

How Schools Work

EDLE 2010

Section 1: Fall 2024

Instructor Information

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Course Description Objectives

This is an 8-week, 1.5 credit course that provides future teachers with an understanding of how schools work at the local, state, and federal levels. Content is covered through a lens that ensures all students learn, succeed, and thrive in school and beyond. Particular attention will be given to topics such as community, school funding, assessment, programs, curricula, policy, roles, professional learning, professional associations, and school safety.

Course Objectives

Students will:

1. Engage in reflection and critical analysis of how schools work within larger systems.
2. Develop a deeper understanding of the various support roles and professional systems available in schools, especially towards the end of strengthening school-community partnerships.
3. Investigate and reflect on K-12 school experiences, drawing on experiences at the classroom, school, and community-level.
4. Analyze and critique case studies of school communities.
5. Identify and explore existing disparities within schools or across schools within a district.

How to Succeed in this Course

Class Meetings: Our section meets every Tuesday and Thursday from 11:00am to 12:20 p.m. in Matthews 108.

Office Hours: Thursdays 12:30-2pm (Matthews Hall 206-C). If for some reason you are not able to meet in person during that time you can request a Zoom meeting link. What are some reasons to stop by during office hours? You can ask for clarification on content or an assignment, help me get to know you better as a learner/person, discuss career paths you may be considering or any number of reasons.

Communication Expectations:

- Canvas is my primary tool for sharing information about course assignments/activities, but I also at times communicate via email. Please build into your routine time to check your UNT email daily (or forward it to an account you check daily).
- Please email me or send me a Canvas message for any questions, concerns, and non-office hour appointment requests.
- I follow a 24-hour rule for email response. I always try to respond in this window and ask you to do as well. If an email comes in Friday (last work day of the week), I attempt to respond by Monday.
- CLEAR has a webpage for students that provides Online Communication Tips that you can use in thinking about how to communicate with your instructors (<https://digitalstrategy.unt.edu/clear/online-communication-tips.html>).

University Resources: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Required/Recommended Materials

Readings: All chapters, articles, and other readings will be provided and accessible as pdfs and/or hyperlinks via Canvas (see course outline below for more details).

Digital Learning Statement: This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

Attendance and Participation

- **Attendance:** This course is fast paced and organized around high levels of collaboration. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, you may miss one class with a valid excuse (see university policy below for excused absences) and not face penalties related to your grade (thus you are encouraged to save this absence for illness or emergencies that may arise). You must let me know as soon as possible if you will be missing class. It is your responsibility to obtain all notes and handouts missed during your absence. All assignments are due on dates indicated on the syllabus regardless of

your absences. A second absence will result in a loss of points from the total grade (see points distribution below).

- **Excessive absences and lateness/early departure:** In the event that you miss three or more classes, you will receive a failing grade unless agreed upon circumstances between you and the university allow it. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at my discretion. Please note: it is your responsibility to drop this course, if necessary.
- **Participation:** *To ensure a high participation grade, come to class having read the assigned readings for the week.* What counts as full participation will of course look different depending on the student. You may demonstrate participation through any and all of the following means:
 - Asking questions or sharing ideas during class meetings.
 - Going above and beyond to respond and reflect on classmates' online discussion posts.
 - Talking, writing, and coordinating efforts in whole class or your small group discussions.
 - Asking questions and adding ideas to class and to discussion posts.
 - Completing thoughtful and thorough assignments where you engage and respond to instructor comments.
- **University Policy:** Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.
- Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Campus Closures Policy](https://policy.unt.edu/policy/15-006) (<https://policy.unt.edu/policy/15-006>).

Academic Integrity Policies

Plagiarism and Artificial Intelligence Generative AI programs often produce text that is plagiarized: it takes words and ideas from sources without attribution. Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. See Academic Integrity Standards and Consequences regarding UNT policy on plagiarism (<https://policy.unt.edu/policy/06-003>).

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are

unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](#)) (<https://policy.unt.edu/policy/07-012>).

Americans with Disabilities Act Compliance

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](#) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Course Requirements/Schedule

Participation & Attendance (15%)

- **Points for Participation and Attendance:** We meet for 8 consecutive weeks, twice a week. I will take attendance and total participation points each class (~2points per week).
- **How to ensure that you will get full participation points:**
 - Asking questions or sharing ideas during class meetings.
 - Going above and beyond to respond and reflect on classmates' online discussion posts.
 - Talking, writing, and coordinating efforts in whole class or your small group discussions.
 - Asking questions and adding ideas to class and to discussion posts.
 - Completing thoughtful and thorough assignments where you engage and respond to instructor comments.

Discussion Posts (3 total, 15%)

- In these assignments you will summarize *and* reflect on key learnings from specific weeks. Your post should be concise and demonstrate that you have read and digested all of the readings and other materials assigned for that week. The discussion posts are due at the beginning of the week, and I will use them to facilitate our whole class discussions. Please do not summarize articles in this post, rather, write in a way that indicates you have truly processed the most important topics for that week. These posts should be about 100-200 words total and will be submitted via Canvas by the deadline indicated in the course schedule below.

Discussion Posts Rubric

Criteria	Points
Your post demonstrates that you read and digested all of the readings and other materials assigned for that week's topic.	2 pts
Your post is more than just a summary, you are reflecting on the readings and connecting them to our discussions as well as your personal learning experiences.	3 pts
Total	5 pts

Paper Proposal Outline (5%)

Overview: The goal of this assignment is for you to get early feedback from me on your paper proposal topic. The idea is for you to provide a sketch of what you are thinking for your paper proposal. Plan to write 1-2 sentences for each of the following components:

- **Title:** Come up with a title for your proposal, you can change it later.
- **Background:** What do we already know about this issue? How does this issue impact how schools work? Is this issue personal to you, if so, explain why?
- **Problem:** What is the problem you are spotlighting and how does this problem hinder how schools work?
- **Sources:** List of 4-5 **high quality** sources you plan to use in your proposal.
- **Audience:** Who is the audience? Who will you send the proposal to? (e.g., PTO, School Board, your principal, the superintendent, a private foundation, a state legislator).
- **Argument:** What changes are you proposing? Think in terms of policy/practice changes that affect students, teachers, or school leaders. Explain what you think needs to happen?
- **Resources:** What resources would be needed to implement your proposal?

Paper Proposal Outline Rubric

Criteria	Points
You provided 1-2 sentences for each required section of the outline.	3 pts
You provided a list of 4-5 high quality sources.	1 pt
Your outline is organized, clearly written, and turned in on time.	1 pt.
Total	5 pts

Communication Performance Task (20%)

Schools work because of clear and concise communication.

Goal: Use the three email composition prompts listed below to compose professional emails. Each email should be on a separate page. Each email should include all of the components of a professional email:

- **Subject line:** A short, clear, and specific subject line that indicates what the email is about. For best open rates, keep the subject line to seven words or fewer.
- **Salutation:** A simple greeting that acknowledges the sender and sets a professional tone. Examples include "Dear Mr. or Mrs.," "Hello," or "Greetings".
- **Email body:** A concise and engaging message that delivers value to the recipient and follows through on the subject line.
- **Sign off:** A final phrase or word followed by your name and email signature. For example, "Sincerely, John Doe".
- **Signature:** Includes your name, position, address, contact details, and relevant professional links.

Prompts:

1. Compose an email to your mentor teacher or former professor asking for help with an issue/project/dilemma you are facing in your first year of teaching (e.g., classroom management issue, communicating and/or asking for help from your AP or principal). Be specific about your ask and why you think the person you are reaching out to is equipped to help.
2. Compose an email to parents/guardians of students in your class. The purpose of the email should be clear and the actual message concise. The purpose should be to communicate a specific policy, make an announcement (field trip, class routine change), or ask for parental involvement support.
3. Compose an email to your school’s principal proposing a May field trip. Include learning outcomes and a rough estimation of the budget needs. Also include a timeline for planning purposes (e.g., tickets purchased, permission forms sent out, etc.).

Rubric

Criteria	Points
Each composed email had a professional and friendly tone.	8 pts
Each component of the email—especially the email body—was concise and clearly written.	8 pts
The emails had appropriate subject lines that matched the body message, professional salutations/sign-offs/signatures, and was free of grammatical and spelling errors.	4 pts
Total	20 pts

Final Paper Assignment: Proposal for Educational Improvement (35%)

Objective

Students will write a persuasive proposal to a specific audience, advocating for additional resources or support to enhance the educational experience at their school—to improve how their school works. This assignment will help students develop skills in research, argumentation, and formal writing.

Assignment Overview

Imagine you are a classroom teacher at a K-12 school. You have identified a need for additional resources or support that could significantly improve the educational experience for your students. Your task is to write a proposal to a specific audience, such as the school principal, superintendent, parent-teacher organization (PTO), or school board, arguing for these resources or support.

Guidelines

1. Audience Selection

- Choose a specific audience for your proposal (e.g., principal, superintendent, PTO, school board).
- Consider what this audience values and how they can influence change.

2. Identify a Need

- Clearly identify a specific need or problem within the school that requires additional resources or support.
- The need could exist within a specific group of students or teachers (e.g., students with disabilities, students of color, novice teachers, bilingual teachers).
- Provide context and background information to help your audience understand the issue.

3. Propose a Solution

- Offer a well-reasoned solution to the identified problem.
- Explain how the proposed resources or support will address the issue and benefit students.

4. Research and Evidence

- Support your proposal with research and evidence. This could include data, case studies, or examples of successful implementations in other schools.
- Cite at least three credible sources to strengthen your argument.

5. Persuasive Techniques

- Use persuasive language and techniques to convince your audience of the importance and feasibility of your proposal.
- Address potential counterarguments and provide rebuttals.

6. Structure and Format

- Follow a formal proposal structure: Introduction, Problem Statement, Proposed Solution, Evidence and Support, Conclusion, and Call to Action.
- Use clear, concise language and maintain a professional tone throughout.

7. Length and Submission

- The proposal should be 1,000 to 1,500 words.
- Submit your proposal in a typed, double-spaced document with 12-point Times New Roman font and 1-inch margins.

Evaluation Criteria

- **Clarity and Focus:** Clear identification of the problem and proposed solution.
- **Research and Evidence:** Use of credible sources and evidence to support the proposal.
- **Persuasiveness:** Effectiveness of argumentation and persuasive techniques.
- **Audience Awareness:** Understanding and addressing the needs and values of the chosen audience.
- **Organization and Structure:** Logical flow and adherence to the proposal format. Don't forget to include an appropriate title.
- **Grammar and Style:** Proper grammar, punctuation, and professional writing style.

Rubric

Criteria	Points
Clarity and Focus	6 pts
Research and Evidence	6 pts
Persuasiveness	6 pts
Audience Awareness	6 pts
Organization and Structure	6 pts
Grammar and Style	5 pts
Total	35 pts

Final Paper Video Presentation (10%)

For this assignment, you will create a video on loom.com or Zoom where you present your final paper proposal. Please provide a summary of your final paper that is 3 minutes or less, and answer each of the question prompts below. Create up to five slides to refer to during your presentation, as you will be assessed on the organization of your presentation and your ability to communicate your argument as well as what you learned about the topic. I will allocate your attendance/participation points for our final class based on your video post submission and whether you provided all the information outlined in each prompt below.

- 1. What was the title of your paper proposal and who was the target audience?*
- 2. What was the problem that you identified? Elaborate on how this problem affects how schools work.*
- 3. Explain the solution you proposed and how you see this solution improving how schools work.*
- 4. End with one or two discoveries you made while doing this paper that surprised you.*

Final Paper Video Presentation Rubric

Criteria	Points
Title and target audience stated.	2 pts
Problem was identified with an explanation of how this problem affects how schools work.	2 pts
Solution was proposed and explained.	2 pts
1-2 discoveries were presented.	2 pts
The video was 3 minutes or less, easy to hear, and it was clear that the presentation was practiced/rehearsed in advance.	2 pts
Total	10pts

Assessing Your Work

The table below outlines the way your assignments will be calculated into a final grade.

Assignments	Total Points	Total %
Class Attendance & Participation	15	15%
Discussion Posts (3 total)	15	15%
Final Paper Proposal Outline	5	5%
Communication Performance Task	20	20%
Final Paper Proposal	35	35%
Final Paper Video Presentation (via Zoom or Loom)	10	10%
	100 points	100%

Final Grade Calculation:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or lower

Format and APA Style: Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (1-inch margins, 12-point Times New Roman font, double spaced, left aligned text, page numbers appropriate citations, and references). For additional information, you may use the APA (7th addition) publication manual or visit the following site: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Final Notes on Grading

- Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu) (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Forward together!
- Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Course Schedule, Readings, & Due Dates

Week 1: How have schools worked for you?

Goals/Activities: Gain an overview of the course, ask questions, and review the main assignments. Consider how K-12 schools worked for you and discuss as a class.

Readings:

- Please review the syllabus and be able to access a copy via Canvas by the end of the first week.
- For class meeting #2, on Thursday, download and save the pdf - Texas Education Agency Pocket Edition, 2023 Texas Public School Statistics, found here: <https://tea.texas.gov/about-tea/news-and-multimedia/brochures/pocket-edition>
 - o Closely scan the following sections and be ready to discuss your observations/questions: Special Education, Organizations, Personnel, Students, Kinder Readiness, Finances.

Assignment: N/A

Week 2: School = community.

Goals/Activities: Explore the how a school works better when the community is engaged.

Readings:

- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness into Action. *Theory Into Practice*, 42(4), 269–276. https://doi.org/10.1207/s15430421tip4204_2
- Watch the **Building Belonging With Cultural Ambassadors** video and read the short paragraph below the video. <https://www.edutopia.org/video/building-belonging-with-cultural-ambassadors>

Assignment:

Discussion board response #1 (Due Monday 8/26 by 11:59pm)

- Reflect on the assigned readings/video for this week and describe a time when you felt a strong connection to your school community. What were the details of that connection and how does your experience relate to the reading and video? What members of the school community were involved? If you don't feel like you ever experienced a strong connection to your school community, explain why and connect your response to the reading/video.

Week 3: What is a responsive, not subtractive school?

Goals/Activities: To understand how schools can be subtractive and explore models of responsive school contexts.

Readings/Listening:

- Valenzuela, A. (1999). *Chapter 5: Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth*. State University of New York Press.
- Podcast, [Fresh Air: An interview with Julie Lythcott-Haims](#) about her book, *Your Turn: How to Be an Adult*.
 - o Listen starting at the 10-minute mark until the end, about 25-30 minutes total.

Assignment:

Final Paper Proposal Outline (Due Tuesday September 3rd by 11:59pm)

Week 4: Schools don't work without teachers.

Goals/Activities: Unpack the role of teachers in schools and how they can be best supported through their careers.

Readings:

- Association for Supervision and Curriculum Development. (2024, August 19). *5 ways school leaders can support new teachers*. <https://ascd.org/blogs/5-ways-school-leaders-can-support-new-teachers>
- Fagell, P. L. (2023). Career Confidential: New teacher wants a mentor. *Phi Delta Kappan*, 105(1), 64-65.
- McDonald, J. P., & Hudder, D. (2014). Uncovering "The deal" in classroom management. *Phi Delta Kappan*, 96(2), 44–47. 0031721714553410 (1)
- Browse this one-page infographic about what works when it comes to teacher retention: <https://nashvillepief.org/wp-content/uploads/2024/06/Teacher-Retention.pdf>

Assignment:

Discussion board response #2 (Due Monday September 9th by 11:59pm)

- Use the assigned readings for this week to reflect on how you would like to be supported in your first years of teaching? Take specific examples from the readings and connect them to how you envision your school, school leaders, and school community working in a way that will best support your early-career experiences.

Week 5: Leadership and schools.

Goals/Activities: Critically examine the way that school leaders support schools—including a discussion of teacher leaders.

Readings:

- Kay, M. R. (2022). Student Teacher Standouts: Four traits we should encourage in novice teachers. *Educational Leadership*, 79(7), 80–81.
- Torres, C. (2023). Repairing the Leaky Bucket: Research points to key actions school leaders can take to hire and retain good teachers. *Educational Leadership*, 81(1), 9–13.

Assignment: N/A

Week 6: Public policy and schools.

Goals/Activities: Critically examine the way that policies harm or support how schools work.

Readings/Watch:

- Watch this [video](#) for a basic overview of how Texas schools are funded.
- U.S. Department of Education (2021). The federal role in education. <https://www2.ed.gov/print/about/overview/fed/role.html#>
- Reading Jigsaw: *Association of Texas Professional Educators Legal Resources*
 - o **(Group 1) Charters, DOIs, and Partnerships:** Alternative Education Environments: <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Charters-DOIs-and-Partnerships>
 - o **(Group 2) Absences and Leave:** <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Absences-and-Leave>
 - o **(Group 3) Assignments and Duties:** <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Assignment-Duties>
 - o **(Group 4) Parent and Student Rights:** <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Parent-and-Student-Rights>
 - o **(Group 5) Conference Time and Duty-Free Lunch:** <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Conference-Time-Duty-Free-Lunch>

Assignment:

Communication Performance Task (Due Tuesday September 24th by 11:59pm)

Week 7: Bringing it all together: What is a school without students?

Goals/Activities: Identify how and in what ways students should be supported to make schools work better.

Readings:

- Parent/guardian involvement for student success:
 - o Stickney, D., & Ventura, J. (2024). Possibilities of student voice. *Phi Delta Kappan*, 105(8), 14-19. <https://doi.org/10.1177/00317217241251876>
 - o Eckert, J. (2014). Teach like a novice: Lessons from beginning teachers. *Phi Delta Kappan*, 96(2), 13-18. <https://doi.org/10.1177/0031721714553404>
 - o Read this blog post: Teacher-Parent Communication Strategies to Start the Year Off Right: <https://www.edutopia.org/article/teacher-parent-communication-strategies-start-year-right>

Assignment:

Discussion board response #3 (Due Monday September 30th by 11:59pm)

- The goal this week is to learn about how schools can work *better* to support students. To that end, you read about the possibilities of student voice, classroom management strategies, and proven teacher-parent communication strategies. In your video/podcast post this week describe how each of the topics presented through the readings are connected to the idea of schools working better for students. In other words, why are student voice, classroom management, and teacher-parent comms all key to students' success?

Week 8: Summarize your learning: Final paper proposal/presentation work

Goals/Activities: Use your collective learning from this course to develop and present a proposal to improve how schools work for students.

Readings:

- UNT Writing Center Resources, Handouts, and Appointments
 - o <https://writingcenter.unt.edu/handouts>

Assignment:

Final Paper and **Final Paper Video Presentation** Due Tuesday October 8th at 11:59pm (Note: 8wk-1 grades are due Monday October 14th).

Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teacher Standards §149.1001.

The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

Instructional Planning and Delivery. 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.

Knowledge of Student and Student Learning. 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.

Content Knowledge and Expertise. 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.

Learning Environment. 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.

Data-Driven Practices. 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.

Professional Practices and Responsibilities. 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.

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards Addressed:

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 Addressed:

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.