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| **EDCI 4070: Teaching Diverse Classrooms**  **Fall 2023** | |
| Instructor  **Dr. Javetta J. Roberson** | Pronouns  **She/Her/Doctor** |
| Office location  **Virtual/Matthews Hall 206** | Office hours  **I will not physically be on campus for office hours; to schedule a meeting, it will be virtually upon request** |
| Contact info  **Javetta.Roberson@unt.edu** | Final Exam date/time/place  **TBD** |

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**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.

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. The course will provide you with a survey of the various sociocultural forces, policies, and decisions that shaped the history of schooling in the United States. We will explore the competing visions of education for particular groups along with what people, groups, ideas, and social forces have shaped education at different times. What purposes and interests and structures from the past have become embedded within the current manifestation of American education today? This course is devoted to exploring the relationships between education, culture, and society. It will focus on: structures of social and educational inequality, in particular 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. The course will give special attention to the experiences and educational conditions of those who have been marginalized within U.S. schools. It is expected that in this course students will become familiar with the sociological, cultural, and political contexts and dimensions of education in U.S. society, will come to understand relationships of power within society and as they are expressed in schooling, and will develop the foundational knowledge necessary for working with children and youth from diverse backgrounds.

# **COURSE GOALS**

* Critically reflect on your identity as an educator.
* Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
* Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of education.
* 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.
* Understand how cultural groups and students' cultural identities affect language learning and school achievement.
* Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

**REQUIRED FIELD HOURS**

NA

**REQUIRED TEXTBOOKS AND/OR MATERIALS**

***This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work*** *by Tiffany Jewell*

***Stamped (For Kids): Racism, Antiracism, and You*** *by Sonja Cherry-Paul (Adapter), Jason Reynolds (Author), Ibram X. Kendi (Author), Rachelle Baker (Illustrator)*

***Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction*** by Gholdy Muhammad.

**TE&A Library**

The Teacher Education and Administration department has a library housed in MH 206 on the Denton campus that is filled with class text books, picturebooks, informational texts, fiction & nonfiction books available for students to browse and check out.

To browse the TE&A catalog:

1. Visit [www.librarycat.org/lib/UNTTEA/](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.librarycat.org%2Flib%2FUNTTEA%2F&data=05%7C01%7CAmanda.Vickery%40unt.edu%7C7565e2ed41da4241b77508db8a459b91%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C638255803820200226%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=w3BLy5JgW0OuAtfrKg6GH5jtyDHXrp68R0KrhEBmDeA%3D&reserved=0)

2. Search by title, author, or topic

To place a book on hold and check out:

1. Click “**Place Hold**”

2. Enter your euid

3. Click “**Confirm request**”

4. Come into Matthews Hall 206 within one week (M-F, 8a-5p) to pick up your book

Note: If the library contains duplicate copies of the book you select, please make sure the copy number you check out online matches the copy number on the spine of the physical copy. If you have questions, please email Karla.Landeros@unt.edu.

**ATTENDANCE EXPECTATIONS**

**Attendance**: **We will meet as a whole class via Face to Face ten (10-13) times during the semester**. Your attendance and participation in both online forums is expected and will be considered in assigning the course grade. **Monday classes will start at 5:30 and will last between 2 hour to 3 hours.** You are expected to be present throughout. This class recognizes two types of absences; one is excused and the other is unexcused. **In order to receive an excused absence, you must contact me in advance (via email) to explain the reason for the absence.** This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student’s responsibility to drop this course, if necessary.

***For courses offered 1 time per week***

|  |  |
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| **# of Absences** | **Total participation points for the class**  *(out of 30 points)* |
| 0 – 1 | 30 |
| 2 | 25 |
| 3 | 20 |
| 4 or more | You will automatically receive an F for your final grade |

**CLASS SCHEDULE** at a glance

|  |  |  |
| --- | --- | --- |
| **CLASS DATE** | **CLASS TOPIC** | **ASSIGNMENTS DUE THIS WEEK** |
| **Core Commitment Focus: IDENTITY**  ***We are*** *individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.* | | |
| **WEEK 1:** | **Introductions and community building** |  |
| **WEEK 2:** | **Identity** | (Reflective journals) |
| **WEEK 3:** | **Identity** | (Reflective journals) |
| **WEEK 4:** | **Identity** | (Reflective Journals) |
| **WEEK 5:** | **Identity** | (Reflective journals) |
| **Core Commitment Focus: ADVOCACY & ACTIVISM**  **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | | |
| **WEEK 6:** | **We are still here** | (Book club + Reflective journal) |
| **WEEK 7:** | **Words matter** | (Book club + Reflective journal) |
| **WEEK 8:** | **To live at the borderlands** | (Book club + Reflective journal) |
| **WEEK 9:** | **Advocacy & Activism** | (Book club + Reflective journal due) |
| **Core Commitment Focus: INQUIRY**  **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | | |
| **WEEK 10:** | **Inquiry** | We’ll take the lead  **Final Book Club due** |
| **WEEK 11:** | **Inquiry** | We’ll take the lead  **Educational autobiography due** |
| **WEEK 12:** | **Inquiry** | We’ll take the lead |
| **WEEK 13:** | **Inquiry** | We’ll take the lead |
| **WEEK 14:** | **Inquiry** | We’ll take the lead |
| **Core Commitment Focus: COMMUNITY**  **We are** members of multiple communities- connected in ways that make our successes intertwined. | | |
| **WEEK 15-16:** | **Community/Final Presentations** | **Unlearning presentation due** |

**Course Assignments**

**A brief description of the course assignments is listed below.**

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| --- | --- | --- | --- |
| **Assignment & Description** | **Due date** | **Score/Points** | **Turn in by...** |
| **Critical Reading Reflection Journals**  Students need to complete a critical reading reflection journal based on assigned weekly texts. | **Week 4**  **Week 6**  **Week 8** | **15** | ***Submit to Canvas*** |
| **Educational Autobiography**  Students will create an educational autobiography that explores their past educational experiences. | **Week 11** | **20** | ***Submit autobiography to Canvas*** |
| **Book Club**  Students will form book clubs and will meet throughout the semester to discuss the text in journals, discussions, and individual reflections. | **Week 6-10** | **15** | ***Submit to Canvas*** |
| **Unlearning Final Paper**  Starting from and related to the readings and discussions, reflect on what you have learned this semester. | **Week 15-16** | **20** | ***Submit to Canvas*** |
| **Participation and professionalism**  Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week. | **This will be assessed throughout the semester** | **30** | ***Complete each module, reading, and activity*** |

**COURSE ASSIGNMENTS**

***Reflection journals*** (20%): 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. As teachers, we must constantly analyze our society and how it impacts our students. Throughout the semester students will complete critical reading reflections (CRR) that will consist of three parts:

1) critical summaries of the weekly readings/media.

2) your personal reflection and engagement of the readings/media.

3) a discussion question for your colleagues to consider. You will also read and write a response to one of your colleagues CRR.

These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

Your critical reflections do not need to be extensive, but they should cover the required readings/media for the week. You should cover the main points of the readings, including the main arguments/theses in them. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. What was your general perception of the authors’ perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

Your Reflective Journals need to be submitted to canvas and need to be about 300-500 words.

After you post your RJs you then need to **read and write a meaningful response to TWO of your colleagues RJs**. Please select a different person to respond to each time. I also ask that you do your best to ensure that every post has at least one response. Meaning, if a colleague’s post already has a response please respond to another person’s post.

**Online community norms regarding discussion posts and response**

* *Listen actively.*
* *Speak from your own experience instead of generalizing.*
* *Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.*
* *Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.*
* *The goal is not to agree -- it is to gain a deeper understanding.*
* *Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.*

**Major Assignment #2: Educational Autobiography (20%)**

Your Educational Autobiography will be based on your personal reflections about your family, your personal past and current education and schooling experiences. In this paper you should connect who you are to these schooling and education experiences. Your reflection should include some of the following aspects:

* Your family background: ethnic/racial heritage, immigration history, religious background, cultural practices, your parents and grandparents educational background (schooling) and work history.
* An examination of your socio-economic class background and your experiences related to class.
* Experiences and analysis of gender issues in your life.
* Any other significant differences/experiences that impacted you or did not (such as language, immigration status, special needs, etc.) or that you may have been unaware of at the time, but now realize that they had an impact on your learning experiences (positive, negative or both), or those of others around you.

For example: It is not enough to state that you are white (or Latinx, African American, etc.), female (cisgender, transgender, etc.) and of middle (or working) class background—what does it mean to be a white female of middle-class background? When did you realize you were white and how do you think that impacted your schooling experience? Were you treated differently than white boys, than people of color, than females of color? How did class impact your access to schools, tutors, after school activities, summer programs, or international travel that aided in your educational trajectory? How has your sexual identity and its intersection with other aspects of your identity impacted your experience? If you were not aware of these aspects of your life and your identities, why do you think you were not made aware of these explicitly? How might you have been learning about these aspects of who you are implicitly? By what mediums (TV, internet, curriculum, family stories, jokes about others, etc.) were you being shaped about your(Self)? It is important for you to address how the various aspects of who you are specifically relate to your past and present experiences with schooling and education. You may write about how these issues impacted the quality (or lack of quality) of your education growing up and how who you are, and where you come from, shaped and currently shapes (or does not shape) your views about educational issues, students of different backgrounds, and your interests in schools and, or in teaching.

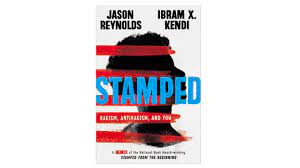
\* You have two options for this assignment: Option 1 is to create a video to deliver your educational autoethnography (No less than 15 minutes; Max is 30 minutes). Second option would be a traditional paper format. However, it should not be less than 5 double-spaced pages and should not exceed 7 pages, 1 inch margin, 12 pt. Times New Roman font. Remember I am looking for quality, sincerity, and self-reflective depth rather than strictly length or mechanical accuracy.

\* You must cite **four (4)** or more **DIFFERENT course readings** in your paper or podcast (use APA citations in the paper). Citing the same reference more than once will only count once.

\*You must include and use in the correct definitional context, **four (4) key terms** from the course. Please **BOLD** the terms used in your paper.

✪✪✪ **Major Assignment #3: Book Club (15%)**

You will be evaluated on your attendance and effort during book club meetings, the quality of your book club journal entries, and your one-pager presentation.



***Book Club Book: Stamped (For Kids): Racism, Antiracism, and You*** *by Sonja Cherry-Paul (Adapter), Jason Reynolds (Author), Ibram X. Kendi (Author), Rachelle Baker (Illustrator)*

***Part 1: How to do Book Club***

*Pre-meeting.* Before your first book club meeting your group needs to correspond via email to divide the book into 2 chunks and decide on a time and date for your future meetings. Your meetings will take place via [zoom](https://zoom.us). You need to make sure that [one person records each book club meeting](https://www.businessinsider.com/how-to-record-zoom-meeting) and uploads the video to canvas. You can record via zoom.

1. *Read the Book.* And I mean it. Read the book on your own time, a little at a time. I would suggest that you figure out during your first book club meeting how many chapters you should be reading per week. Do not be that person that lets your entire group down by not reading.
2. *Write a Book Club Journal*. You will write a total of 2 journal entries/responses that should be about 200-300 words that will summarize your reflections, observations, and/or questions about the assigned texts. **Included in each response you will need to write 2-3 discussion questions** for your group to discuss during your in person book club meeting (2 meetings total). Your journal responses/discussion questions will be submitted to canvas. These reflections are essential to your book club meetings. You will share your reflections with your book club and your thoughts and questions will guide your conversation about abolitionist teachers. These reflections should prove to me that you are deeply reading and engaging with the text but also provide a relevant response and contain the major points from the book and your questions about the material.
3. *Talk about the Book.* Each book club meeting in Zoom should last approximately 30 minutes. When you meet in your book clubs, I recommend that you begin by sharing your journal entries. Then, just talk about the book: What questions do you have? What connections can you make between the content of the book and the course readings, discussions, your teaching experiences? What questions do you have? Try to enjoy yourselves!

## 

***Part 2: Individual written reflection***

Each member of the group will complete a 2-3 page written reflection on the text that you read as well as your experiences in the book club process. What were your overall thoughts on the book? How useful was the text in thinking through your role as an educator? What went well? What didn’t? What improvements needed to be made in your group or to the book club process?

***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!

**Major Assignment #4: Final Un-learning paper reflection and curriculum intervention**

Bettina Love (2019) argued that Abolitionist teaching first starts with “freedom dreaming, dreams grounded in a critique of injustice” (p. 101). Robin D.G. Kelley contends that “Any revolution must begin with thought, with how we imagine a New World, with how we reconstruct our social and individual relationships, with unleashing our desire and unfolding a new future on the basis of love and creativity rather than rationality”. Maxine Greene adds that “to commit to imagining is to commit to looking beyond the given, beyond what appears to be unchangeable. It is a way of warding off the apathy and the feelings of futility that are the greatest obstacles to any sort of learning and, surely, to education for freedom… We need imagination.”

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about schooling in a multicultural society. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance via writing. This paper needs to be between 5-6 double spaced pages with a 1 inch margin and 12 pt. Times New Roman font. Make sure to follow the *most recent APA referencing style*. Please be sure to utilize the UNT writing center for writing and editing support.

**MixTape directions**

Each student will select three (3) songs with content related to the class readings, concepts, or discussions.  **Do not choose multiple songs by the same artist.**  Students are challenged to choose different musical genres across different decades.

Students will create their mixtape in Flipgrid, discussing the following:

1) reflections on what they have learned in this course **(make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course)**

2) reflections on how the course has impacted their thinking, learning, and future practice as an educator **(make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course)**

3) descriptions of your intellectual and emotional growth and struggles in relation to the course material

4) reasons why they selected the songs and how the lyrics/music relates to the class content

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

## **STUDENT EVALUATION**

|  |  |
| --- | --- |
| Reflection Journals | 20% |
| Book Club | 15% |
| We’ll take the lead | 20% |
| Final Un-Learning Presentation | 15% |
| Educational autobiography | 20% |
| Participation and Attendance | 10% |
| **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.

**Teacher Education & Administration Departmental Policy Statements**

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

**Land Acknowledgment.** The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas’ federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

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

**ADA Accommodations.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

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

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

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

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

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

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

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

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

**Acceptable Student Behavior**​: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

**Attendance**​: See the instructor’s attendance policy.

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

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

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

**Comprehensive Arts Program Policy**​. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy**​. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

​​**UNT TEACHER EDUCATION PROGRAM COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

**Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

**Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

**Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

**Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas**

**Core Commitments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Commitments** | **As Teachers** | **Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching. | **We value** and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine** schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible 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 ecological0 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 response to oru efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |

**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

**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)](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539612985) 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.