

## Introduction to Early Childhood Education

EDEC 3613.501

Spring 2024

University of North Texas

Department of Teacher Education and Administration



Instructor: Ranita Cheruvu  
Course Meets: Tuesdays 9:30-12:20 FRLD 380  
Office Hours: After class and by appointment  
E-mail: [Ranita.cheruvu@unt.edu](mailto:Ranita.cheruvu@unt.edu)  
Note on email: *Please include EDEC 3613 in the subject line; if you do not receive a response in 48 hours then feel free to send a gentle reminder.*

### OVERVIEW

This course provides you with an introduction to the study of children and childhoods. We will undertake this through the sociology of childhood as a way to emphasize a dynamic relational approach to understanding children. This model assumes that childhood is a structural form and that children are active social agents who impact, and are impacted by, society and their social surroundings. Over the semester we will engage in the study of children and childhoods, and will walk away from the class seeing the complexity of young children and childhoods as we examine childhoods across time, space and place; play, children's friendships; popular culture; children's material and symbolic worlds; and children as change agents. Children do not exist for us to manage, impart our wisdom, and instruct; to be a teacher means to see children as worthy of our study, thought, care, and generous interpretation. We have much to learn from children, if we only allow ourselves to be in a position of uncertainty, of questioning, and of needing to know more about them.

### REQUIRED TEXT

There are no required texts for this course. All readings and multimedia can be found on Canvas.

## OBJECTIVES

By the end of this course, you should be able to:

1. Analyze, from a sociological perspective, children and childhoods;
  - a. Apply concepts from the sociology of childhood to children's peer culture and play;
  - b. Develop skills of observation and interpretation through an introduction to ethnographic observations;
  - c. Account for children's perspectives on matters that they have knowledge of and the issues that affect them;
2. Understand that childhoods intersect with race, gender, class, religion, etc. and that there are differential impacts depending on a child's social position;
3. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals' situated lives within time/space.

## COURSE STRUCTURE

This class will meet weekly and is a discussion based course in which we collectively analyze and discuss various course readings, artifacts of childhoods, multimedia. It is imperative that you come to class prepared by completing the assigned readings, videos or brief research.

Therefore, your attendance is essential for your success in the course. Please check Canvas each week to see what the readings/engagements are as they may shift based on your interest in various topics.

## COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

<i>Attendance &amp; Participation:</i> Your attendance and participation in class is the key to success in this course. In addition to attending class, you should also be an active learner in class, participating in class activities, and contributing to small and large group discussions.
<i>Weekly Reading &amp; Media Notes/Reflection:</i> Engaging with the readings and multimedia texts assigned each week prior to class is essential as they are our foundation for our work and discussions in class. Each week you will submit notes/reflections on the readings. We will discuss in class what are some possible formats (e.g., sketch notes, audio/video recordings of notes). If you submit after class begins each week then you may submit your notes/reflections by Friday of the week to get partial credit.
<i>Intergenerational Interview:</i> You will interview a person at least 15 years older than you to better understand their childhoods, including the local and global systems that have influenced their development and being in the world.
<i>Childhood Issues Poster:</i> In small groups, you will choose a global issue that shapes childhoods today and create a one page poster explaining this issue and how it impacts children today. Your poster will also raise questions for audiences to consider?
<i>Analysis of Childhood Culture Artifact :</i> In small groups, you will select an aspect of children's material, symbolic or material culture and critically analyze it using course concepts and materials. This includes but is not limited to children's media, toys, material interests, popular culture artifacts, technology/social media.
<i>Childhoods in Film Final Reflection:</i> For this final project you will choose a film from a curated list and analyze the film with respect to what it says about childhood. The second part of the final is a reflection on how the film and/or your analysis relates to course topics explored this semester.

## COURSE EVALUATION

Assignment	Points
Attendance & Participation	150
Weekly Reading/Multimedia Notes	150
Intergenerational interview assignment	100
Childhood Issues Poster	100
Analysis of childhood cultures artifact	100
Childhoods in Film Final Reflection	100
TOTAL:	700

## COURSE GRADING SCALE

A = 630-700 points (90%-100%)  
 B = 560-629 points (80%-89%)  
 C = 490-559 points (70%-79%)  
 D = 420-489 points (60%-69%)  
 F = <419 points (<59%)

## Course Schedule of Topics

*\* Instructors reserve the right to change the schedule/readings*

Week	Topic	Assigned Readings & Multimedia Texts	Assignments & Tasks
Foundations of Childhood Studies			
Week 1 January 16	Course Introduction Sociology of Childhoods Critical Childhood Studies	Read: Galman (2019) - in class	Reading/ Media Notes & Reflection 1
Week 2 January 23	Discourses & representations of childhood	Read: Woodrow (1999)  Listen: <a href="#">Webster (2022)</a>	Reading/ Media Notes & Reflection 2
Week 3 January 30	Childhoods Over Time, Space and Place <i>Discuss Intergenerational Interview</i>	Read: Valkonova (2018)  Listen to: <a href="#">Hart (2015)</a>	Reading/ Media Notes & Reflection 3
Week 4 February 6	Ethnographic observations as a tool for studying childhoods	Read: Paley (2007) <a href="#">Listen: Pop and Play- Choose your own adventure</a>	Reading/ Media Notes & Reflection 4
Children in the World			
Week 5 February 13	Differentiated Childhoods	Read <a href="#">Voices of Children film background</a> Watch: <a href="#">Voices of Children</a> film Read: Orellana (2009)	Reading/ Media Notes & Reflection 5
Week 6 February 20	Children's Rights Children's Agency  <i>Childhood Issues Poster Workshop</i>	<a href="#">Listen: Valentine (2020)</a> Read: Osorio (2018)	Reading/ Media Notes & Reflection 6  <b>Intergenerational Interview Due</b>

Week 7 February 27	Children and Families Social policies	Read: <a href="#">Yarrow (2009)</a>  Listen: <a href="#">The Carceral Logic of Child Welfare</a>	Reading/ Media Notes & Reflection 7
Week 8 March 5	Global Perspectives on schooling for Young Children	Watch: <a href="#">Lessons from Abroad</a> Choose texts from Choice Board on Canvas	Reading/ Media Notes & Reflection 8
Week 9 Spring break- No Class			
Childhood Culture			
Week 10 March 19	Peer culture Interpretive Reproduction The material and symbolic worlds of childhoods	<a href="#">Corsaro Chapter 6</a>	Reading/ Media Notes & Reflection 9  <b>Childhood Issues Poster Due</b>
Week 11 March 26	I	Selections from Corsaro (2003)	Reading/ Media Notes & Reflection 10
Week 12 April 2	Play as the work of children Fantasy Play Pretend Play	Paley (2009)	Reading/ Media Notes & Reflection 11
Week 13 April 9	Play worlds of children Games and toys	Watch: Handgames: The Games Black Girls Play  <a href="#">La Lotería: 600 years of History</a>	Reading/ Media Notes & Reflection 12
Week 14 April 16	Children's Popular Culture	Read: <a href="#">Semuels (2018)</a>	Reading/ Media Notes & Reflection 13

	Discuss Analysis of Childhood Cultures Artifact	Come to class with research and at least 1 article on an aspect of children's popular culture	
Week 15 April 23	The Commodification of Children	Read: Pugh (2009) <a href="#">Giroux (2011)</a>	Reading/ Media Notes & Reflection 14
Week 16 April 30	Final Thoughts on the Future of Childhoods	Analysis of Childhood Cultures Artifact Presentations	Reading/ Media Notes & Reflection 15- in class  Analysis of Childhood Cultures Artifact Due
Week of Finals: May 4- May 10 Childhoods in Film Reflection Due			

## COURSE POLICIES

**Class Attendance:** Your attendance at weekly meetings is key to your success in this class. Each week your attendance and participation will count towards your final grade. Each week's attendance counts as 10 points towards your final grade (approximately 20% of your grade). The attendance policy is not meant to be punitive but simply to ensure that you are able to fully engage in this course and that there is equity in how final grades are determined.

If you have to be absent, please contact me via email as soon as you know you will be absent. You are allowed 1 excused absence for which there is no penalty. After that, for each excused absence while you will not be able to make up the work for full credit, you can make up the work for up to 5 points. Make up work will be based on the class topic that you missed. Make up work must be completed within 1 week from your absence.

See [this link](#) for university defined excused and unexcused absences. If your 2nd absence and beyond are due to extenuating circumstances please reach out to me. As per university policy I may use my discretion in excusing absences. Life is full of so many unexpected moments and challenges, so just as you commit to engaging in this course to the fullest extent, I commit to engaging in compassion, understanding and grace to the fullest extent!

**Canvas:** We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings and learning engagement assignments which will be uploaded there. From time to time, I may make revisions to this syllabus, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

**Assignments:** *All written assignments should be completed on time. I will accept all assignments up to 24 hours after the due date with no questions asked or explanations needed.* I encourage you to use this grace period as needed, but at the same time to not plan around the grace period. If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. All written assignments must be completed in APA style (<http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Additionally, I have put careful thought into spreading out the assignments so that the work is meaningful and for the most part assignments don't overlap.

Please be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due. I will be going over assignments in class. On the schedule I have indicated when assignments are due. You can also use the calendar tool in Canvas. If an assignment due date is changed due to course needs and/or student learning needs, please know that the due date will only be postponed but never preponed.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Technology in the Classroom: You may use your tablet or laptop during class. However, at the sametime I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

### Integrity

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment. Please also see the department policies in the following section for more on this.

Integrity beyond question is expected of every student. Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the appropriate College official. All work submitted in this course must be the student's own and original, which means that it has not been submitted for any other course or publication.

Plagiarism violates academic integrity (and it also affects my personal relationship with you). Any attempt to present someone else's work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.



2. Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.

3. Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4. Self-plagiarism. Work created for a class may be turned in only for credit in that class.

Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/methods/means not one's own, is prohibited. These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues.

### NOTEWORTHY

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. 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](mailto: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 and/or refer to the following website:

<https://speakout.unt.edu/content/mental-health-resources>

## UNT AND DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION POLICY STATEMENTS

### ACADEMIC INTEGRITY

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.

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](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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### 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](http://disability.unt.edu).

### 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.

#### EMAIL – 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.

For this course, should you need to contact me, please send me an email via Canvas. This allows me to better keep track of your questions, comments, and messages. It also allows me to keep track of which class my students are emailing me from- thank you in advance!

#### EMERGENCY NOTIFICATION & PROCEDURES

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

#### ETHICAL BEHAVIOR AND CODE OF ETHICS

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

#### OBSERVANCE 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.

#### 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 Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

#### SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

#### STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

#### STUDENT WORK SAMPLES

To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

#### SUCCEED AT UNT

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

#### TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

#### TExES TEST PREPARATION

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing

period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to:

<http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

### 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>.

### WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lwc.unt.edu/labs/unt-writing-lab-home>.

### Educator Standards Addressed in this Course

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.

### Department of Teacher Education and Administration

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.

### 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	To Children and Youth	In our Practice	To Radically Imagine
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Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.



Communities	We are members of multiple communities — connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.
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