

EDEE 1010: Teaching as Advocacy for Equity	
Instructor: Cornelius Q. Anderson	Pronouns: He/Him/His
Class Location: Matthews Hall 102	Days & Times: M/W & 2:30 PM to 3:50 PM
Office Location: Matthews Hall 119-E	Office Hours: By Appointment
Contact Information: (940) 891-6902 office cornelius.anderson@unt.edu	Final Exam (Date/Time/Place): A final presentation will be due Week 16 via Canvas.

“We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.” ~ James Baldwin

**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

There are no prerequisites for this course.

COURSE DESCRIPTION

This course is devoted to exploring the relationships between education, culture, and society. It will focus on structures of social and educational inequality, as they relate to race, class, and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form

of intervention in these processes.

COURSE GOALS

- Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
- Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
- Understand how cultural groups and students' cultural identities affect language learning and school achievement.
- Develop teaching strategies that challenge unjust social structures and allow all young people to learn and grow into citizens who will be actively involved in this democracy.

REQUIRED FIELD HOURS

There are no field hours required for this course.

REQUIRED TEXTBOOKS

- (1) Jewell, T. (2020). *This book is anti-racist: 20 lessons on how to wake up, take action, and do the work*. Frances Lincoln Children's Books.
- (2) Muhammad, G., Martinez, L., Baylis, L., Aguilar, E., & Eakins, S. L. (2023). *Unearthing joy: A guide to culturally and historically responsive curriculum and instruction*. Scholastic Inc.
- (3) Reynolds, J., Kendi, I. X., & Baker, R. (2021). *Stamped (for kids): racism, antiracism, and you* (First edition.). Little, Brown and Company.

ATTENDANCE EXPECTATIONS

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 or two classes 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 student's 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 third absence will result in a loss of points from the total grade. 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.

# of Absences	Total participation points for the class (Out of 10 points)
0 –2	10
3	7
4	3
5 or more	You will automatically receive an F for your final grade.

COURSE ASSIGNMENTS

Required Assignments
<p>Book Club Entry (12%): Students will form book clubs and will meet throughout the semester to discuss the book: Jewell, T. (2020). <i>This book is anti-racist: 20 lessons on how to wake up, take action, and do the work</i>. Students will also be expected to respond to classmates' reflections and engage in a critical dialogue over course content and discussions.</p>
<p>Digital Reflection Journal (18%): Students will complete a digital reflection journal on the book: Jason Reynolds, C., Reynolds, J., Kendi, I. X., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.). Students will also be expected to respond to classmates' reflections and engage in a critical dialogue over course content and discussions.</p>
<p>We'll Take The Lead (20%): With a small group, you will select one of our class topics and <i>lead a class discussion</i> on the topic, <i>focusing on the class required reading for that topic</i>. This will require you to deeply read the assigned articles for that session in order to generate questions and activities to enhance your classmates' understanding of the readings, and their application to schools and society. Think of other sources—be it media, print, art, etc.—you can use as supplements to the readings, enhancing your classmates' understanding or offering a nuanced way to think about the topic. You should expect to facilitate approximately 30-45 minutes of discussion via questions, supporting activities, or other creative means of engaging the class in the readings. It is <i>critical</i> that you ENGAGE the class for this assignment!</p>
<p>Educational Autobiography (20%): In this assignment, you will be doing an autobiography on your educational experiences (elementary school to university).</p>
<p>Final Un-Learning Presentation (20%): Starting from and related to the readings and discussions, reflect on what you have learned this semester.</p>

Attendance and Participation (10%): Attendance and participation throughout the semester as well as completing each assignment, module, activity, and readings.

- ➔ **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.

STUDENT EVALUATION

Assignments	Total %
Book Club Entry (4)	12%
Digital Reflection Journal (6)	18%
We'll Take The Lead	20%
Educational Autobiography	20%
Final Un-Learning Presentation	20%
Attendance and Participation	10%
Total	100%

● A = 90-100% ● B = 80-89% ● C = 70-79% ● D = 60-69% ● F = 59% or Below

- ➔ **Perk Points:** You are invited to join the Department of Teacher Education and Administration every Monday from 12:00 to 12:25 PM in Matthews Hall 206 for TEA Time. Every week, different faculty, staff, students, or members of the community will lead an activity—as we learn together and grow as educators. And, yes, tea will be served. You can earn .25 points for each session you attend—not to exceed 3 points for the semester. Also, if you decide to lead a student session, I will accept this in lieu of your Final Un-Learning Presentation—which is 20% of your final grade.
- ➔ **Late Work:** Extensions may be granted with adequate reason AND with at least 48 hours' notice before the deadline. Any work that is submitted late without an approved extension—from the instructor—will automatically receive a grade of zero (0).
- ➔ **Turnaround Time:** I aim to return graded work to you within one week of the due date. If this is not possible, I will send an announcement to the class.
- ➔ **Grade Disputes:** You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a

meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

COURSE SCHEDULE

Topics & Class Dates	Readings & Media To be read/watched before class, unless otherwise designated.	Due Dates
Core Commitment Focus: IDENTITY We are individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.		
Course Overview Week 1 1/17	<ul style="list-style-type: none"> • See Module 	
Community Building Week 2 1/22 & 1/24	<ul style="list-style-type: none"> • See Module 	
Understanding Identity Week 3 1/29 & 1/31	<ul style="list-style-type: none"> • Book Club #1: Read Chapters 1-5 in Jewell, T. (2020). <i>This book is anti-racist: 20 lessons on how to wake up, take action, and do the work.</i> 	Book Club #1 Post & Discussion DUE Sunday, 2/4 by 11:59 PM
Understanding Race Week 4 2/5 & 2/7	<ul style="list-style-type: none"> • Book Club #2: Read Chapters 6-9 in Jewell, T. (2020). <i>This book is anti-racist: 20 lessons on how to wake up, take action, and do the work.</i> 	Book Club #2 Post & Discussion DUE Sunday, 2/11 by 11:59 PM
Understanding Racism Week 5 2/12 & 2/14	<ul style="list-style-type: none"> • Book Club #3: Read Chapters 10-14 in Jewell, T. (2020). <i>This book is anti-racist: 20 lessons on how to wake up, take action, and do the work.</i> 	Book Club #3 Post & Discussion DUE Sunday, 2/18 by 11:59 PM

<p>Anti-Racist Heroes</p> <p>Week 6 2/19 & 2/21</p>	<ul style="list-style-type: none"> • Book Club #4: Read Chapters 15-20 in Jewell, T. (2020). <i>This book is anti-racist: 20 lessons on how to wake up, take action, and do the work.</i> 	<p>Book Club #4 Post & Discussion DUE Sunday, 9/25 by 11:59 PM</p>
<p align="center">Core Commitment Focus: ADVOCACY & ACTIVISM</p> <p align="center">We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.</p>		
<p>Power, Politics, and Education</p> <p>Week 7 2/26 & 2/28</p>	<ul style="list-style-type: none"> • See Module 	<p align="center">START EARLY</p> <p align="center"></p>
<p>Dispositions Inventory Conferences</p> <p>Week 8 3/4 & 3/6</p>	<ul style="list-style-type: none"> • See Module 	<p align="center">Educational Autobiography DUE Sunday, 3/10 by 11:59 PM</p>
<p align="center">3/11 & 3/13 – Spring Break – No Classes</p>		
<p>Gender and Sexuality in Education</p> <p>Week 9 3/18 & 3/20</p>	<p align="center">We'll Take The Lead [Group 1]</p> <ul style="list-style-type: none"> • Digital Reflection Journal #1: Read Chapters 1-4 in Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.). 	<p align="center">Digital Reflection Journal #1 Post & Discussion DUE Sunday, 3/24 by 11:59 PM</p>
<p>Language Matters</p> <p>Week 10 3/25 & 3/27</p>	<p align="center">We'll Take The Lead [Group 2]</p> <ul style="list-style-type: none"> • Digital Reflection Journal #2: Read Chapters 5-8 in Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First 	<p align="center">Digital Reflection Journal #2 Post & Discussion DUE Sunday, 3/31 by 11:59 PM</p>

	edition.).	
Historic and Contemporary Discourses in U.S. Education Week 11 4/1 & 4/3	We'll Take The Lead [Group 3] <ul style="list-style-type: none"> Digital Reflection Journal #3: Read Chapters 9-12 in Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.). 	Digital Reflection Journal #3 Post & Discussion DUE Sunday, 4/7 by 11:59 PM
School and Segregation Week 12 4/8 & 4/10	We'll Take The Lead [Group 4] <ul style="list-style-type: none"> Digital Reflection Journal #4: Read Chapters 13-16 in Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.). 	Digital Reflection Journal #4 Post & Discussion DUE Sunday, 4/14 by 11:59 PM
Immigration and Xenophobia Week 13 4/15 & 4/17	We'll Take The Lead [Group 5] <ul style="list-style-type: none"> Digital Reflection Journal #5: Read Chapters 17-20 in Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.). 	Digital Reflection Journal #5 Post & Discussion DUE Sunday, 4/21 by 11:59 PM
Pushed Out: Rethinking School Discipline Week 14 4/22 & 4/24	We'll Take The Lead [Group 6] <ul style="list-style-type: none"> Digital Reflection Journal #6: Read Chapters 21-24 in 	Digital Reflection Journal #6 Post & Discussion DUE Sunday, 4/28 by 11:59 PM

	Reynolds, J., Kendi, I. X., Cherry-Paul, S., & Baker, R. (2021). <i>Stamped (for kids): racism, antiracism, and you</i> (First edition.).	
Core Commitment Focus: INQUIRY		
We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.		
Unearthing Joy Week 15 4/29 & 5/1	<ul style="list-style-type: none"> • TBD in Muhammad, G., Martinez, L., Baylis, L., Aguilar, E., & Eakins, S. L. (2023). <i>Unearthing joy: A guide to culturally and historically responsive curriculum and instruction.</i> 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">START EARLY</div> 
Core Commitment Focus: COMMUNITY		
We are members of multiple communities—connected in ways that make our successes intertwined.		
Finals Week Week 16 5/6 & 5/8	<ul style="list-style-type: none"> • See Module 	Final Un-Learning Presentation DUE Sunday, 5/5 by 11:59 PM

➔ **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. The instructor reserves the right to make any changes deemed necessary and/or appropriate. Students will be notified of such applicable changes.

Teacher Education & Administration Departmental Policy Statements

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas’ federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and

communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

Survivor Advocacy. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at: SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at: oeo@unt.edu or at: (940) 565 2759.

ADA Accommodations. 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: <https://studentaffairs.unt.edu/office-disability-access>.

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>.

Title IX Services. Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations.

UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <https://studentaffairs.unt.edu/dean-of-students>. Renee LeClaire McNamara is UNT's Student Advocate, and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at: 940-565-2648.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website:
<https://speakout.unt.edu/how-get-help>.

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

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

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

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

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will

be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor's attendance policy.

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

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

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

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice 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 preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

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	Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledge, 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	We value young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.

	pedagogies.	essential, educative and liberating.	and social agents for change.	
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 ⁰ 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 a more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of 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 efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION SYLLABUS 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>. [Moving to **Canvas** via Fall 2023.]

EDUCATOR 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 Teaching Standards

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

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,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

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

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.

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPS will be implemented by teacher candidates during instruction of the subject area for

students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link:

<http://www.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

[Technology Applications \(All Beginning Teachers, PDF\)](#) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.