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**EDCI 3800: Professional Issues in Education (Spring 2026)**

**Instructor:** Cora Reikofski-Ross  
**Email:**

**Office Location:**  
**Office Hours:**

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**EDCI 3800 CATALOGUE DESCRIPTION**

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**COURSE LEARNING OBJECTIVES**

*By the end of EDCI 3800, students will be able to:*

**CLO 1:** Describe the professional and ethical roles and responsibilities of classroom teachers within broader public education systems.

**CLO 2:** Identify significant ethical and legal professional issues that face contemporary secondary public school teachers and ways to address common scenarios.

**CLO 3:** Apply reflective practices while evaluating personal experiences within K-12 public education systems at the classroom, school, district, and community levels.

**CLO 4:** Design an ideal hypothetical classroom environment that includes an evidence-based behavior management system, explicit instruction on behavior regulation skills, and safe spaces that maximize student learning.

**CLO 5:** Identify and explain the responsibilities of campus and district support/leadership professionals.

**CLO 6:** Describe how campus leaders and support professionals effectively collaborate with classroom teachers using realistic hypothetical scenarios.

**CLO 7:** Explain how the implementation of IDEA and Section 504 affect student learning and development, and what a general education teacher's responsibility is within the scope of Special Education.

**CLO 8:** Analyze the relationship between stakeholders and policies in public education systems and student learning outcomes.

**CLO 9:** Engage in respectful and effective communication with students, parents, families, colleagues, and other stakeholders in hypothetical, realistic scenarios.

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**REQUIRED TEXTBOOKS/MATERIALS**

- All texts, reading materials, and videos are free and found in the ***Required Readings and Media*** section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password. You will not have to purchase texts or materials for this course.

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**CLASS TIME/LOCATION**

**Location:** Matthews Hall 102

**Time:** Wednesday 1:00 PM - 3:50 PM

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**CLASS CANCELLATIONS/POSTPONEMENTS/NOTIFICATIONS**

In the event an in-person class session needs to be cancelled and/or postponed, you will receive a notification from me via Canvas Announcement. Please [enable Canvas notifications for Announcements](#) on your mobile device, and check Canvas each day before leaving for class.

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**ATTENDANCE POLICY**

Because this course involves collaboration, participation is essential to learning. Class activities require you to

be actively engaged in discussions and group work. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion. If you miss more than 30 minutes of class, you will be counted absent for that class session. Please attend all classes and arrive on time!

The following attendance policies are in effect for this section of EDCI 3800:

# of Unexcused Absences	Deduction from Final Grade
0 – 1	No point deduction
2	5 points (e.g., 95-90)
3	10 points (e.g., 95-85)
4 or more	Failure of course

## COURSE ASSIGNMENT DESCRIPTIONS

**TEA State Mandated Trainings (not counted towards final grade but a required component from the state):** In order for UNT to recommend you to obtain your teaching certificate, you are required by the state of Texas to complete the following trainings: **Early Mental Health Intervention, Dyslexia, Suicide Prevention, and Substance Abuse Prevention**. These trainings take approximately 15-20 hours to complete, and they must be completed and submitted prior to the end of the semester. If they are not completed, this may delay your graduation and certification process.

### **Entry/Exit Tickets (20%)**

There will be 13 entry and exit ticket opportunities throughout the semester. Each entry and exit ticket is worth 3 points (6 points total per class session) and collectively accounts for 20% of your final course grade. Entry tickets are completed at the beginning of class and are designed to prompt reflection on the assigned readings. Exit tickets are completed at the end of class and ask you to reflect on the discussions, activities, and learning from that class session.

If you are absent from class, you may earn credit for the missed entry and exit ticket by completing the Learning Recovery Reflection for that day. This assignment allows you to demonstrate engagement with the course content and learning objectives from the missed class session. Full or partial credit will be awarded based on how well the requirements of the Class Session Reflection are met.

### **Assignments (60%)**

#### **- Reading Discussion (50 points)**

Throughout the semester, students will participate in eight (8) student-led Reading Discussions. For each discussion, five students will serve as small-group discussion leaders based on the assigned readings and/or media for that week. Discussion leaders are expected to complete the assigned materials in advance and prepare engaging discussion questions and strategies that support participation and diverse learners. This assignment is designed to promote meaningful engagement with course content while developing skills in discussion facilitation and instructional planning that are essential for your future classroom.

#### **- Learning Community (50 points)**

Throughout the semester, students will participate in ongoing discussions and activities with their Learning Community. Students will maintain a running document that captures their engagement, contributions, and reflections over time. At the end of the semester, students will complete a self-evaluation of their participation as well as a peer evaluation of their Learning Community members. This assignment is designed to support collaboration, reflection, and professional accountability—key skills for effective teaching and teamwork.

#### **- District Analysis (50 points)**

For this assignment, students will select a school district from a provided list of local districts and conduct a focused analysis. The analysis will include research on the district's history, policies, geographic context, demographics, school ratings, and other relevant factors. Students will then reflect on what they learned and consider how these elements shape teaching and learning within the district. This assignment is designed to build awareness of the broader educational contexts in which teachers work and support informed, reflective practice.

- **TE<sub>EX</sub>ES Exam Study Guide (50 points)**

This assignment is designed to build awareness of the Texas teacher certification exams required for licensure. Students will complete a practice exam and analyze their results to identify strengths and areas for growth. Based on this analysis, students will create a personalized study plan calendar that outlines study goals, timelines, and accountability strategies, as well as the study materials they plan to use. Students are encouraged to complete this assignment for their content certification exam (e.g., History, Music, Theatre), though they may choose to focus on the PPR exam instead.

**Final: Building a Classroom Community (20%)**

The Final Project is a culminating assignment that brings together your learning from throughout the semester. Students will reflect on how they plan to promote learning, equity, and excellence in their future classrooms. The project includes creating a graphic representation of your classroom that illustrates these core qualities, developing classroom routines and communication strategies, and responding to mock interview questions.

This project is designed to support intentional planning for your future career as an educator and to demonstrate your growth and readiness for the teaching profession.

**Spring 2026 Course Schedule with Assignments**

Week	Date	Topics	Assignments
1	01/14	Course Introduction & Overview	Entry + Exit Ticket
2	01/21	What are public schools and what is their purpose?	Entry + Exit Ticket <b>Quiz: Did you review Canvas and the syllabus?</b>
3	01/28	How are public schools connected to political systems?	Entry + Exit Ticket
4	02/04	What pressing challenges does U.S. education face today?	Entry + Exit Ticket <b>District Analysis - 2/8</b>
5	02/11	<b>No In-Person Class</b>	<b>Wk 5: TE<sub>EX</sub>ES Study Guide Check In TEA Trainings</b>
6	02/18	How do I create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence?: SPED/inclusion	Entry + Exit Ticket <b>Reading Discussion 1</b>
7	02/25	What strategies best support students with a specialized education plan?: SPED/inclusion	Entry + Exit Ticket <b>Reading Discussion 2</b>
8	03/04	How do I create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence?: Bilingual/ESL education	Entry + Exit Ticket <b>Reading Discussion 3</b>
9	03/11	<b>SPRING BREAK - No Class</b>	
10	03/18	What strategies best support emerging bilinguals?: Bilingual/ESL education	Entry + Exit Ticket <b>Reading Discussion 4</b>
11	03/25	<b>No In-Person Class</b>	<b>Wk 11: TE<sub>EX</sub>ES Study Guide Check In TEA Trainings</b>

12	04/01	How do I create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence?: Classroom management	Entry + Exit Ticket <b>Reading Discussion 5</b>
13	04/08	What strategies are considered best practices for classroom management?: Classroom management	Entry + Exit Ticket <b>Reading Discussion 6</b>
14	04/15	What does it mean to be a professional?	Entry + Exit Ticket <b>Reading Discussion 7</b>
15	04/22	What do students need to succeed?: Feedback, assessment, data tracking, and planning instructional interventions.	Entry + Exit Ticket <b>Reading Discussion 8</b>
16	04/29	How will I be evaluated as a teacher?	Entry + Exit Ticket <b>Final Submission: TExES Exam Study Guide - 5/1</b>
17	05/06	<b>Finals Week - No In-Person Class or Final</b>	<b>Building a Classroom Community - 5/10 TEA Trainings</b>

**NOTE:** In order to receive an A in this class, ALL assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above a 90%, a grade of A will not be awarded.

#### GRADING

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.

B: 80-89% Proficient. The student performs slightly above the minimum criteria.

C: 70-79% Average. The student meets the minimum criteria.

D: 60-69% Below Average. The student does not meet the minimum criteria.

F: 0-59% Improvement Required. The student does not complete the coursework.

#### LATE WORK

The only way to receive full credit on any assignment in this course is to submit it to Canvas on or before the designated due date. However, if you have a [university-excused absence](#) and provide appropriate documentation within 48 hours of the missed deadline, work may be accepted up to three (3) days late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 3 (three) days after the due date with a deduction of *one full letter grade*. Work that is more than 3 (three) days late **may not be accepted** and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

#### FORMATTING

The only type of document formats I will accept for a grade in this course are **Word** and **PDF**. If you submit a **.pages** document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting.

#### REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment in order to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within 48 hours of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

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## NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you **MUST** let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class and this may affect your financial aid/tuition payment and degree completion date. January 24<sup>th</sup> is the last day you can drop this course without it appearing on your transcript, but it could still affect your financial aid and degree completion. If you withdraw between January 25<sup>th</sup> and April 10<sup>th</sup>, a grade of W will appear on your transcript and tuition and fees will remain. However, a W could affect your financial aid and degree completion. You cannot withdraw from class after April 10<sup>th</sup>. A grade of "I" for Incomplete cannot be awarded if you are failing the class at the time of grade submission.

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## TECHNICAL REQUIREMENTS

This course has digital components. To participate in this class, you will need internet access to reference content on the Canvas Learning Management System and complete assignments using Microsoft Word Processing. You will also need Adobe Acrobat. 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>).

- Microsoft Office (for creating Word Documents and PDFs)
  - Internet Access
  - Adobe (for reading PDF articles/documents)
  - Phone, tablet, laptop, or desktop with video/microphone/sound
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## PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to *deduct one or more letter grades from your final grade* and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

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## AI (ARTIFICIAL INTELLIGENCE) AND PLAGIARISM IN EDCI 3800

*The unauthorized use of any person or technology that assists in a student's assignment, project, or paper is considered cheating under the [UNT Student Academic Integrity Policy](#) (UNT Policy 6.003). Unless a professor or instructor gives explicit "authorization," AI cannot be used to complete assignments, projects, or papers. Doing so will result in a "cheating" violation.*

As future educators, it is completely necessary that you engage fully in the learning process throughout this course. Plagiarizing and/or using AI to complete assignments in place of your own work will seriously undermine your ability to pass your [TExES Certification Exams](#), weaken your confidence during your clinical practice experience, and ultimately compromise your ability to successfully teach your future students. If AI does the thinking for you now, it can delay or prevent your personal growth, and you will not be as prepared to make real time decisions as an educator.

While some assignments may seem to invite the use of online tools, the core expectation for our class is that **the work you submit is your own original writing**. Using the work of someone else (including AI) **without citing it** is a form of

[plagiarism and is treated as such at UNT](#). UNT employs AI detection software through Canvas LMS, so please be aware of this when submitting your work.

If you use AI this semester in this course, I encourage you to reflect on this guiding question: ***“Am I using this tool to support my learning, or to avoid it?”*** Please establish a reasonable relationship with emerging technologies that enhances your authentic growth as a reflective, capable, and compassionate educator.

**You may use AI (with full disclosure to your professor) to:**

- Refine grammar and organization after drafting your own writing/responses FIRST.
- Ask follow-up questions to deepen your understanding of course concepts.
- Brainstorm ideas based upon your own thoughts and suggestions.

**You may NOT use AI to:**

- Write assignments, assessments, reflections, lesson plans, discussion board posts, etc.
- Generate written work without SIGNIFICANT personal input, revision, and citation/disclosure of AI use.
- Fabricate personal experiences or interactions.

As your instructor, I promise to NEVER use AI to replace the deep engagement and individualized attention you each deserve from me. I strive to provide consistent, high-quality support, and I vow to read every word you write or share with me. I do not use AI to grade assignments. I will deliver customized, authentic, and meaningful feedback on your work. While I may occasionally use AI to enhance my ability to provide consistent, high-quality support so that I may serve you more efficiently, I assure you that all of my interactions with you and our class will be genuine, unique, personal, and guided by my professional judgment and ethical commitment to your success. I will also be sure to fully disclose when, how, and why I use AI in our course if I do.

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**A note on publicly sharing course content and material:** You are not permitted to share any portion of this course publicly on any type of social media platform. Doing so will result in disciplinary action that may lead to your dismissal from this program.

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## F1 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.

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# (TAC) Texas Classroom Teacher Certification Standards in this Course

TEA TAC Chapter 235. [Classroom Teacher Certification Standards](#)

**This course introduces the following:**

*Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12*

*§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.*

## ***Instructional Preparation***

4.C Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of Individualized Education Programs (IEPs).

5.B Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism and biliteracy.

5.D Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.

## ***Instructional Delivery and Assessment***

1.H Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

3.E Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

## ***Learning Environment***

1.A Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

1.B Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

1.C Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

1.D Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

2.A Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

## ***Professional Practice***

1.A Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

1.B Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

1.C Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

1.D Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

1.E Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.

2.B Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

2.E Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

2.F Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.

3.A Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

3.B Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

3.C Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

3.D Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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## TExES PPR K-12 Certification Exam Standards in this Course

**This course introduces the following:**

### [Pedagogy and Professional Responsibilities Standards](#)

V.010.E Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance.

IV.013.A Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, fairness, child abuse) and adheres to legal guidelines in education-related situations.

IV.013.B Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).

IV.013.C Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

II.005.C Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

II.005.D Presents instruction in ways that communicate the teacher's enthusiasm for learning.

II.005.E Uses a variety of means to convey high expectations for all students.

II.005.F Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

II.005.G. Creates a safe, nurturing and affirming classroom environment that addresses students' emotional needs and respects students' rights and dignity.

IV.012.A Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).

IV.012.B Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.

IV.012.C Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).

IV.012.F Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.

IV.012.I Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

I.004.I Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.

I.004.J Analyzes ways in which external factors impact student learning and plans instruction and assessment.

I.003.D Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.

IV.013.E Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.

IV.013.F Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.

IV.012.D Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

IV.011. A Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.

IV.011.B Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

IV.011.C Interacts appropriately with all families, including those that have a variety of characteristics, backgrounds and needs.

IV. 011.D Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

IV.011.E Conducts effective conferences with parents, guardians and other legal caregivers.

IV.011.F Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

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## **COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)**

### **Academic Integrity and Academic Dishonesty**

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 (UNT's Statement)**

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>).

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [UNT Policy 07.012 Code of Student Conduct](#).

### **ADA Accommodations**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

### **EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and

how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

### **Emergency Notifications and Procedures**

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

### **Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

### **Retention of Student Records**

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

### **Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). UNT's Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **Student Perceptions of Teaching (SPOT)**

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

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### **ADDITIONAL STATEMENTS**

**Academic Success Resources.** UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As faculty members, we are committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit [unt.edu/success](http://unt.edu/success) and explore [unt.edu/wellness](http://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu).

**Accessibility.** I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.



**Name Change.** As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at [these guidelines](#).

**Food/Housing Insecurity.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html>

**Social Media and Online Sharing.** Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. ***You may NOT capture images or record video from online or in-person meetings and share those outside our class community without consent.*** Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

**University Mental Health Services.** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website:  
<https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html>

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