

University of North Texas at Dallas  
 FALL 2013  
 SYLLABUS

<b>EDAD 5600 Race, Class, and Gender in Education</b>			<b>3Hrs.</b>
Department of Teacher Education and Administration	Class # 36474	Sec. # 090	Division of Education and Human Services
Bldg. 1 #208 - Thursday, August 28, 2012 – Thursday, December 12, 2013 – 5:30 PM – 8:20 PM			
Instructor Name:	Juanita M. Simmons		
Office Location:	201A Building 1		
Office Phone:	972-338-1331		
Email Address:	Juanita.simmons@unt.edu		
Office Hours:			
Virtual Office Hours:	By appointment – E-MAIL Preferred		
Classroom Location:	208 Bldg. 1		
Class Meeting Days & Times:	Thursdays, August 28 <sup>th</sup> - December 12th, 2013 – 5:30 – 8:20 PM		
Course Catalog Description:	Race, class, and gender equities exist throughout educational systems. Students critically examine issues related to providing leadership for a diverse student population. Students learn what it means to be a culturally responsive leader, and review research and debunk stereotypes and negative views. Students begin to recognize all learners as capable, motivated, resilient, and able to build on cultural strengths. Strategies for school change are also explored.		
Prerequisites:	Completion of EDAD 5300, 5330, 5390 and 5400		
Co-requisites:	Students will also master the Competency 2 of Domain I of the Texas Examination for Educator Standards (TExES). Students will receive a copy of Domains I, II, and III to assist them in preparing for the TExES.		
<b>Required Text:</b>	<p>Jackson, Y. (2011). <i>The pedagogy of confidence: Inspiring high intellectual performance in urban schools</i>. NY: Teachers College Press.</p> <p>Koppelman, K. (2011). <i>Understanding human differences: Multicultural education for a diverse America</i> (3rd Edition). Boston: Allyn and Bacon.</p>		
Recommended Text and References:	<ul style="list-style-type: none"> <li>• Landsman, J. (2001). <i>A white teacher talks about race</i>. Maryland: Scarecrow Press, Inc.</li> </ul> <p>Other recommended readings and articles provided by instructor and/or by approved student recommendations (as per specific assignments).</p>		
Access to Learning Resources:	<p>UNT Dallas Library: Phone: (972) 780-3625;          web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>          UNT Dallas Bookstore: e-mail: 1012mgr@fhcg.follett.com          Phone: (972) 780-3652</p>		
	The goal of this course is to greatly enhance the cultural sensitivity of students as it relates to issues in education as the course contents are researched, and examined.		

1	<ul style="list-style-type: none"> <li>• Demonstrate the skill to communicate effectively with students, faculty and staff, parents, and business and community leaders regardless of race, class, gender, and background.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Understand how race, class, gender, and cultural backgrounds influence student behavior and teacher discernment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identify how gender relates to educational inequities that affect female and male students.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Have high expectations of all students regardless as to the uniqueness of their culture, race, gender, class, or background.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Visit communities and school buildings in order to become familiar with diverse environments</li> </ul>
6	<ul style="list-style-type: none"> <li>• Use the knowledge and experience gained in this class to assist with passing the Texas Examinations of Educator Standards (TExES), specifically Domain I, Competency 002.</li> </ul>
	<p>Interstate School Leaders Licensure Consortium (ISLLC)  Domain I – School &amp; Community Leadership (Approx. 33% of Test Framework of Principal)</p>
	<p>Competency 002  The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</p> <p>The principal knows how to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with families and other community members in varied educational contexts.</li> <li>• Apply skills for building consensus and managing conflict.</li> <li>• Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.</li> <li>• Develop and implement strategies for effective internal and external communications.</li> <li>• Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media</li> <li>• Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children</li> <li>• Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals</li> <li>• Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.</li> <li>• Respond to pertinent political, social, and economic issues in the internal and external environment.</li> </ul>

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. *Oral Report of Community/School Visit and School Data*
2. *Written Report of Community/School Visit and School Data*
3. *Assignments – Weekly/ Online / Chapter Tests*
4. *Chapter Presentation*
5. *Book Review*
6. *Reflection Journal*
7. *Overall Class & Group Participation*

**Course Requirements and Information:**

Instructional Methods:

This class will be conducted utilizing lecture (instructor and/or guest lecturer in face-to-face AND

electronic presentations), online discussions and activities (See Appendix for scheduled dates), small and large group discussions, and individual presentations within group settings (both using *PowerPoint Presentations and other media forms*).

### **Attendance:**

The University attendance policy is in effect for this course. **Class attendance and participation are expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class.** The dynamic and intensive nature of this course makes it difficult for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings are essential to the integration of course material and the ability to demonstrate proficiency. **Students are responsible for notifying the instructor if they are missing class and if the absence is job related. Students are also responsible to make up any work covered in class. It is recommended that students coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Group members must be present for the full time that a group report is being presented.**

**Class Participation:** Active class participation and demonstrating clarity, depth, interest and proficiency in class discussions are important in accomplishing the goals of this course. Participation in class discussions is expected and encouraged in order for the instructor to determine the level of proficiency. Students are reminded to be cognizant of others as they make contributions to discussions and activities. This includes appropriate wording of ideas, the balancing of time and sharing of leadership positions, etc.

### **Presentations:**

Each student will be graded individually based on:

- Clarity, depth, interest, and proficiency
- Level of innovation and creativity when contributing to group presentations
- Ability to encourage class involvement
- The involvement of experiences during community/school campus visits

### **Chapter Presentations:**

*Understanding Human Differences: Multicultural Education for a Diverse America*

- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

*The pedagogy of confidence: Inspiring high intellectual performance in urban schools*

- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

## **Book Review:**

### *A White Teacher Talks About Race*

- Present to the instructor and class your group's PowerPoint presentation and no more than a three page report on the assigned character (outline format).
  - Present the PowerPoint presentation (with illustrations) without exceeding the allotted time, focusing on the questions to be answered.
1. E-mail the PowerPoint presentation (only) to the class members at least 24 hours prior to the presentation, and/or hand out in class.

The following questions are to be thoroughly addressed.

2. How does Julie Landsman's background compare or not compare to the background of members of your group?
3. Do you consider her relationship with her students to be similar to those of the members of your group with your students? Explain
4. Explain how her students are similar or not similar to the students of your group members?
5. Define her expectations of and for her students.
6. How does the community discussed compare to the communities of the children taught by members of your group?
7. From the chapters assigned to your group, what did you decide to be her reason for teaching at that school?

## **Community/School Building Visits and Purpose:**

- Students in each group are assigned to go with a colleague(s) to his/her school building and to the surrounding community to observe the situations and activities listed below. PowerPoint illustrations (pictures) are appropriate for the 15-20 minute shared presentation. Be prepared to participate in a verbal discussion with your visiting colleague to answer questions from your classmates.
- Use this format to submit your responses: The purpose of the Community/School Building Visits is to see if "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman, 2011).
- Your assignment is to go with your colleague(s) to his/her school community and school building. Observe and comment on the following:

### 1. Neighborhood and Community:

- Are the lawns and streets of homes kept the same in the neighborhoods surrounding the schools? Explain
- Are the restaurants, supermarkets, and retail stores the same as the ones surrounding your school? Explain
- Does the neighborhood appear safe for children to walk to and from school?

### 2. School Campus and Building (In the event your school is not in session, complete the Internal and External Review):

#### ***Internal Review:***

- Are the teachers required to maintain a professional dress code while on campus?
- Are the students in uniform? If so, is the dress code being followed by the majority of the

students?

- Are the students allowed to wear shorts?
- Are the halls clear and learning seemingly taking place in each classroom? Explain
- What kind of a reception did you receive at your colleague's school? Explain

**External Review:**

- Is the lawn well kept? Explain
- Is the building attractive on the outside? Explain
- Is the building clean and attractive on the inside? Explain

**3. Data Review of Your School Campus and Community:**

Visit the State Accountability website and the Report Card to answer the following questions about your school and community –

- What are the demographics of the school's student population?
- What are the demographics of the school's faculty?
- What is the educational level, and years of experience for the school's faculty?
- What is the average literacy level of the school's community?
- What are the specifics about the employment and status of households surrounding the school?
- How does this school compare to other schools (in the State) of its equivalence?

**Reflective Journal Entry:** All students will complete a brief journal entry that reveals their reflections, thoughts, and ideas about the assigned readings, and the implications that the readings have on their current and/or future practices. The instructor will provide a Journal Entry form via a Word Document (electronic copy) and hard copies. Students are expected to date the entry notes, and to state the reference of the discussion (i.e. specific chapters, etc.). Students who consent to the Instructor's use of their journal entries for research purposes are asked to submit their journals electronically. All journal entries approved for research purposes All students are asked to bring this to the next class.

**Written Report of Community/School Visit and School Data:**

As a final exam and demonstration of knowledge and dispositions gained of all concepts and objectives from the class, each student will write a 5-6 page Reflection paper summarizing the findings from the Community/School Visit and Data Project. Your Reflections should include a discussion that connects your project's findings with your assigned readings, class discussions, lectures, and practical experiences. This discussion should intersect with the course theme - "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman 2011). **REFLECTION**

**RUBRIC ATTACHED!**

Grades:

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. To receive an "A" in this course a student must meet or exceed all requirements for the course. Neatness, thoroughness, and care in preparing course materials are required. All required assignments must be submitted when requested. In no case should students submit materials for credit in this course that have been submitted for another course. Late assignments are NOT eligible for a grade of "A".

<b>Grading Matrix</b>	<b>Point Value</b>
▪ Class Participation and / or Online Activities	50
▪ Reflection Journal	100
▪ Presentation of Chapters in Texts	50
▪ Book Review Presentation	100
▪ Individual Community/School Campus Visits Presentation	100
▪ Written Community/School Report	100
▪ Weekly Assignments / Tests	100

Grade Determination: A = 90% or better; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = 59 or less 60%

### PROPOSED COURSE OUTLINE – FALL 2013

***This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and/or via the UNT-Dallas e-mail and course Blackboard.***

TOPICS	DATE	INSTRUCTION MODE
Course Overview/Syllabus	Thurs. Aug. 29	
Lecture/Overview of Race, Class & Gender in the U.S.  Brief pointers for successful graduate studies: <ul style="list-style-type: none"> <li>• How to read, brief, synthesize, report and present research-based materials;</li> <li>• APA conventions;</li> <li>• Reflective writing and note-taking rubric for final report and weekly reading notes.</li> </ul>	Thurs. Sept. 5  <b><i>Face-to-Face</i></b>	<i>Face-to-Face Meeting:</i> Homework: In preparation of your REFLECTION PAPER, please see Study Rubric to document and organize your reading notes. <ul style="list-style-type: none"> <li>• Read <i>Thinking</i> article (See course binder</li> <li>• Read chapters 1, 2, &amp; 8– <i>Understanding human differences: Multicultural education for a diverse America</i> text - Understanding Ourselves and Others, pp.2-46; Understanding Prejudice and its Causes, pp. 25-44; Racism: Confronting a Legacy of White Domination of America, pp. 186-20.</li> </ul>
Lecture Presentation - Overview of Race, Class & Gender in the U.S. Public Schools.  Historical Timeline – Pitfalls and Progress of human rights in the U.S.	Thurs. Sept. 12  <b><i>Face-to-Face</i></b>	Group Discussion Focus: <i>Cultural Conflict and the impact on the socio-economic status of minorities in the U.S.</i> Continuation of Michelle Alexander lecture video (Pt. 2). Homework: Begin preparing for book review – Read <i>A White Teacher .... Race</i> (See rubric for Book Review – <i>Special</i> form) <ul style="list-style-type: none"> <li>• Read chapters 1–3 of <i>The Pedagogy of Confidence</i> text –               <ul style="list-style-type: none"> <li>○ The Need to Believe, pp. 13-27;</li> <li>○ The Continuing Drama of</li> </ul> </li> </ul>

		<p>Disregarded Realities, pp. 28-52;</p> <ul style="list-style-type: none"> <li>○ Divining Intelligence, pp. 55-69</li> <li>○ *Who Benefits from Failing Urban School Districts? (See class binder)</li> </ul>
<p>Summary of race, class, and gender in PK-12 schools.</p> <p><b>Thematic core: Leadership in the midst of racial and cultural conflict.</b></p> <p>Afterword Lecture discussion and slide presentation on the impact of race and gender bias on the national achievement gap.-</p> <p>One-on-one and/or group appointments for next session made. (See below note.)</p>	<p>Thurs. Sept. 19 <b>Face-to-Face</b></p>	<p>Discussion and activities over the assigned readings and previous course work.</p> <p>Group Discussion Focus: <i>Cultural Conflict and the impact on the national achievement gap</i></p> <ol style="list-style-type: none"> <li>1) Share what you know about the national achievement gap.</li> <li>2) List five (5) specific factors for which your group agrees to be the top major factors that precipitated the national achievement gap.</li> <li>3) Divide your 5 factors into the following categories: <ol style="list-style-type: none"> <li>a. Historical factors ----- Yellow tab</li> <li>b. Socio-economic ----- Red tab</li> <li>c. Political &amp; capitalistic--- Blue tab</li> <li>d. Place the color tabs into the corresponding columns – Discuss the findings</li> </ol> </li> </ol> <p>Assign and organize class for group arrangements for the book review.</p>
<p><b>Note:</b> Classroom and instructor assistance are available for students and groups preferring to meet face-to-face for preparation of book review/presentation. Please inform instructor of your plans prior to</p>	<p>Thurs. Sept. 26 <b>No Face-to-Face: Home Study – Work with Groups for Report</b></p>	<p>Homework:</p> <p>Complete Chapter tests: Chapters 1, 2, &amp; 8</p> <p>Homework: Complete reading <i>A White Teacher</i> text.</p> <p>Meet with your assigned group members to prepare for book review presentation.</p> <p>Prepare journals for update on reflective reading journals (should include all assigned readings).</p>
<p>Book Reviews/Panel Presentations: A White Teacher Talks About Race (Assigned Group)</p>	<p>Thurs. Oct. 3 <b>Face-to-Face</b></p>	<p>Homework: Read chapters 3, 4,</p>
<p>Chapters 5 &amp; 6 – Activities and Discussions (Visits/observations)</p>	<p>Thurs. Oct. 10 <b>Face-to-Face</b></p>	
<p>Chapters 7 &amp; 8 – Activities and</p>	<p>Thurs. Oct. 17</p>	

Discussions (Continue visits/observations)	<i>Face-to-Face</i>	
	Thurs. Oct. 24 <i>No Face-to-Face: Home Study – Work Online</i>	
Individual Community/School Building Visits and Data Reviews – ORAL PRESENTATIONS WITH SLIDES AND HANDOUTS.	Thurs. Oct. 31 <i>Face-to-Face</i>	
Chapters 10 & 11 - Activities & Discussion Groups; Groups interact by responding to each other's postings about the readings and Visit/Observation experiences.	Thurs. Nov. 7 <i>Face-to-Face</i>	
Chapters 12 & 13 – Activities and Discussion Groups; Groups interact by responding to each other's postings about the readings and Visit/Observation experiences.	Thurs. Nov. 14 <i>Face-to-Face</i>	
Independent Work Session: Writing lab, tutoring and assistance for Final Report Reports of Individual Community/School Building and Data.	Thurs. Nov. 21 <i>No Face-to-Face: Home Study – Work with Groups for Report</i>	
<b>THANKSGIVING</b>	<i>Thurs. Nov. 28</i>	<b>THANKSGIVING</b>
Chapters 14 & 15, Activities, discussion & Report Work.	Thurs. Dec. 5 <i>Face-to-Face</i>	
Final Written Reports Submitted/FINAL EXAM	Thurs. Dec. 12 <i>Face-to-Face</i>	<i>Final Exam – online submission</i>



PLANNING CHART TOPICS AND ASSIGNMENTS	TIMELINE
<p>Orientation: Review of Syllabus and Assignments– Lecture Overview of Class. (<i>Race &amp; Class in Public Schools</i>);</p> <p><b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following: McIntosh article (hard copy and/or electronic copies provided by instructor) – Group Discussions &amp; Sharing</p> <p><b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:</p> <ol style="list-style-type: none"> <li>1. Chapters 1 &amp; 2 of Koppelman (2011);</li> <li>2. Chapters 1, 2, &amp; 3 of Jackson (2011)</li> </ol> <p><b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to do the following: <b><i>Write your reading reflection notes on the Reflection Journal Sheets provided!</i></b> (See syllabus for details.) Bring to class. <i>Note:</i> You are advised to begin reading for the book review! Group assignments will be given. <b><i>The Book Reviews are presented on June 20th</i></b></p>	
<p>Group Activity: Race and poverty (see McIntosh article), Culture and Motivation (see Jackson, Chapter 3); Group discussions/presentations on assigned chapter readings;</p> <p>Teams plan for Community/School visits; Preparation for Book Review.</p> <p><b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:</p> <ol style="list-style-type: none"> <li>1. Chapters 3 &amp; 4 of Koppelman (2011);</li> <li>2. Chapters 4 &amp; 5 of Jackson (2011).</li> </ol>	
<p>Book Review Group work for planning and preparation of Book Review; Community/School Observation planning</p> <p><b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:</p> <ol style="list-style-type: none"> <li>1. <b><i>Write your reading reflection notes from the last assigned readings, discussions, and include your article in reflections. Record on the Reflection Journal Sheets.</i></b> Bring to class.</li> <li>2. Chapters 5 and 6 (Koppelman)</li> </ol>	

<p><b>Book Reviews/Panel Presentations:</b>  A White Teacher Talks About Race (Assigned Groups)  <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:  1. Chapters 7 &amp; 8 (Koppelman);  2. Chapters 6, 7, &amp; 8 (Jackson);  3. Work on Community/School Observation visits</p>	
<p><b>Discussion and Wrap up</b>  <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:  1. Chapters 9, 10 and 11 (Koppelman);  2. Chapter 8 (Jackson)</p>	
<p>Individual Community/School Building Visits and Data Reviews – ORAL PRESENTATIONS WITH SLIDES AND HANDOUTS.  <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:  1. Chapters 12, 13, 14, 15 (Koppelman);  2. Chapter 9, 10, &amp; 11 (Jackson)</p>	
<p>3. <b><i>Write your reading reflection notes from the last assigned readings, discussions, and include your article in reflections. Record on the Reflection Journal Sheets.</i></b>  Final Examination —</p>	

Teacher Education & Administration  
Departmental Policy Statements

**ACCOMODATION & ACCESS**

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [www.unt.edu/oda](http://www.unt.edu/oda), and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

**CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

#### 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).

#### Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

#### Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: Included in Syllabus

### REFLECTIVE JOURNAL ENTRY

The purpose of the Reflective Journal:

- To encourage reflective practice and to critically consider your own learning;
- To integrate new ideas about how you understand how you learn and how others learn; and,
- To reflect on how this knowledge about learning influences how you and others may lead.

Reflective Journal Entries indicate to the professor that you:

- 1) Have read and understood the material;
- 2) Are able to compare and contrast the ideas of the multiple authors' ideas;
- 3) Have reflected on class activities and their relationship to each reading; and,
- 4) Have reflected on your own assumptions and interpretations and are able to articulate how this may influence your leading and learning.

**Each reflection entries have THREE SECTIONS. ALL PAPERS MUST INCLUDE AND USE THE FOLLOWING SECTION HEADINGS:**

- **Reaction to Content** – In this section, you reflect on the authors’ viewpoints surrounding pertinent thoughts and ideas. Use critical thought to write this section.
- **Reflection and Implications** – In this section, write about how the readings, lectures, activities, and your leadership experience relate to the readings.
  1. How did I learn?
  2. How might this knowledge impact teachers, schools, community, higher education, and society?
- **Personal Reflection and Application** – In this section, you should write about **how you feel about the readings**.
  1. How did I (or might I) apply what I learned?
  2. How will my practice change based upon what I learned?

**General Guidelines for Reflective Journals**

1. Please type your name, date, and assigned readings that are being discussed in the right hand corner of your Reflection Journal paper. For example, June 12, Reflective Journal Entry.
2. The Reflective papers may be **submitted via electronic email or presented to the professor no later than 5:30 ON THE DUE DATE!**

The attached Entry may be used:

## Individual Reflective Journal Entry

**Student Name:**

**Assigned Readings:**

**Date Due:**

**Section 1: Reaction to Content** - *Thoroughly compared and contrasted authors against pertinent themes; Used authors to discuss pertinent themes; Used class activities, lectures, and/or discussions to react to themes and pertinent sub-themes.*

**Section 2: Reflection and Implications** - *Wrote about how the readings, lectures, activities, and your leadership experience relate to the themes; Discussed - How did I learn? How might this knowledge impact teachers, schools, community, higher education, and society? Discussion included implications for your leadership and the leadership of your organization.*

**Section 3: Personal Reflection and Application** - *Clearly critically reflects on own assumptions and biases as related to the readings and assignments; Offers practice oriented solutions to alleviate issues related to the readings and assignments; and, discussion includes how did you (or might you) apply what you learned; and, how will your practice change based upon what you learned?*

I approve for my entry to be used for research purposes. I understand that protection of my identity will be used and all ethical considerations protecting me from any unforeseeable risk or damage will be enforced by this professor.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Review for Book/Chapter Discussions

**Book/Chapter:** \_\_\_\_\_ **Group Members:** \_\_\_\_\_

PRESENTATION SKILLS & DELIVERY	NOTES/COMMENTS/RECOMMENDATIONS	Possible Points	Earned Points
<b>Engagement, Preparation &amp; Deliver</b> <ul style="list-style-type: none"> <li>• PowerPoint / Visual presentation and/or illustrations and handouts</li> <li>• Attractive, engaging &amp; appropriately aligned activities and discussion</li> <li>• Rich integration of readings and advanced connections to activities, practice, and research.</li> </ul>		<b>60 Pts.</b>	
<b>Oral Presentation</b> <ul style="list-style-type: none"> <li>• Does not exceed timeline</li> <li>• Appropriate Grammar &amp; Diction</li> <li>• Demonstrates appropriate use of vocabulary (<u>Terms and Definitions</u> from <i>Human Differences</i> text highly encouraged and rewarded).</li> <li>• Balanced Group Participation</li> <li>• Focuses strategic questions to be answered.</li> </ul>		<b>40 Pts.</b>	
	<b>Notes/Comments:</b>	<b>TOTAL</b>	