

How Schools Work

EDLE 2010

Fall 2025

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 310.

Office Hours: Tuesdays/Thursdays 12:30-3:30pm (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](http://online.unt.edu/learn) ([https://online.unt.edu/learn](http://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 miss 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

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. **Using GenAI to complete any part of an assignment will be considered a violation of academic integrity**, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy](https://policy.unt.edu/policy/06-003) (<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)) (<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](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Online Courses F-1 Visa Regulations:

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for [F-1 Visa \(DOC\)](#) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

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 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

Final Project Check-In (5%)

Overview: The goal of this assignment is for you to get early feedback from me on your plan to interview an educational leader or teacher leader.

- **Interviewee ideas:** Come up with a list of around three leaders/educators you are thinking about reaching out to or who you have already contacted.
- **Roles:** What are the roles of each of the potential interviewees?
- **Original question:** What is the interview question that you would like to add to the protocol?
- **Challenges:** What challenges have you experienced so far with this project?

Final Project Check-In Rubric

Criteria	Points
You provided 1-2 sentences for each required section of the outline.	3 pts
You included one interview question that you created.	1 pt
Your submission 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 the components of a professional email:

- **Subject line:** A short, clear, and specific subject line that indicates what the email is about. For the 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

Criteria	Points
Total	20 pts

Final Project: Educator Interview and Reflective Essay (45%)

Objective

The project aims to explore the role, responsibilities, challenges, and perspectives of school professionals to gain a better understanding of how schools work and how they operate and contribute to student success. The information obtained from these interviews will provide a more comprehensive understanding of how schools operate as dynamic entities. This understanding will help raise awareness of the complex and crucial roles that educational leaders and teacher leaders play. Ultimately, this interview will provide you with information that will be useful in preparing you to become future teachers.

Assignment Overview

Students will interview either an educational leader, a teacher leader, or a novice teacher. The goal of the interview is to gain a better understanding of:

1. Roles and Duties: Explore the daily tasks and roles of administrators and educators.
2. School Function: Explore how schools manage resources, implement policies, and address student needs.
3. Challenges and Solutions: Identify the difficulties faced by school professionals and their strategies to overcome them.
4. Collaboration and community participation: Examine how schools foster cooperation among staff and involvement with parents and the surrounding community.
5. Vision for the future: Understand the perspectives of school professionals on the future of education and ways schools can develop.

Interview format and questions:

Students will conduct semi-structured interviews, comprising open-ended questions provided by the instructor (see Canvas), as well as follow-up questions from the students if needed to ensure a meaningful conversation.

Learning Output:

1. The student will submit the signed consent letter from the interviewee.
2. The student will submit a 2-page reflection paper including insights obtained from the interview.
You will address the following reflection prompts:
 - a. Identify whether the interviewee is a school administrator or a teacher. Assign a pseudonym to your interviewee.
 - b. Reflect on the responses that address their role/duties, challenges and solutions, collaboration, and vision. You should include a representative quote to support your reflection.
 - c. Include a concluding paragraph describing your learning from the interview that will be useful in your future teaching career and your vision of how schools can better help students learn better.

- d. **FORMAT** of the two-page reflection:
 - i. Times New Roman or Calibri (12 font size)
 - ii. 1.5 spaced
 - iii. No required APA or MLA format.
 - iv. For example: My interviewee is an administrator at an elementary school. As an administrator, open communication is crucial to ensure smooth operation of the school. She / she / they said: “(write the direct quote from the interview).”
3. **NOTE:** You can also submit a video recording instead of a 2-page reflection paper. Please see guidelines for this type of submission:
 - a. Your video is 3-5minutes long.
 - b. Talk about your interviewee as a school administrator or a teacher. Use the pseudonym of your interviewee. (1 minute)
 - c. Reflect on the responses that address their role/duties, challenges and solutions, collaboration, and vision. You should include a representative quote to support your reflection. (2 minutes)
 - d. Describe your learning from the interview that will be useful in your future teaching career and your vision of how schools can better help students learn better. (2 minutes)

Here are some questions to consider when you write or record your reflection:

Your Personal Perspectives:

- What was the most insightful information you learned from your interview?
- Based on your interview, what personal experiences align or differ from your experiences?

Reflection on the professional’s perspectives:

- What are the challenges that your interviewee highlights in their role? How did they address them?
- What are the best practices did they share that contribute to a positive and inclusive school environment?
- What did you learn about policy making and revising?
- How did they contribute to student success and overall school operations?

Your Concluding Thoughts:

- How can you apply the information you learned from this interview in your future teaching career?
- How did this interview impact your perspective on how schools work?

Rubric

Criteria	Points
Signed consent letter	3 pts
Introduction of Interviewee	7 pts
Role Contribution	7 pts
Challenges and Solutions	7 pts
Reflection on Interview	7 pts
Connection to Course	7 pts
Conclusion and Takeaways	7 pts
Total	45 pts

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 Project Check-in	5	5%
Communication Performance Task	20	20%
Final Project: Interview and Reflective Essay	45	45%
	100 points	100%

Final Grade Calculation:

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

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, 2024 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 8/25 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:

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

- 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

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

- 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 project interview/presentation work

Goals/Activities: Use your collective learning from this course and the information gained from your interview to write a reflective essay about the complex and crucial roles that educational leaders and teacher-leaders play in making schools work.

Readings:

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

Assignment:

Final Project: Educator Interview and Reflective Essay Due

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.