



University of North Texas

EDEE 1010.006: Teaching as Advocacy for Equity University of North Texas			
Instructor	Dr. Lacey Rainey	Pronouns	she/her/hers
Office location	N/A	Office hours	By Appointment
Contact info	lacey.rainey@unt.edu	Course time	8:00am-10:50am
Location	Canvas	Meeting day	Wednesday

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

COURSE DESCRIPTION

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

COURSE GOALS

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

COURSE FORMAT AND PROCEDURES

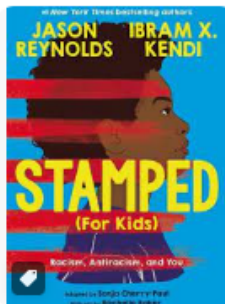
This course is an online course. Therefore, all class activities and meetings will take place online and consist of lectures, media, interactive activities, reflection questions and discussions. You will complete required reading assignments prior to each class.

The class will meet synchronously on January 18, February 1, February 15, March 1, April 5 and April 26. All other class meetings are asynchronous.

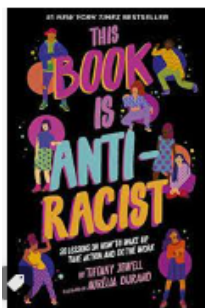
REQUIRED FIELD HOURS

N/A

REQUIRED TEXTBOOKS AND/OR MATERIALS



[Stamped \(For Kids\): Racism, Antiracism, and You](#) by Sonja Cherry-Paul, Jason Reynolds, Ibram X. Kendi, and Baker



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

ATTENDANCE EXPECTATIONS

Attendance: This course is hybrid, consisting of asynchronous and synchronous meetings. The synchronous meetings are designed and organized to be highly collaborative and interactive, and will involve small and whole group activities and discussions. Therefore, your attendance and participation in **all synchronous meetings** 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. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the 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

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

COURSE ASSIGNMENTS

REQUIRED ASSIGNMENTS
<i>Unpacking My Identity</i> (3%): Work through the Unpacking My Identity Assignment slides . Submit a 500 word essay about what you learned about your own identity and how your identity affects your relationships to Canvas by 11:59pm on Tuesday, January 24th.
<i>Self-Reflection Journal</i> (21%): You will be asked to reflect on topics presented in the course as they relate to the construction of your identity. As a future teacher, it is critical that you affirm your multiple identities so that you can create a safe classroom environment that affirms

your students' identities.

Consider creating a timeline or visual representation of events, people, and places that influenced the construction of your identity. *There may be some positive memories and there may be some painful memories. You will never be asked to share anything you are not comfortable sharing. However, we recognize the power of personal narrative as it “empowers, heals and validates the storyteller” (Ginwright, *The Four Pivots*).

For each topic, you will be asked to create a 200 word self-reflection, in paragraph format to respond to the prompt posted under the Assignments section of Canvas.

Please submit each journal entry via Canvas in the Discussion portal. All responses must be a minimum of 200 words and constructed in paragraph format. Self-Reflection Journal posts are due on Feb. 1st; Feb. 15th; March 1st; March 22nd; April 5th; April 19th; May 3rd.

Book Club Discussions (21%): Students will be assigned to a book club and will discuss the books *Stamped (For Kids): Racism, Antiracism, and You* and *This Book is Anti-Racist: 20 lessons on how to wake up, take action, and do the work*. Each group member must construct two questions for their discussion and post to the Discussion board in Canvas by the deadline.

The book club may opt to hold their entire discussion via the Discussion board in Canvas by responding to each others' questions, or the group may meet virtually, record their meeting discussion and upload the link to the recording in the Discussion board in Canvas.

The schedule for discussion is as follows:

- Jan. 25th - *Stamped* pages 1-49
- Feb. 8th - *Stamped* pages 50-97
- Feb. 22nd - *Stamped* pages 98-140
- March 8th - *This Book is Anti-Racist* chapters 1-5
- March 29th - *This Book is Anti-Racist* chapters 6-9
- April 12th - *This Book is Anti-Racist* chapters 10-14
- April 26th - *This Book is Anti-Racist* chapters 15-20

We'll Take the Lead (15%): With a small group, you *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 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! [Rubric](#)

Educational Autobiography (15%): In this assignment, you will write an autobiography on your educational experiences (elementary school to university). Your autobiography should summarize and reflect upon the experiences and events in your educational life as well as how your educational experiences influenced your attitudes about school, teaching and learning. Utilize your self-reflection journal to help construct your autobiography. Format requirements: 5 pages, not including the cover page; double-spaced, Times New Roman 12-point font; pages numbered; 1” margins. The cover page should include the student’s name; course number; instructor’s name and assignment title. Due May 3rd in Canvas. [Rubric](#)

Final Unlearning Presentation (20%): All learning we do involves unlearning. The more we unlearn, the more likely we are to experience growth and progress. “Unlearning is learning to think, behave, or perceive differently, when there are already beliefs, behaviors, or assumptions in place (that get in the way), at either the individual or the organizational level. It becomes important when individuals, groups, and whole organizations have to find ways to effectively support change, overwrite old habits, surface and supplant entrenched ways of thinking, and develop new ways of working together.” Starting from, and related to the readings and discussions, reflect on what you have learned and unlearned this semester. You will record yourself delivering your multimedia presentation and submit the recording to Canvas. Presentations must be no more than five minutes in length and must include some form of multimedia visual aspect (PowerPoint, Google Slides, etc.). **Your presentation must include at least four of the six the following sections:** Racism; Gender & Sexuality; School & Segregation; School Discipline/Restorative Justice; Xenophobia/Immigration; and Social Class/Privilege. Due May 10th in Canvas. [Rubric](#)

Participation and Professionalism (5%): Conduct throughout the semester as well as attendance, completing each assignment, module, activity (including GoSoapBox), and readings.

STUDENT EVALUATION

Assignment	Percentage	Due Date
Unpacking My Identity	3%	1/24
Self-Reflection Journal	21%	2/1, 2/15, 3/1, 3/22, 4/5 , 4/19, 5/3
Book Club Discussions	21%	1/25, 2/8, 2/22, 3/8 , 3/29, 4/12, 4/26
We’ll take the lead	15%	TBA
Educational Autobiography	15%	5/3

Final Unlearning Presentation	20%	5/10
Participation and Professionalism	5%	N/A
Total	100%	

NOTE: I will not accept late work. All work turned in after the deadline will receive a grade of zero unless the student has a university excused absence and provides documentation within 48 hours of the missed deadline. Additionally, you are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of your submitted work.

COURSE SCHEDULE

Module Format	Date	Topic
Core Commitment Focus: IDENTITY <i>We are individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.</i>		
Module 1 Synchronous	January 18	Introductions and Community Building
Module 2 Asynchronous	January 25	Understanding Race
Module 3 Synchronous	February 1	Understanding Race - Historical Racism
Module 4 Asynchronous	February 8	Gender and Sexual Identity in Education
Module 5 Synchronous	February 15	A Current Look at Gender & Sexuality in Schools
Core Commitment Focus: COMMUNITY We are members of multiple communities- connected in ways that make our successes intertwined.		
Module 6 Asynchronous	February 22	School and Segregation - A Historical Overview
Module 7 Synchronous	March 1	School and Segregation
Module 8 Asynchronous	March 8	Pushed Out - Rethinking School Discipline
Module 9	March 22	Restorative Justice

Asynchronous		
Core Commitment Focus: INQUIRY We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.		
Module 10 Asynchronous	March 29	Xenophobia and Immigration
Module 11 Synchronous	April 5	The Education of Immigrant Children
Module 12 Asynchronous	April 12	Language Matters
Module 13 Asynchronous	April 19	Social Class and Privilege
Module 14 Synchronous	April 26	Social Stratification and Education
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.		
Module 15 Asynchronous	May 3	Teaching Kindness Isn't Enough
Asynchronous	May 10	Final Project

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](mailto: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: <https://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	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.

	pedagogies.	essential, educative and liberating.	and social agents for change.	
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms—personal, social, cultural, linguistic, and ecological ⁰ as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of a more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of multiple communities—connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility throughout vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

DEPARTMENT 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.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

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