

EDEE 1010: Teaching as Advocacy for Equity University of North Texas	
Instructor Maria Svensson	Pronouns she/her/hers
Contact info Email: Maria.Svensson@unt.edu (817)-821-5170	Office hours Monday-Thursday after class, or if this time does not work, talk to me after class or send an email and we will find a time that fits.
	Final Exam date/time/place August 11, 2022, during class hours (Frisco Campus)

Office Hours

For our course, I am available to talk by phone or videoconference.

Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

Accessibility

I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

Preferred Name

As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your preferred name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines:

<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

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>

Social Media and Online Sharing

Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with a broader audience via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You should not capture images or record video from online meetings and share those outside our class community with consent. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

Observation of Religious Holidays

I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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/content/mental-health-resources>

KEY SERVICES AT UNT

Click the links for more information

- [Health Alerts](#)
- [Student Health and Wellness Center](#)
- [COVID-19 Student success award](#)
- [UNT Dean of Students](#)
- [Return to Learn](#)

- Division of Inclusion, Diversity, Equity and Access
- Resources for DACA students: <https://www.unt.edu/daca>
- Scholarships in COE

Additionally, UNT Offers Other Support Services Such As:

- COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>
- Office of the Registrar: <http://registrar.unt.edu/registration>
- Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

LAND ACKNOWLEDGEMENT

To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land over time. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. Hence, it is essential to acknowledge that the land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. (Adapted from UNT's Division of Inclusion, Diversity, Equity and Access)

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

N/A

CATALOG 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

N/A

REQUIRED TEXTBOOKS AND/OR MATERIALS

Stamped: Racism, Anti-racism, and You by Jason Reynolds and Ibram X. Kendi

This Book is Anti-Racist: 20 lessons on how to wake up, take action, and do the work by Tiffany Jewell

**Course texts will be subject to change depending upon the particular interest and expertise of the instructor and needs and interests of students.*

ATTENDANCE EXPECTATIONS

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully exploring the assignments and presenting any insightful comments during class. In order to participate, you must be present. 3 and more absences will impact your grade; however, situations occur that sometimes prohibit physical or mental attendance. If such situations or emergencies occur, please contact the instructor so that we can collaboratively brainstorm a solution that supports your academic progress.

COURSE ASSIGNMENTS

- **Reflection journal** (15%): During certain class sessions **students will need to complete a journal reflection on the readings**. Students will also be expected to respond to classmates' reflections and engage in a critical dialogue over course content and discussions.
- **Book Club** (15%): Students will read sections from *Stamped*, create a short 30 minute presentation.
- **We'll take the lead** (20%): With a small group, you will select one of our class topics and *lead a class discussion* on the topic, *focusing on the class required reading for that topic*. 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 *critical* that you ENGAGE the class for this assignment!
- **Final Paper** (25%): Starting from and related to the readings and discussions, reflect on what you have learned this semester. Students can submit a poem, 1- page reflection with citations, or create a presentation (10-15 slides)
- **Participation and Professionalism** (25%): Conduct **throughout the semester as well as completing each assignment, module, activity, and readings**.

Class Topics

- We will follow this outline; however, at times there may be a need to change some of the dates for the reading assignments. In other words, this is a living and breathing

document.

Topic	Readings/Media	
July 11-12 Introductions and Teaching	<ul style="list-style-type: none"> • Tatum (2000) ■ Tatum (2000).pdf • Thomason (2017) • Torres (2015) • Anzaldúa (1987) <ul style="list-style-type: none"> ○ ■ Anzaldua-borderlands-la-frontera.pdf 	
July 13 Historic and Contemporary Discourses in U.S. Education	<ul style="list-style-type: none"> • A century of trauma at U.S. boarding schools for Native American children • The traumatic legacy of Indian Boarding School 	
July 14 Race, Place, and Schooling	<ul style="list-style-type: none"> • Watch Race the power of an illusion, The House we Live in • Read Orfield (2013) • Listen to The Problem we all live with--prologue, Act I & II 	
July 18-19 Social Class and Privilege	<ul style="list-style-type: none"> • Gorski (2007) • Chiariello (2016) • Dillard (2020) • Watch People Like Us: Social Class in America (Watch 1 hour 42 minutes- 1 hour 58 minutes) 	
July 18	<i>We'll Take the Lead</i> Presentation Student #1 (30-45 min)	
	Presentation #1: Stamped, ch. 1-4 (30 min) Presentation #2: Stamped, ch. 5-8 (30 min)	
July 19	Presentation #3: Stamped, ch. 9-12 (30 min) Presentation #4: Stamped, ch. 13-16 (30 min)	Reflection Journal #1 (Due at the beginning of class)
July 20-21	<ul style="list-style-type: none"> • Knoll (2017) • Teen Vogue (2020) 	

Gender and sexuality in education	<ul style="list-style-type: none"> • Baum & Westheimer (2015) • Miller (2019) <p>Select <u>1</u> of the following documentaries to watch:</p> <ul style="list-style-type: none"> • Watch The Mask you live in UNT video library • Watch It's Elementary -- talking about Gay issues in schools on kanopy 	
July 20	<i>We'll Take the Lead</i> Presentation Student #2 (30-45 min)	Trevor
	Presentation #5: Stamped, ch. 17-20 (30 min)	
July 21	Presentation #6: Stamped, ch. 21-24 (30 min)	
July 25- August 10	<i>This Book is AntiRacist</i>	
July 25 Understanding Race	<ul style="list-style-type: none"> • Watch Race the power of an illusion PART 1 • Watch The myth of race debunked in 3 minutes • Read Anzaldúa (1987) <ul style="list-style-type: none"> ○ Anzaldua-borderlands-la-frontera.pdf ○ Read chapter 1 and 2 ○ Read Torres (2015) 	
July 26 Race & Schooling	<ul style="list-style-type: none"> • Read Anzaldúa (1987) <ul style="list-style-type: none"> ○ Read chapter 7 • Milner (2015) • Brown (2021) • Torres (2020) • Watch Are you racist? No isn't a good enough answer 	Reflection Journal #2 (Due at the beginning of class)
	<i>We'll Take the Lead</i> Presentation Donna (30-45 min), Nadrena	Donna
July 27 Language Matters	<ul style="list-style-type: none"> • Anzaldua (1987) <ul style="list-style-type: none"> ○ Chapter 5 (7/27) • Davey (2019) • Watch documentary on Kanopy: I Learn America • Read: <i>This Book Is Antiracist</i> 	

	<ul style="list-style-type: none"> Chapter 2, Trevor 	
	<i>We'll Take the Lead</i> Presentation Jasmine (30-45 min)	Jasmine
	<i>This Book Is Antiracist</i> Presentation Trevor (20-30 min)	Trevor
July 28 Language Matters	<ul style="list-style-type: none"> Read: hooks (1994) <ul style="list-style-type: none"> <i>Chapters: Introduction+1</i> Link in Canvas under this week's module Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 5, Jasmine 	
	<i>This Book Is Antiracist</i> Presentation Jasmine (20-30 min)	Jasmine
August 1 Pushed Out: Rethinking School Discipline	<ul style="list-style-type: none"> hooks (1994), chapter 11 Listen to Justice in America school-to-prison pipeline podcast episode Watch Pushout: The Criminalization of Black Girls in Schools (UNT Kanopy) Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 7, Natalie 	Reflection Journal #3 (Due at the beginning of class)
	<i>This Book Is Antiracist</i> Presentation Natalie (20-30 min)	Natalie
August 2 Pushed Out: Rethinking School Discipline	<ul style="list-style-type: none"> Read Collins (2021) <i>It Was Always About Control</i> Read/listen to Why Black lives matter wants police out of schools Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 8 Car'nisha 	
	<i>This Book Is Antiracist</i> Presentation Car'nisha (20-30 min)	Car'nisha
August 3 Restorative Justice	<ul style="list-style-type: none"> Read Collins (2021) <i>Toolkit: The Foundations for Restorative Justice</i> Davidson (2014) Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 9, Donna 	
	<i>We'll Take the Lead</i>	Car'nisha

	Presentation Student #5 Car'nisha (30-45 minutes)	
	<i>This Book Is Antiracist</i> Presentation Donna (20-30 min)	Donna
August 4 Restorative Justice	<ul style="list-style-type: none"> Read: hooks (1994) <ul style="list-style-type: none"> Chapters: 2+3 (pp. 23-44) Link in Canvas Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 10, Nadrena 	
	<i>This Book Is Antiracist</i> Presentation Nadrena (20-30 min)	Nadrena
August 8 Teaching Kindness Isn't Enough	<ul style="list-style-type: none"> Turner (2019) Listen to Silence And Complicity Are 'Just As Dangerous As Someone Who Is Racist' (2020) 	
August 8	We'll Take the Lead Presentation Student #6 (30-45 minutes)	Natalie
August 9	<ul style="list-style-type: none"> Read: hooks (1994) <ul style="list-style-type: none"> Chapters: 10+12 Link in Canvas Read <i>This Book Is Antiracist</i> <ul style="list-style-type: none"> Chapter 11-14 	
August 10	<ul style="list-style-type: none"> Watch: bell hooks and Bettina Love discussing Liberating Education <ul style="list-style-type: none"> Start from 20 min. 	
August 11		
August 11	Final Exam Due by 11:59 p.m.	

Reflection Journal	15%
Book Club	15%
We'll take the lead	20%
Final Paper	25%

Participation and Professionalism	25%
Total	100%

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.

Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

UNT'S STANDARD SYLLABUS STATEMENTS

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.

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 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 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 throughout vulnerability; hope in the face of adversity; and resilience in	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

			response to oru efforts that have fallen short.	
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DEPARTMENT 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 evidence/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

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.thecb.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 in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.