


EDCI 4010: Classrooms as Communities

	Instructor Dr. Jeannette L. Ginther	Office Location MH Room 204F
	Email jeannette.ginther@unt.edu	Office Hours Zoom or In-Person by Appointment
	Phone 940-565-2611	

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.

CATALOGUE DESCRIPTION

The purpose of this course is to guide preservice teachers in cultivating a reflective, professional teacher identity while building and sustaining a classroom learning community that effectively serves all students. Preservice teachers will also study culturally responsive, anti-racist, ethical teaching practices as well as orientations to classroom organization viewed through an equity lens. Throughout this course, preservice teachers will position themselves as practice-based researchers in a clinical field experience, and plan the initial stages of a research project that will be completed in the final semester of the EC-6 program.

COURSE GOALS

In this course, preservice teachers will:

- Explore and evaluate models of teaching and learning alongside forms and functions of curriculum and assessment;
- Explore and evaluate theories of classroom organization and social and emotional learning (SEL) to determine what behaviors, routines, and actions cultivate inclusive, joyful communities of learners;
- Create pathways for building classroom communities where students are empowered to shape their own learning experiences and celebrate their linguistic and cultural identities.
- Articulate the elements of a vision for teaching built from the UNT core values and commitments;
- Consider the ways in which sociocultural knowledge influences beliefs and practices as a teacher;
- Challenge traditional, biased, and/or culturally blind notions of discipline, rewards, and behavior management that exist in schools today; and

Demonstrate a research mindset that supports critical inquiry as central to the practice of teaching.

CLASS TIME/LOCATION

Location: Matthews Hall Room 113

Time: 9:30am-12:20pm

REQUIRED TEXTBOOKS

- Schwartz, K. (2016). *I Wish My Teacher Knew*. New York, Hachette.
- Readings in Canvas – Please enable Canvas notifications and check daily for updates.

CLASS CANCELLATIONS/POSTPONEMENTS/NOTIFICATIONS

In the event an in-person class session needs to be cancelled and/or postponed, you will receive a notification from me via Canvas Announcement. Please [enable Canvas notifications for Announcements](#) on your mobile device, and check Canvas each day before leaving for class.

ATTENDANCE POLICY

This class meets IN PERSON and therefore, attendance is *REQUIRED and NECESSARY*. Our time in class will consist of small group and whole class discussion, guest speakers, book study, and critical learning with respect to the key content, assignments, and concepts. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. If you are absent more than once, completion of a makeup assignment is required. *Please attend all classes and arrive on time!*

The following attendance policies are in effect for this section of EDCI 4010:

- **First and Second Absences:** You are provided with TWO absences (excused or unexcused) without grade penalty, but you still must notify the professor and complete/submit makeup assignments on their designated due dates. If makeup work is not submitted, you will receive a full letter grade deduction from your final grade.
- **Three or More Absences:** You will receive an automatic FINAL grade **C** if you miss three (3) in-person classes; **D** if you miss four (4) in-person classes; or **F** if you miss five (5) or more in-person class sessions (excused or unexcused). You will need to retake the class in the future to receive credit towards your degree plan if you receive a D or F. Retaking the class could delay your graduation and affect your financial aid. **Note:** *If you have extenuating circumstances supported by legal, official documentation, the instructor may make exceptions to the policy for third (3rd) or fourth (4th) absence by assigning appropriate makeup work. Five (5) absences will NOT be excused under any circumstances.*
- **Tardiness:** If you are late to in-person class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival more than two times), one or more full letter grades will be deducted from your final grade *at the instructor's discretion*.
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the instructor about your absence(s).
- **Makeup Assignments:** In Canvas, you will find makeup assignments with explicit directions. You must complete one assignment for each week that you were absent in order to avoid a grade penalty. If you do not complete the makeup work when you were absent, **you will receive the letter grade deductions outlined above.**

University Excused Absences:

- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy and parenting under Title IX

Unexcused Absences:

- Student organization/Sorority/Fraternity events/meetings
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes
- Other events that do not fall under UNT policy as deemed by instructor

PLEASE NOTE: It is truly unfair to expect or demand exceptions to the attendance policies outlined, above, without being able to document the necessity of excessive absences. To maintain the integrity of the coursework/content of our Teacher Education program, and to avoid placing the instructor in situations where their compassion and kindness are exploited or taken advantage of, you must follow the attendance policy as written. That being said, the instructor reserves the right to excuse absences for reasons not listed above.

ALSO: Lying and/or being intentionally dishonest about the reason for an absence could result in dismissal from the program. If you prefer not to give a reason for your absence, that is preferable to fabricating a lie.

CLASS SCHEDULE: SPRING 2024 (SUBJECT TO CHANGE AS NEEDED – CHECK CANVAS DAILY FOR ADDITIONAL READINGS)

	Week/Date		Assignments/Due Dates
Module 1: Cultivating an Environment for Learning	1	1/16	Introduction and Course Overview DUE: Student Information Survey on Sunday, January 21 st DUE: Community Building Activity on Sunday, January 21 st
	2	1/23	Between the Lines – Book Study Session READ: Chapter 1 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas DUE: Classroom Reflection Journal #1 on Sunday, January 28 th
	3	1/30	DUE: Classroom Reflection Journal #2 on Sunday, February 4 th
Module 2: Behavior Organization and Restorative Practices	4	2/6	Between the Lines – Book Study Session READ: Chapter 2 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas DUE: Classroom Reflection Journal #3 on Sunday, February 11 th
	5	2/13	DUE: TEA State Mandated Training – Early Mental Health Intervention on Sunday, February 18 th
	6	2/20	Between the Lines – Book Study Session READ: Chapter 3 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas DUE: Classroom Reflection Journal #4 on Sunday, February 25 th
Module 3: Articulating the Teaching and Learning Process	7	2/27	DUE: Classroom Reflection Journal #5 on Sunday, March 3 rd
	8	3/5	Between the Lines – Book Study Session READ: Chapters 4&5 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas
	9	3/12	Spring Break Week – No Class Meeting
	10	3/19	DUE: Classroom Reflection Journal #6 on Sunday, March 24 th
Module 4: Meeting the Needs of Diverse Learners	11	3/26	DUE: TEA State Mandated Training – Suicide Prevention on Sunday, March 31 st
	12	4/2	Between the Lines – Book Study Session READ: Chapters 6&7 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas DUE: Lesson Plan Design and Analysis on Sunday, April 7 th
	13	4/9	DUE: Classroom Reflection Journal #7 on Sunday, April 14 th
Module 5: Professional Responsibilities in Education	14	4/16	DUE: Classroom Reflection Journal #8 on Sunday, April 21 st DUE: Dispositions Index Responses on Sunday, April 21 st (See Canvas as date approaches)
	15	4/23	Between the Lines – Book Study Session READ: Chapter 8 of <i>I Wish My Teacher Knew</i> BEFORE class meets on this day, plus articles in Canvas DUE: TEA State Mandated Training – Substance Abuse Prevention on Sunday, April 28 MISSING ASSIGNMENTS must be turned in on or before April 28th at the latest to receive credit. This includes absence makeup work. No work will be accepted after this date for credit.
	16	4/30	Last Class Session ATTENDANCE REQUIRED Culmination Activities!!!
	17	5/9	Final Exam Week – No Class Meeting

COURSE ASSIGNMENT DESCRIPTIONS

In-Class Activities (60%): A majority of student learning/assignments will take place IN PERSON during scheduled class sessions and/or during student teaching placement hours. In-Class Activities include Interactive Book Study (see below), Community Building/SEL Activities, PLC (Professional Learning Community) Discussions/Tasks, Instructional Design/Analysis, Informal Presentations, and ***Dispositions Index***. *Being physically present in class and participating in these activities is required to earn credit for this part of the course.*

Between the Lines – An Interactive Book Study (Part of In-Class Activities Grade): Students will be active participants in 6 book study sessions throughout the semester. These sessions will focus on the book *I Wish My Teacher Knew*, but will be supplemented with related articles and media for the purpose of enriching the discussions and engaging in comparative analysis/critical evaluation of the student teaching experience.

Classroom Reflection Journal (40%): Throughout the semester, students will maintain a notebook that will inform their professional growth and development. Students will respond to targeted prompts and focus their notes on specific experiences in their placement class. Each journal entry must be personal and directly related to instruction, classroom environment, student interactions, school/community relationships, routines, professionalism, etc. Students will upload/post a photo of a significant journal entry for reflection, discussion, and peer support. Journal entries will receive a grade based on depth, relevance, reflection, and initiating professional discourse.

TEA State Mandated Trainings (not counted towards final grade, but required to pass the class): In order for UNT to recommend you to obtain your teaching certificate, you are required by the state of Texas to complete the following trainings: *Early Mental Health Intervention, Suicide Prevention, and Substance Abuse Prevention*. These trainings take approximately 15-20 hours to complete, and they must be completed and submitted prior to the end of the semester to pass the course. If they are not completed, you will receive a grade of I for Incomplete, and this may delay your graduation and certification process.

GRADING

A: Exemplary. The student performs well above and beyond the minimum criteria.

B: Proficient. The student performs slightly above the minimum criteria.

C: Average. The student meets the minimum criteria.

D: Below Average. The student does not meet the minimum criteria and/or does not meet attendance requirements.

F: Improvement Required. The student does not complete the coursework and/or does not meet attendance requirements.

PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to) working on unrelated assignments or studying for exams during class, excessive use of personal technology during class, non-participation in class, lack of communication or dishonesty regarding absences, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. While some assignments may invite the use of online tools, the core expectation for our class is that ***the work you submit is your own original writing***. Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.

ADDITIONAL INFORMATION

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Name. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your preferred name. Additionally, if your name changes 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 name, you can do so by looking at the following guidelines: <https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

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 are 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.

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 broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You MAY NOT capture images or record video from in-person or 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>.

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 throughout the semester.

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:

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.

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.

Texas Administrative Code Requirements for Teacher Certification

Certain Elements of each Domain, below, are assessed on the Capstone Portfolio

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

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

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

- 14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
- 15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

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

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

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

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

- 1) embrace students' backgrounds and experiences as an asset in their learning;

- 2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
- 3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
- 4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
- 5) implement behavior management systems to maintain an environment where all students can learn effectively;
- 6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
- 7) maximize instructional time, including managing transitions;
- 8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
- 9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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

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

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

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

Teacher Education Program Core Values

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: Our Core Commitments

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

UNT Course Policies

Attendance. The student is responsible for regular and punctual attendance and is expected to participate in all courses in which the student is enrolled. *Absences may lower a student's grade where class attendance and class participation are deemed essential by the faculty member.* A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. A student needing assistance verifying absences due to illness or extenuating circumstances for all courses should contact the [Dean of Students office](#). The Dean of Students office will verify the student's documentation and advocate on the student's behalf, as appropriate, to instructors for excused absences. When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.

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.

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.

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 Canvas for contingency plans for covering course.

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.

Department of Teacher Education and Administration Statements

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.