences.

Course Structure

This course is designed to expand and complicate the ways we see, understand, and engage with young children and their learning. Through readings, videos, activities, discussions, and assignments, you will engage with diverse perspectives on childhood, learning, and early childhood education while developing your capacity for inquiry, reflection, and critical analysis.

The course spans 16 weeks, with each module including a carefully curated sequence of learning experiences designed to guide and deepen your understanding. Across the semester, you will build foundational understandings of young children and their learning, examine the contexts and relationships that shape children's experiences, and critically analyze educational practices, environments, and systems.

Because discussions, activities, and assignments build directly from the assigned materials, it is essential that you complete all readings, watch assigned videos and review any supplemental resources before participating in discussions or submitting your work. Your engagement with the course materials is foundational to your learning and to our shared exploration as a learning community.

Course Objectives

As we progress through this course, you will be able to:

- Identify and describe children's diverse capabilities, questions, interests, and ways of making sense of the world.
- Recognize how children learn through play, their bodies, relationships, lived experiences, and interactions with nature, technology, and materials.
- Practice a pedagogy of listening through careful observation of children's play, relationships, and inquiries with openness and curiosity.
- Examine how learning occurs through children's experiences, relationships, and interactions with both human and more-than-human others.
- Analyze how children's play, identities, and cultural, social, and environmental contexts shape learning and diverse childhood experiences.
- Critically examine dominant cultural and adult-centered ideas about childhood and their influence on educational practices.
- Reflect on your own experiences, beliefs, identities, and perspectives in relation to children, families, and early childhood education.
- Explain how learning spaces and environments influence children's learning, relationships, and engagement.
- Describe pedagogical approaches that support children's curiosity, inquiry, relationships, creativity, and engagement.

How to Succeed in this Course

Communication practices: Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow-up email. A gentle nudge is always appreciated.

Academic success resources: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA Accommodations: The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

F-1 Students. Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (DOC) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

Technical difficulties: If you have any technical issues submitting your assignments in Canvas, please do the following:

- Check that you are using a compatible browser, like Google Chrome.
- Contact the Help Desk for technology support.
- Email your instructor your assignment along with a screenshot of your chat with the Help Desk if they are unable to assist you with the submission issue. This will show me that you did complete it on time. Then, resubmit to Canvas once you are able (occasionally, there are temporary glitches).

Our Learning Community

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are welcome, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please reach out via email or stop by my office and let me know. I also invite you to review UNT's Code of Student Conduct so that we can all start with the same baseline understanding of civility: https://policy.unt.edu/policy/07-012. We are all learning together and from one another.

Materials You Need

All texts and videos will be uploaded to Canvas by the instructor using online links and electronic copies

Course Schedule

Below is a list of topics and assignments we will be working on together throughout the course.

The readings and assignments on this calendar are subject to revisions.

Date	Topic: Inquiry Question	Readings/Media Assigned	Assignments
PART I: DECONSTRUCTING AND RECONSTRUCTING IMAGES OF YOUNG CHILDREN Beliefs, discourses, identities, and relational understandings of childhood			
Week 1 Aug. 19	**Course introduction and overview** **Rethinking Our Beliefs About Young Children** How do our beliefs shape how we understand and respond to young children?	Chenfeld (2001)	Padlet Introductions Sign-Up for Opening Activity
Week 2 Aug. 26	**Understanding Multiple Childhoods** How are understandings of children shaped by social, cultural, and historical contexts?	Grady (2024)	Weekly Reflection
Week 3 Sept. 2	**Reconstructing our images of children** How can we learn with and from children as capable meaning-makers?	Malaguzzi (1994)	Weekly Reflection Opening Activity # 1
Week 4 Sept. 9	**Taking children's voices seriously** What does it mean to listen to young children and learn from their ideas?	Paley (2011)	Weekly Reflection Opening Activity #2
Week 5 Sept. 16	**Children's Identities and Social Worlds** How do identities and social expectations shape children's experiences and participation?	Blaise & Taylor (2012)	Weekly Reflection Opening Activity #3 **Assignment #1: Reconstructing the Image of the Child**
PART II: HONORING PLAY, CULTURE, AND INQUIRY Supporting children's learning, relationships, wellbeing, and knowledge-making			
Week 6 Sept. 23	**Play as a Fundamental Right and Way of Being** Why is play essential to children's learning, wellbeing, and development?	Peter Gray TEDx	Weekly Reflection Opening Activity #4
Week 7 Sept. 30	**Play as Learning** How does play support children's intellectual, social, emotional, and creative capabilities?	Doris Fromberg TEDx	Weekly Reflection Opening Activity #5
Week 8	**Play as Cultural Practice**	Gaskins (2014)	Weekly Reflection

Oct.7	How does culture shape children's play, learning, and participation?		Opening Activity #6
Week 9 Oct. 14	**Nature, Play, and Inquiry** How do relationships with nature, materials, and outdoor environments support children's learning and inquiry?	Miller (2013)	Weekly Reflection Opening Activity #7
Week 10 Oct. 21	**Play, Inquiry, and Knowledge-Making** How do relationships with nature, materials, and other more-than-human others support children's learning and inquiry?	Bentley (2012) Jones (2003)	Weekly Reflection Opening Activity #8 **Assignment #2: Autobiography of Play**
PART III: RE-ENVISIONING SCHOOLING, CURRICULUM, AND ENVIRONMENTS Examining how environments and pedagogies shape children's possibilities			
Week 11 Oct. 28	**Teachers as Designers of Inquiry** How do educators design conditions that support children's inquiry, relationships, and knowledge-making?	Blinkoff et al. (2023)	Weekly Reflection Opening Activity #9
Week 12 Nov. 4	**Examining the Aims of Schooling** Why might school practices and policies need to be deconstructed and reconstructed?	Campbell (2008)	Weekly Reflection Opening Activity #10
Week 13 Nov. 11	**(Re)defining children's environments** How do environments shape children's experiences, participation, and learning?	Kuh (2014)	Weekly Reflection Opening Activity #11
Week 14 Nov. 18	**Observing Children's Learning, Relationships, and Ways of Knowing** How can observation help us understand children's capabilities, relationships, and ways of knowing?	Babies (Balmès, 2010)	***Bring Babies Observation Notes to Class*** (Ass#3 part 1) **Assignment #3: Observing Children's Learning, Relationships, and More-Than-Human Worlds** *(anchored in Babies' Observations)*
Fall Break Nov. 24 -- No Classes			

Week 15 Dec. 2	**Reconstructing Spaces in the Image of the Child** How can environments honor play, inquiry, relationships, and multiple ways of knowing?	Kuh & Rivard (2014)	Weekly Reflection Opening Activity #12
Due Dec. 11			**Assignment #4: Designing Learning Environments for Play, Inquiry, and More-Than-Human Relations**

Aug. 17– First day of Classes
Aug. 21– Last Day to Add a Class or Swap Sections
Aug. 28– Last day to drop a Class without a W
Aug. 29– Drop with a Grade of W Begins
Sept. 25– Last day to change to pass/no pass grade option
Nov. 6– Last day for a student to drop a course or all courses with a grade of W
Nov. 23-29– Fall Break
Dec. 1– Last class meeting

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Campus Closures Policy

Assignments and Grades

More information will be provided on each assignment a few weeks before the deadlines:

1. **Attendance & Participation** (150 pts):

   Your attendance and active participation are essential to your success in this course and to gaining the most from the learning experience. Participation goes beyond simply being present—it includes coming to class prepared, having completed the assigned readings, and engaging thoughtfully in class activities. You are expected to contribute meaningfully to both small and large group discussions, listening actively and sharing your insights respectfully. Cognitive flexibility and respect for diverse perspectives are core expectations in this course. Engagement happens through questioning, discussion, and exploration of course materials and ideas. It is normal—and encouraged—for questions and moments of uncertainty to arise as part of the learning process. Students are expected to be self-reflective and to engage with others with thoughtfulness and diplomacy. To maintain a focused and respectful learning environment, please refrain from using electronic devices unless they are being used for specific class activities. Staying present and minimizing distractions supports your learning and the learning of those around you.

2. **Video Reading Reflections** (130 points total):

Each week, you will submit a video reflecting on your assigned readings and videos for that week. The reflection should be posted to Canvas no later than Tuesday at 11:59 pm (the day before class). Your weekly posts should be approximately 90 seconds to 2 minutes long and synthesize the ideas the article or video assigned for that week. Always include as part of your reflection how your thinking about this week's readings/videos and course content has changed, deepened, clarified, or challenged the way you think about young children. Videos should be recorded in the Canvas assignment for that week.

3. **Opening Activity: Presentation** (120 points):

   You will prepare one 10-15 minute opening presentation that relates to the topic/readings we will be discussing that week. The activity can be and is not limited to a game, activity, project video clip, discussion questions, etc. reflecting/embodying the ideas in the assigned reading. Be creative! Students will sign up for a session on the first day of class. On the week of your opening activity, a member of your group needs to send me a paragraph about what your group is going to do and how it is connected to that week's readings by Monday at noon. Each student will also complete a self and peer evaluation form.

4. **Assignment #1: Reconstructing the Image of the Child** (150 pts):
   This assignment invites you to critically re-examine and reconstruct your understandings of children and childhood. Through a creative representation (e.g., poem or alternative form) and an accompanying reflection, you will analyze how your thinking has been shaped and shifted through course concepts such as beliefs, discourse, relationships, and the pedagogy of listening.
   You will connect your work to course readings (e.g., Chenfeld, Grady, Malaguzzi, Paley) and consider how children engage in sense-making and knowledge-making in diverse ways. The goal is to move beyond fixed or universal ideas toward a more relational, context-responsive understanding of children.

5. **Assignment #2: Autobiography of Play – Introducing Myself as a "Player"** (150 pts):

   This assignment invites you to reflect on your own childhood play experiences and create a visual autobiography that tells the story of your play. By examining how your identity, culture, and context shaped your experiences, you will deepen your understanding of how children's learning, relationships, and meaning-making are influenced by the worlds they inhabit.

   In this visual reflection, you'll explore sociocultural factors and identities that shaped your childhood play (e.g., family, culture, language, geography). You'll incorporate images and short written reflections that connect your experiences to broader ideas about play and learning. This assignment invites you to consider how your childhood contexts, identities, relationships, and history inform how you see, understand, and engage with young children.

6. **Assignment #3: Observing Children's Learning, Relationships, and More-Than-Human Worlds** (150 pts):

   You will watch the documentary Babies (2010), which follows four infants growing up in different cultural settings. You will closely observe each child and take detailed, non-judgmental notes about their play, interactions, environment, and developing capabilities. Then, you will create a written or visual response analyzing how culture and context shape children's early experiences, learning, and development. This assignment

builds your observation skills and encourages reflection on multiple childhoods and global approaches to caregiving.

7. **Assignment #4: Designing Learning Environments for Play, Inquiry, and More-Than-Human Relations** (150 pts):

   You will apply the concepts we explored in the first phase of this class focused on our image of the child, curiosity, play, embodied learning, and the environment as a third teacher. You will reimagine a space to reflect children. You will find a space you'd like to redesign (a waiting room, a pond, a car middle seat, a swimming hole, a sidewalk, a hallway, an airplane seat, a playground, etc.). You will capture that space somehow (sketch, take a picture, make a model) and make 3 to 5 changes to it to allow for play. You will write a paragraph for each change made, explaining how these changes support play. You will support your ideas with

Assignments	Points
Attendance & Participation	150
Weekly Video Reflections	260
Opening Activity	90
Assignment #1	125
Assignment #2	125
Assignment #3	125
Assignment #4	125
TOTAL:	1000

A = 900-1,000 points (90%-100%)
B = 800-899 points (80%-89%)
C = 700-790 points (70%-79%)
D =600-699 points (60%-69%)
F = 0-599 points (<60%)

Assignment Deadlines: All discussion responses, tasks, and assignments must be completed in APA style and turned in on time via Canvas. Deadlines are 11:59 p.m. Central Time on the date listed. All assignments must be completed in full before they are submitted.
Late Work: I understand that situations will arise occasionally causing you to need an extension on an assignment. If you are unable to turn in your assignment beyond the deadline, please make arrangements with me ahead of time (not on the due date). *If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments.* Without prior arrangements, ten points will be deducted for each day late beyond the due date.

Looking at assignments ahead of time and redoing assignments: With a large class, I cannot look at your work ahead of time to make sure you are "on track" or allow assignments to be redone for a higher grade. I will provide you with examples for all of the assignments so be sure to use them as guides for your own. If you use them and the rubric, as well as edit your work for clarity, you should be okay!

Academic Integrity and Academic Dishonesty: Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic

penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (https://policy.unt.edu/policy/06-003).

AI: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

Attendance and Participation

Attendance: This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade (see table below). In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

Technology: Some class activities and assignments will require a tablet or laptop during class. Outside of these times, refrain from using your electronic devices unless needed for accommodations. I know that having your phone, computer, or tablet open can be challenging as it can be distracting when there is so much at your fingertips—please try to refrain from distracting yourself and your peers. Using devices outside of class activity will result in a decrease or a zero on your engaged attendance grade for that day.

Additional UNT Policies and Resources

Student Support Services and Policies
There are many resources available on this site that may be worth bookmarking.

Educator Preparation Standards

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 Administrative Code Requirements for Teacher Certification

The Texas Administrative Code Title 19, Part 7, Subchapter 235 Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification.

Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13) monitor and assess students' progress to ensure that their lessons meet students' needs;
14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;
3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4) organize curriculum to facilitate student understanding of the subject matter;
5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7) teach both the key content knowledge and the key skills of the discipline; and
8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

1) embrace students' backgrounds and experiences as an asset in their learning;
2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

5) implement behavior management systems to maintain an environment where all students can learn effectively;
6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7) maximize instructional time, including managing transitions;
8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.