EDEE 3350.001: Teaching Mathematics in Grades EC-6	
Instructor Heather Steen	**Preferred Name and Pronouns** Ms. Steen/Professor Steen/Heather; she/her
Class location Matthews Hall 112	**Office hours** Tuesdays after class and by appointment
Contact info heather.steen@unt.edu; please allow 24 hours for email responses during weekdays. Responses may not be sent between 6pm and 8am on weekdays or on weekends.	**Class Meetings** 5:30 to 8:20 pm every Tuesday (Aug 24-Dec 7)

CATALOG DESCRIPTION

This course is designed to prepare preservice teachers to teach mathematics to diverse student populations in EC-6 grade classrooms. Students will become familiar with the national and state standards in mathematics that outline the mathematics that students should learn across grade levels and the mathematical processes they should be engaged in while learning them. Most importantly, students in this course will learn methods of teaching mathematics that are equity and asset-based, rigorous, foster children's positive mathematics identity development, and transform math classrooms into spaces that challenge marginality and use mathematics as a tool to critically examine the world.

PREREQUISITES

Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major math courses and DFEC classes.

COURSE GOALS

This course is designed to help you transition from being a learner of mathematics to a teacher of mathematics.

In this course we will explore three themes: What mathematics? For whom? For what purpose? (Aguirre, Mayfield-Ingram, & Martin, 2013):

1. What mathematics?
   - What mathematics concepts are children expected to learn in school and when? How can we teach these concepts in ways that are relevant to students' lives?
   - What mathematical understandings do children bring to the classroom and how can we leverage those in our mathematics instruction?
   - What mathematics standards and resources can teachers draw from when developing and implementing mathematics lessons?
   - What teaching practices can we use to promote equitable and rigorous mathematics teaching and learning?

2. For Whom?

- Who is a mathematician? What popular myths and stereotypes are associated with who is or isn't mathematically competent?
- How are our mathematics identities shaped by our mathematics learning experiences, and how does that consequently impact our teaching of mathematics?
- How do we center the experiences, identities, and mathematical understandings of ALL students especially those from traditionally marginalized groups in mathematics?
- How do we teach mathematics to students from diverse cultural, racial, social, and linguistic backgrounds?
- How do we partner with parents and communities in our mathematics teaching and learning?

3. For What Purposes?
    - Why is mathematical literacy important? How can we explore the beauty and power of mathematics with our students?
    - What is the role of assessment and how can we learn to assess students effectively?
    - In what ways has mathematics been used to oppress groups of students and how can we promote humanizing mathematics instruction?
    - How can we provide opportunities for our students to engage with mathematics in ways that allow them to critically examine their world and confront social injustices?

This course is not designed to turn you into an expert mathematics teacher. Instead, it aims to help you become a *well-started novice*: a prospective teacher who has thought hard about some of the central questions in mathematics learning and teaching, who has ideas about these questions that they can defend articulately using applicable research, who knows about reformed-based mathematics teaching and resources available to teachers, and who has the tools needed to become an advocate of and agent for equitable and justice-oriented mathematics education.

COURSE TEXTS

Required:
Van de Walle, J., Karp, K., & Bay-Williams, J. (2019). *Elementary and Middle School Mathematics: Teaching Developmentally* (10th ed.). Boston: Pearson Education, Inc. (Note: 9th ed is acceptable, but any previous edition is not.)

Aguirre, J., Mayfield-Ingram, K., & Martin, D. (2013). *The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices*. The National Council of Teachers of Mathematics.
A downloadable/pdf version can be purchased here.

Recommended:

Carpenter, T., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). *Children's mathematics: Cognitively Guided Instruction*. Portsmouth, NH: Heinemann. 2nd Edition

National Council of Teachers of Mathematics – Student e-Membership (http://www.nctm.org/Membership/Membership-Options-for-Individuals/)

- Sign up for student membership ($49)
- Membership includes complimentary registration to regional meetings, e-access to all journals and learning resources, and 30% discount on purchases through the web site.

Electronic Resources:
National Council of Teachers of Mathematics: www.nctm.org
Math TEKS: http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html
Common Core Math Standards: http://www.corestandards.org/Math/

Course Canvas Page: https://unt.instructure.com

COURSE ASSIGNMENTS

Every week you will be evaluated on your participation and engagement with our class activities and discussion of course readings. Here is a brief description of these assignments. Full descriptions can be accessed on our class Canvas page.

- ***Weekly Engagement*-10%**
  To effectively engage in this class you are expected to:
  - Prepare for and actively participate in synchronous class discussions and activities
  - Interact with designated course materials (e.g., PowerPoint slides) outside of synchronous sessions

- ***Discussion of Course Readings*-10%**
  A significant requirement of this course is to read and engage in the professional literature and research that explore and explain various aspects of learning and teaching mathematics. Because many of us have limited experiences as students in classrooms based on reform methods, it is often difficult to consider how to teach in this manner. To consider changes in pedagogical strategies, you will be required to reflect on each week's readings through discussion boards on Canvas as well as in small group and whole discussions during our synchronous class sessions.

In addition to weekly engagement and discussion of course readings, you will also be required to complete ***4 major assignments*** throughout the semester that are described below. Full assignment descriptions can be found on our class Canvas page.

MAJOR ASSIGNMENTS
❖ ***Math (Auto)Biography; 15%; due Sep 7***

You will write your math autobiography that details your experience learning mathematics as a child. You will also write the math biography of a "significant person" in your life (e.g. parent, grandparent, sibling, best friend) after conducting an interview with that person. Finally, you will compare your experiences with that of your "significant person".

- ***Math Newsletter; 20%; due Oct 5***

You will create a grade-specific newsletter for parents around a specific math unit. You will also create an interactive calendar with math activities designed to incorporate students' families and draw from their communities.

- ***Math and Social Justice Professional Development Workshop; 25%; due Nov 23***

In this group assignment, you will create and conduct a professional development workshop that describes a mathematics lesson that investigates a social justice issue.

- ***Final Reflection; 20%; due Dec 7***

For this assignment you will reflect on the development of your understanding of mathematics education and your role as a math educator over the course of the semester. In this reflection you will be expected to discuss any impacts that the global pandemic has had on this development.

COURSE EVALUATION

Weekly Engagement	10%
Discussion of Readings	10%
Math (Auto)Biography	15%
Math Newsletter	20%
Math and Social Justice Professional Development Workshop	25%
Final Reflection	20%
Total	**100%**

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

COURSE SCHEDULE				
Week	**Date**	**Topics Covered**	**Readings***	**Assignments**
Module 1: Math Standards and Equity-Based Practices				
1	Aug 24	Course overview Standards for Math Learning Intro to Equity-Based Practices Mathematical Mindset		WE #1
2	Aug 31		IOI Ch 1 What Mathematics? For Whom? For What Purposes? TD Ch 1 Teaching Mathematics in the 21st Century, pg.1-8 Ch 2 Exploring What It Means to Know and Do Mathematics, pg. 25-29 3 Phrases that Can Demotivate Students in Math Class (Fuhrman, 2020)	RR #1 WE #2
Module 2: Teaching Early Number Sense and Place Value				
3	Sep 7 **Class will not meet**	<u>Content</u> Number Sense and Place Value <u>Pedagogy</u> Identities, Agency, and Mathematical Proficiency Math Teacher Identity Linguistically Diverse Students	TD: Ch. 7 Developing Early Number Concepts and Number Sense IOI Ch. 2 Identities, Agency, and Mathematical Proficiency Subitizing Games, (MacDonald and Shumway, 2016)	Math (Auto)Biography RR #2 WE #3
4	Sep 14		TD: Ch 10 Developing Whole Number Place Number Concepts Virtual Place Value, (Burris, 2013) Creating a Responsive Learning Community for ELs (Dong, 2016)	RR #3 WE #4
Module 3: Teaching Addition and Subtraction				
5	Sep 21	<u>Content</u> Addition, and Subtraction of Whole Numbers <u>Pedagogy</u> Teaching for Problem Solving Cultivating Mathematical Agency	IOI Ch 3 Know Thyself: What Shapes Mathematics Teacher Identities? TD: Ch8 Developing Meanings for the Operations Listening To And Learning From Student Thinking (Kazemi et al, 2016)	RR #4 WE #5
6	Sep 28		TD: Ch 3 Teaching Through Problem Solving TD: Ch11 Developing Strategies for Addition and Subtraction Computation Avoiding the Ineffective Keyword Strategy (Karp, Bush, and Dougherty, 2019)	RR #5 WE #6
Module 4: Teaching Multiplication and Division				

7	Oct 5	<u>Content</u> Multiplication and Division of Whole Numbers <u>Pedagogy</u> Building on Students' Strengths Cultivating Mathematical Agency	TD: Ch 12 Developing Strategies for Multiplication and Division Computation pg. 273-283 IOI pg. 43-48 & Ch. 4 Cultivating Mathematical Agency Fluency Without Fear (Boaler, 2015)	RR #6 WE #7 Newsletter
8	Oct 12		TD: Ch 12 Developing Strategies for Multiplication and Division Computation pg. 283-297 IOI Ch. 5 Building on Students' Strengths Division Quilts (Pratt et al. 2015)	RR #7 WE #8
Module 5: Teaching Algebraic Reasoning and Relations				
9	Oct 19	<u>Content</u> Algebraic Reasoning and Relations <u>Pedagogy</u> Assessment Teaching with Children's Literature	TD: Ch 13 Algebraic Thinking, Equations, and Functions IOI Ch. 6 Mathematics Assessment within Equity-Based Practices Learning From the Unknown Student, (Barlow, et al, 2016)	RR #8 WE #9
10	Oct 26		Just Say Yes to Early Algebra (Stephens et. al, 2015) Fostering Relational Thinking (Molina and Ambrose, 2006) Promoting Mathematical Discourse through Children's Literature (McDuffie & Young, 2003) AND Teaching Mathematics through Multicultural Literature (Iliev & D'Angelo, 2014)	RR #9 WE #10
Module 6: Teaching Fraction Concepts and Operations				
11	Nov 2	<u>Content</u> Fraction Concepts and Operations <u>Pedagogy</u> Engaging Parents	TD: Ch 14 Developing Fraction Concepts IOI Ch. 7 Routine Practices to Engage Parents Fractions Instruction: Linking Concepts and Procedures (Pitsolantis and Osana, 2013)	RR #10 WE #11
12	Nov 9		TD: Ch 15 Developing Fraction Operations IOI Ch. 8 Partnering with Families and Communities The Richness of Children's Fraction Strategies (Kent, Empson, and Nielsen, 2015)	RR #11 WE #12
Module 7: Teaching Geometry, Measurement, Data and Statistics				
13	Nov 16	<u>Math Content</u> Geometry Concepts Measurement Concepts Data and Statistics Concepts Personal Financial Literacy	TD: Ch 18 Developing Measurement Concepts Using STEM to Reinforce Measurement Skills (Farmer et al, 2015) Classroom Rules Reimagined as Rights of the Learner (Kalinec-Craig and Robles, 2020)	RR #12 WE #13

14	Nov 23 **Class will not meet**	<u>Pedagogy</u> Engaging Families and Communities Rights of the Learner	TD: Ch 19 Developing Geometric Thinking and Geometric Concepts Paint Bucket Polygons (Edwards and Harper, 2010) Museums, Mysteries and Math (Gerretson and Cruz, 2011)	RR #13 WE #14 Math and Social Justice PD Workshop
15	Nov 30		TD: Ch 20 Developing Concepts of Data and Statistics Motivating Play Using Statistical Reasoning (Francis, et al, 2014) Using Weather to Teach Graphing (Lee, 2014)	RR#14 WE#15
Finals Week	Dec 7	Math and Social Justice PD Presentations & Group Feedback		Final Reflection

IOI=Impact of Identity text
TD=Teaching Developmentally text
RR=Reading Response
WE=Weekly Engagement

Assignment Policies: All grades/points for assignments are final. If you have any questions about grades/points earned for assignments, make an appointment to see me during office hours or send me an email. I will not discuss grades/points during class time.

All deadlines are final. All assignments, except reading responses, are due on Canvas by 11:59pm on the due date (e.g., an assignment due on September 13 is due by 11:59pm on September 13). Reading responses are due by 11:59pm **two nights before** our scheduled class time (e.g., RR #1 is due by 11:59 on August 28).

All assignments must be submitted in the designated area on our class Canvas page. All written items should include a professional standard of spelling, grammar and punctuation. Cohesion of thought, clarity of expression, depth of reading, analysis of issues and relevance of discussion will need to be evident. Standard requirements for each assignment are 12-point font, double-spacing, appropriate APA referencing style, use of headings and subtitles if necessary and reference lists.

The following rubric will be used across all assignments for this course unless otherwise specified.

Module Assignment Grading Guide: Unless grading criteria are specified for the assignment	
A score≥90% Excellent	***Exceeds or meets ALL of the following:*** Submission is completed thoughtfully and with depth. It shows a commitment to learning and to the content of this course. It addresses the assignment requirements but also appears to be personally meaningful and/or relevant. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).
B 80%≤score<90% Good	***Meets most or many of the following:*** Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).
C 70%≤score<80% Developing	***Meets some of the following:*** Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).

<C <70% Unsatisfactory	***Meets very few or none of the following:*** Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments). .

COURSE POLICIES

Canvas: Our course Canvas page is the hub where all things related to our course are located. All assignments should also be uploaded there. Please do not email assignments to me. Email announcements will also be sent from Canvas to your UNT email address so be sure to check your email regularly.

Face Coverings: UNT requests 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 and mandated by the City of Denton. As such, it is asked you comply with this request when attending class.

Attendance: This course is designed and organized to be collaborative and experiential. 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 present or prepared for class. However, given the current global pandemic and all the personal challenges that can be associated with it, please inform me if you are unable to attend class meetings because you are ill or are caring for a loved one who is ill, in mindfulness of the health and safety of everyone in our community.

Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grades in this course. Excused absences will automatically be granted for religious observances, military duty, and any UNT-sponsored event.

- Three (3) unexcused tardies will count as 1 unexcused absence.
- 2 unexcused absences = final grade in the course will be lowered by one full letter grade
- 3 unexcused absences = final grade in the course will be lowered by two full letter grades
- 4 unexcused absences = F in the course

If you are experiencing any symptoms of COVID-19 (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. You will need access to a computer with a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Mathematics Generalist EC-6 Standards

Standard I. *Number Concepts:* The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard II. *Patterns and Algebra:* The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (TEKS) in order to prepare students to use mathematics.

Standard III. *Geometry and Measurement:* The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (TEKS) in order to prepare students to use mathematics.

Standard IV. *Probability and Statistics:* The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (TEKS) in order to prepare students to use mathematics.

Standard V. *Mathematical Processes:* The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.

Standard VI. *Mathematical Perspectives:* The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.

Standard VII. *Mathematical Learning and Instruction:* The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Standard VIII. *Mathematical Assessment:* The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Standard IX. *Professional Development:* The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

All Professional Standards approved by the State Board for Educator Certification can be found online: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

This course syllabus is intended to be a guide and may be amended at any time by the instructor.

Conceptual Framework: The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas (1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, (2) incorporate the Texas Teacher Proficiencies for learner centered education, (3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and (4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

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.

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.

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.

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 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

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.