EDCI 4010.002: Classrooms as Communities (Fall 2026)

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Office Hours: Tuesdays 1:00 to 3:00 pm
Thursdays 10:00 to 11:00 am
1:00 to 3:00 pm

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

COURSE GOALS

In this course, pre-service teachers will:

- Describe how to establish an inclusive, equitable, culturally responsive classroom environment that fosters respect, rapport, and learning growth.
- Articulate effective strategies for organizing student behavior and establishing a productive learning environment.
- Challenge traditional, biased, and/or culturally blind notions of discipline, rewards, and behavior management that exist in schools today.
- Design meaningful, evidence-based learning experiences and assessments that are effective, equitable, engaging, and accessible for all students.
- Evaluate students' developmental, linguistic, social, emotional, and academic needs to differentiate learning experiences and assessments.
- Identify the major professional roles and responsibilities of teachers and explain the legal and ethical requirements of the profession.
- Deeply reflect upon observation experiences, professional learning growth, and development of teacher identity.

CLASS TIME/LOCATION

Location: MATT 115
Time: Tuesdays 8:00 to 10:50 am

REQUIRED TEXTBOOKS

- Schwartz, K. (2016). *I Wish My Teacher Knew*. New York, Hachette. Provided by the department
- 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, possible 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, 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 in writing and complete/submit assignments within a week of your absence.

- **<u>Three or More Absences:</u>** You will receive an automatic FINAL grade
  - ➔ **C** (or two letter grade deductions) if you miss three (3) in-person classes;
  - ➔ **D** if you miss four (4) in-person classes;
  - ➔ **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 email the instructor about your absence(s) with a reason prior to the class.
- **Makeup Assignments:** If you are absent, you must complete any work that is due that week. If you do not complete the work within the week of your absence, ***you will receive a 0 for the assignment that you missed.***

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
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes/Studying for other classes
- Other events that do not fall under UNT policy as deemed by instructor

	Week/Date		Assignments/Due Dates
Module 1: Cultivating an Environment for Learning	**1**	**08/18**	DUE: *Student Information Survey* in Canvas by midnight on 8/23 DUE: *Introduction Discussion Board: Breaking the Ice!* in Canvas by midnight on 8/23 DUE: *Assignment: Module 1 Introduction Discussion* in Canvas by midnight on 8/23 REVIEW: Module 1 Readings in Canvas
	2	**08/25**	**Book Study Session (in class)** IN CLASS: Chapter 1 of *IWMTK* DUE: Initial Certification Practice Exam (see chart) due by midnight on 8/30
	3	**09/01**	**Book Study Session** READ: Chapter 2 of *IWMTK* before coming to class this week! READ: Module 2 Readings in Canvas DUE: *Assignment: Module 2 Introduction Discussion* in Canvas by midnight on 9/06
Module 2: Behavior Organization and Restorative Practices	**4**	**09/08**	DUE: *Reflection Journal #1* in Canvas by midnight 9/13
	5	**09/15**	DUE: TEA Training – *Early Mental Health Intervention* by midnight on 9/20 DUE: *Reflection Journal #2* in Canvas by midnight on 9/20
	6	**09/22**	**Book Study Session** READ: Chapter 3 of *IWMTK* before coming to class this week! DUE: *Reflection Journal #3* in Canvas by midnight on 9/27
Module 3: Articulating the Teaching and Learning Process	**7**	**09/29**	READ: Module 3 Readings in Canvas DUE: *Assignment Module 3: Learning Theory Evaluation* in Canvas by midnight on 10/4 DUE: *Reflection Journal #4* in Canvas by midnight on 10/4
	8	**10/06**	**Book Study Session** DUE: Read Chapters 4&5 of *IWMTK* before coming to class this week! DUE: *Dispositions Inventory* in Canvas by midnight on 10/11
	9	**10/13**	***Mid-Term - Dispositions Inventory Conferences*** DUE: *Reflection Journal #5* in Canvas by midnight on 10/18 DUE: TEA Training – *Suicide Prevention* on 10/18
	10	**10/20**	**Book Study Session** DUE: Read Chapters 6&7 of *IWMTK* before coming to class this week! READ: Module 4 Readings in Canvas DUE: *Assignment: Module 4 Sabrina's Story* in Canvas by midnight on 10/25
Module 4: Meeting the Needs of Diverse Learners	**11**	**10/27**	BEGIN: UNT Common Lesson Plan Review assignment (in class with your PLC group) DUE: TEA Training – *Substance Abuse Prevention* by midnight on 11/1
	12	**11/03**	DUE: UNT Common Lesson Plan Review by midnight on 11/8 (complete in class) DUE: *Reflection Journal #6* in Canvas by midnight on 11/8
	13	**11/10**	**Book Study Session** DUE: Read Chapter 8 of *IWMTK* before coming to class this week! READ: Module 5 Readings in Canvas DUE: *Assignment: Module 5 Introduction Discussion* due by midnight on 11/15 DUE: Final Certification Practice Exam (see chart) due by midnight on 11/15
Module 5: Professional Responsibilities in Education	**14**	**11/17**	DUE: *Reflection Journal #7* in Canvas by midnight on 11/22 DUE: Assignment: Family Engagement by midnight on 11/29
	15	**11/24**	**THANKSGIVING BREAK – NO CLASS** DUE: Real exam registration confirmation on 11/30
	16	**12/01**	**FINAL GRADE:** You have until Dec 15th to take your real exams. You must have scheduled your exams to take place on or before Dec 15th and upload a screenshot of the registration to the assignment on Canvas.
	17	**12/07**	**Finals Week – No Class Meeting**

Late Work: *Work is considered late when it is not submitted on or before the designated due date/time. You will receive a full letter grade deduction for work turned in within a week following the original due date. The instructor will continue to deduct a full letter grade for each week the assignment is missing after that. Work that is 3 or more weeks late will receive a grade of "0" or "F".*

COURSE ASSIGNMENT DESCRIPTIONS

TEA State Mandated Trainings (not counted towards final grade but a required component from the state): 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 training courses take approximately 15-20 hours to complete, and they must be completed and submitted prior to the end of the semester. If they are not completed, this may delay your graduation and certification process.

In-Class Activities (50%): Most student learning/assignments will take place IN PERSON during scheduled class sessions and/or during student teaching placement hours. In-Class Activities Community Building/SEL Activities, PLC (Professional Learning Community) Discussions/Tasks, and Informal Presentations. *Being physically present in class and participating in these activities is required to earn credit for this part of the course.*

- ***Mid Term Assessment:*** Students will complete a self-rated Dispositions Inventory aligned with T-TESS Domain IV and meet one-on-one with the instructor to reflect on professionalism, identify strengths, and set goals for the rest of the semester.
- ***UNT Common Lesson Plan Review:*** Students will participate in a Professional Learning Community to review and critique a student sample of the UNT Common Lesson Plan. This assignment is collaborative and requires students to be present and engage in observing, identifying, describing and recommending improvements to the lesson plan prior to their first formal observation in their clinical placement.

Book Study Sessions: I Wish My Teacher Knew—An Interactive Book Study (20%): 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 their student teaching experiences.

Classroom Reflection Journal (30%): 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 complete/incomplete grade upon submission IN ADDITION TO an end of semester holistic grade based on depth, relevance, reflection, and initiating professional discourse.

****REQUIRED****

Assignment: TExES Exam Preparation – Study Sessions, Practice Exams, & Real Exam Completion

Due Date: Multiple

Objective: Complete preparation for the appropriate TExES certification exams based on the chart below by taking the practice and real exams. The practice exams will help you become familiar with the exam format, assess your current level of readiness, and identify strengths and areas that may require additional review.

Important: You must attempt all required certification exams by December 15, 2026, to remain eligible to move forward to Block C in Spring 2027. Note that you have two exams that you are working on simultaneously.

Required Exams & Due Dates

Certification Track	Exams to Complete	Initial Practice Exams Due	Final Practice Exams Due	Registration Confirmation Due	Real Exams Due
EC–6 w/ ESL	Core Subjects EC–6 (391) & PPR EC-12 (160)	August 30	November 15	November 30	December 15
EC–6 w/ Bilingual	Core Subjects EC–6 (391) & PPR EC-12 (160)	August 30	November 15	November 30	December 15
EC–6 w/ SPED	Special Education Specialist EC–12 (186) & PPR EC-12 (160)	August 30	November 15	November 30	December 15

NOTE: If you did not pass the TExES exams required in Block A, you should continue to remediate and retake them before Block C to remain on track.

Instructions:

1. Access the TExES Canvas Course

o Log into Canvas and access the TExES Success Course from your Dashboard (https://unt.instructure.com/courses/4278). If you do not see the course, email COE-TSO@unt.edu with your name and UNT ID number to request access.

o From the course homepage, locate your certification program and review the following:

· Required certification exams
· Undergraduate testing sequence
· Certification requirements
· Frequently Asked Questions
· Test accommodations (if you plan to request accommodations)

o Under the Modules Tab, you will find:

1. Strategies and test-taking tips.
2. A Fine Arts/Health/PE series to help you review for the Fine Arts domain of the EC-6 exam.
3. Special Education Specialist modules built by Dr. Cardon to prepare for their SPED exam. (SPED students only.)

2. Complete the Initial Practice Exams by August 30

o ESL and Bilingual Candidates will complete the following official practice exam in the TExES Canvas course (located under the Quizzes tab):

1. Core Subjects EC-6 (391) – ELAR
2. Core Subjects EC-6 (391) – Fine Arts/Health/PE
3. Core Subjects EC-6 (391) – Math
4. Core Subjects EC-6 (391) – Science
5. Core Subjects EC-6 (391) - Social Studies
6. PPR EC-12 (160)

- You must score at least 70 on the practice exam to be approved to take the real TExES exam. If you do not meet the score requirements:
  · Use your score report to identify areas of need.
  · After the 2-hr test prep review session for the specific domain, and after any self-guided study, retake the practice exam.
- Optional: You may choose to complete your practice exam requirement using **240 Tutoring** instead of the Canvas-based practice exams. You will receive **a free 30-Day 240 Tutoring credit** in the upcoming weeks. If you already have a paid subscription, please cancel it before activating the free credit.

· The diagnostic test can be submitted as the initial (baseline) practice exam but cannot be used towards the final practice exam, even if you score an 80 or higher.

· You must complete a minimum of six clock-hours of review in the instructional content and earn a **score of 80 or higher on a full-length practice exam** for any subject you choose to use 240 Tutoring for. Email a copy of your score report to COE-TSO@unt.edu with your name and UNT ID number. The TExES Office will verify that you have met the hour requirement before accepting your score.

o Special Education Candidates: Beginning August 17, you will receive a **30-day credit for 240 Tutoring**. Enroll in the **TExES Special Education Specialist EC–12 (186)** and **TExES PPR EC–12 (160)** courses and **complete the Diagnostic Test for both courses by August 30.**

- You may complete the PPR EC–12 practice exam in the TExES Canvas course instead, if preferred, but the SPED practice exam is only available in 240 Tutoring.
- Download your diagnostic report(s) and email them to COE-TSO@unt.edu with your name and UNT ID number by 11:59 p.m. on August 30.

3. Review, Study & Attend Optional Test Prep Sessions

o All candidates should use their score reports to identify areas of need and review using 240 Tutoring, available study books, or other methods.

o Optional test prep sessions for Core Subjects EC–6 and Special Education Specialist EC–12 will be offered throughout the semester beginning **August 31** from **2:30–4:30 p.m. in MATT 306 & 308.** Refer to the full schedule sent by Dr. Amanda Vickery on June 1.

4. Meet Final Practice Exam Requirements by November 15

o **ESL and Bilingual Candidates**: May use **Canvas, 240 Tutoring, or a combination** of both to meet the practice exam requirements for Core Subjects EC–6 and PPR EC–12. Candidates must meet the applicable requirements for whichever option they use for each exam:

1. Canvas: Earn a score of **70 or higher** on the required practice exam(s) for Core Subjects EC–6 and/or PPR EC–12.
2. 240 Tutoring: Complete at least **six clock-hours of review in each course used** and **earn a score of 80 or higher** on the corresponding full-length practice exam.

o Special Education Candidates

1. SPED EC–12 (186): Must use 240 Tutoring.

- Multiple Choice: **80 or higher**
- Constructed Response: **2 or higher** (Submit the constructed response to Jessica Powell through 240 Tutoring for scoring and feedback)

2. PPR EC–12 (160): May use either the TExES Canvas practice exam or 240 Tutoring.

- **Canvas:** Earn a 70 or higher
- **240 Tutoring:** Complete at least six clock-hours of review in the course and earn a score of 80 or higher on the corresponding full-length practice exam.

5. Register for Both Real Exam & Submit Confirmation

o You must register for BOTH required TExES exams and submit confirmation that BOTH exams have been scheduled.

- ESL/Bilingual required exams: Core Subjects EC–6 (391) + PPR EC–12 (160)
- Special Education required exams: Special Education Specialist EC–12 (186) + PPR EC–12 (160)

YOUR REAL EXAMS MUST BE ATTEMPTED ON OR BEFORE DECEMBER 15, 2026.
Do not schedule both exams for the same day.

o After scheduling your exams, forward your exam confirmation email to COE-TSO@unt.edu by **11:59pm on November 30th.** Include your name and UNT ID number.
o If you will be requesting testing accommodations, be aware that approval can take several weeks. Review the Alternative Testing Arrangements policy and be ready to submit your documentation as soon as you receive test approval.

6. Take your Exams by December 15

o Be prepared and arrive on time for your scheduled exam.
o Bring two acceptable forms of identification.
o Get a good night's rest before your exam.
o Arrive 15–30 minutes early to allow time for check-in.
o Save a copy of your score report for your records.
o UNT will automatically receive your scores. If you do not pass an exam, the TExES Success Office will contact you with information about remediation and next steps.

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, performance tasks, 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 during class, excessive use of personal technology during class, non-participation in class, lack of communication regarding absences, taking video or audio recordings of class discussions/lectures, 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.***

TECHNOLOGY EXPECTATIONS IN CLASS

Although we will use technology to enhance our learning, each student is expected to demonstrate a personal discipline with respect to professional technology etiquette. As mentioned above, our class format will require engagement and confidentiality – two things that technology can decrease.

The following practices will be perceived as unprofessional:

- Interacting with your phone (repeated checking messages, scrolling, texting, etc.)
- Working on laptop (or similar) if our learning activity does not require it
- ***Completing work for other classes DURING our class or studying for certification exams during class***
- Off-task technology use (working on other assignments, personal interests, etc.)

Breaks will be given during class for students to access their technology for personal reasons. Should an urgent matter arise, it is perfectly acceptable to step out of class for a few minutes to quickly respond to the text, email, or phone call and then join us when you have finished. If a student's technology use appears to be distracting to them during class, the teacher will address this concern privately with the student to discuss technology expectations and how continued technology use for non-instructional use may negatively affect their grade in this course.

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.

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 Preparation 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.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement

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

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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.

Access to Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/.

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 [insert administration dates] 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 spot.unt.edu or email spot@unt.edu.

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.

ADDITIONAL STATEMENTS

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 Changes. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. 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 these guidelines.

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 online or in-person meetings and share those outside our class community without 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 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.