

EDCI 3800: Professional Issues in Teaching

Professor: Dr. Emily Washington

Office hours:

Dr. Washington is available on Tuesday after class (8:30 p.m.-9:00 p.m.) or if class ends early until 8:20 p.m.; and Wednesday (7:00 p.m.-8:00 p.m. -virtual). . Please schedule an appointment by emailing me at emily.washington@unt.edu for virtual conferences via Zoom.

Spring 2024

Class Meeting Details: January 16th-May 7th
Matthews Hall, Room 108 (Tuesdays @5:30pm)

Course schedule and materials available in Canvas

COURSE DESCRIPTION

Overview of American education, including history, purposes, legal bases, school organization, education as a profession, and analysis of characteristics required for professional success.

COURSE GOALS

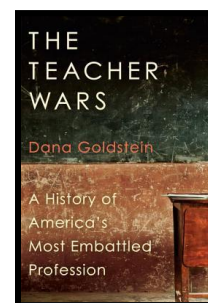
By the end of this course, you should better understand and exhibit:

- Knowledge of the history, purposes, legal bases, and organization of schools
 - Dispositions and actions required for professional participation as an educator
 - Knowledge of inquiry approach to curriculum, instruction, and assessment
 - Knowledge of self, culturally responsive teaching, and educating for equity
-

REQUIRED TEXTBOOKS AND/OR MATERIALS

Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. Doubleday.

- Available at UNT bookstore and Amazon
- Available as an audiobook through Audible



INSTRUCTOR NOTE

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

ATTENDANCE EXPECTATIONS

Attendance: This course is designed and organized to be highly collaborative and interactive. 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, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must inform the instructor as soon as possible if they miss class. The students are responsible for obtaining all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus, regardless of student absences. A second absence will result in losing points from the total grade. Students who miss four or more classes will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion. Please note: it is the student's responsibility to drop this course, if necessary.

For courses offered ONCE a week

# of Absences	Total participation points for the class (out of 20 points)
0 – 1	20
2	15
3	7
4 or more	You will automatically receive an F for your final grade

For courses offered TWICE a week

# of Absences	Total participation points for the class (out of 10 points)
0 –2	20
3	15
4	7
5 or more	You will automatically receive an F for your final grade

Course Assignments, Brief Descriptions, and Grades

Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (Failure to complete all required assessments and assignments will result in a possible F or dropping a letter grade from your current average.)

Assignment	Brief Description	Points 100 total points
Professional Participation	<p>Respect, courage, responsibility, energy, and communication are essential to your success in this class. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, and support our classroom community, and develop and present positive alternatives to your instructor (not those outside our class community) when you are dissatisfied with an existing situation. When communicating concerns, you should respect others by only speaking for yourself.</p> <p>Respect and courage are critical. Your grade will be based, in part, upon evidence of your ability and willingness to think about ideas and beliefs that differ from your own and to question, with honesty and humility, your own underlying assumptions, motives, and actions. Because learning and development involve a degree of cognitive dissonance, you must be prepared to struggle with ideas that challenge your current beliefs and understandings. This requires respect for others and courage to question oneself. These are essential qualities, because this is the way people grow!</p> <p>Responsibility and energy are also essential to your success. Emphasis is placed on your contribution to the development of a diverse democratic community within our class. Every participant in our class is considered both a learner and a teacher. You will need to assume responsibility for both roles. Thus, you will be expected to contribute your positive energy to class activities and conversations, engage in active listening no matter who is speaking, keep yourself on task in class, avoid being distracted by devices at inappropriate times, demonstrate respect for all participants, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. A major responsibility, both as a learner and a teacher, is to attend class regularly and to be prepared. You will need to attend classes regularly, arrive on time, stay for the duration of the allotted time period, use break times effectively, and read all materials and complete all assignments carefully and on time.</p> <p>Communication is critical to your success in this class. Professional communication requires timely, clear, and respectful videoconference and other digital communications. You are expected to communicate any issues (e.g.,</p>	15

	<p>missed classes, personal problems) well before class time or deadlines, or as soon as possible. You are expected to respond to electronic communications (e.g., e-mail) from the instructor within 1 business day. Whether requested by you or your instructor, meeting to address course concerns can be critical to your growth. You should work to make requested meetings or suggest a timely day/time to meet. You are welcome to request a third party be present at any meeting. Issues related to your success, progress, or concerns in/for the course should be addressed with your instructor, not outside parties. When communicating concerns, be clear, support claims with specific evidence, and speak only for yourself unless given consent by others.</p> <p>Class attendance is required and teacher candidates can lose points for late arrivals or early departures from class. The following points can be deducted for absences: 1st - no deduction; 2nd - 3 points; 3rd - 6 points; 4th - 9 points and/or failure of class. If you miss class, you are expected to identify what was missed and to inquire about completing missed assignments.</p> <p>Group Discussion is also required. The Group Discussion will be conducted in class. You will be divided into groups and discuss the Module focus question along with some guiding questions.</p> <p>Following the guidelines in this section can help you grow as a professional and experience success in the class. However, depending on degree and/or frequency, a failure to meet professional participation expectations can result in grade deductions beyond 10 points and/or failure of the class.</p>	
District Equity Audit	<p>The purpose of this project is to inquire into and interrogate the past, present, and future of local school districts. Using the Civil Rights Data Collection dashboard (https://ocrdata.ed.gov) and the Education Trust State of Funding Equity tool (https://edtrust.org/our-resources/data-tools), and other resources presented in class and on Canvas, students will create a report and presentation of school or district level disparities in resources, access, or outcomes for historically marginalized groups of students and Communities of Color (e.g., staffing, finance, pathways to college/career, discipline). Students will include insights as to what schools can do to dismantle such disparities including the role of teachers. We will pay particular attention to the various ways segregation and inequality have been implemented in and across schools and school districts in the Dallas-Fort Worth metroplex. Our overall compelling question for this project is, <i>how do we make our education system just?</i> All students will explore the featured sources (readings, podcasts, etc.) throughout the class. All students will be assigned to a small group that inquires into and interrogates a particular school district with the aim of answering the supporting question, how do we make my school district just? Students will submit an 8-10 minute podcast or video that includes visuals that address the featured sources (readings, podcasts, etc.) that includes a list of equity shortcomings and a list of equity recommendations the district might implement. Each group member will report</p>	30

	<p>their group contributions. The whole class will conclude by viewing each group's media and discussing the compelling question. View the full assignment here:</p> <p>EDCI 3800.001 School District Equity Audit Washington Spring 24</p> <p>Due: April 19th @11:59pm</p>	
Book Study	<p>With your group, you will lead a 25-30 minute discussion over the key points of your book (10-15 slides) See Rubric in Canvas</p> <p>Book Study Guidance</p>	15
Assessments	<p>Summative and formative assessments are a means to evaluate comprehension, application, and transfer of course readings, videos, and podcasts. Most will be completed outside of class and due by 11:59 p.m. on Wednesday. The Padlet assignments will serve as the formative assessments for the class. A multi-choice quiz will serve as the summative assessments.</p> <p>Summative Assessment #1-Due: February 27th</p> <p>Summative Assessment #2-Due: March 26th</p> <p>Summative Assessment #3-Due: April 23rd</p> <p>Final Table: Due on May 7th@11:59 p.m.</p> <p>Final- 5/7 (In class District Project Presentations and Table)</p> <p>final</p>	25
Discussion Potluck	<p>With a partner or your group, you will lead a 25-30 minute discussion over assigned class text(s) during class. Please make sure that you provide a short presentation over the assigned reading in the textbook. Email the Discussion Potluck Planning Template (make a copy first) and your group's presentation each Monday by 5:30 p.m. to Dr. Washington (emily.washington@unt.edu).</p> <p>Presentations should be no more than 30 minutes. Much of the time will be spent in discussion groups. Although, there may be times when we will discuss the whole group. This page explains the potluck metaphor and previews the assignment. You will complete a planning template & reflection section. View the full assignment here:</p> <p>Discussion Potluck Template 3800</p> <p>Rubric: EDCI 3800.001 Discussion Potluck Assignment - Rubric</p> <p>The first presentation is September</p>	15
Total	There are 100 points available for the course and all grades will be added in Canvas.	100

- Book Study: Books will need to be purchased. Some books may be available online through the UNT Library.

TEACHER EDUCATION & ADMINISTRATION DEPARTMENTAL POLICY STATEMENTS

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

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

Academic Integrity: Students are encouraged to become familiar with [UNT’s policy on Student Standards of Academic Integrity](#): Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

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) 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).

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal, or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lrc.unt.edu/labs/unt-writing-lab-home>.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online 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 improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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

ADDITIONAL STATEMENTS

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas' federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

Accessibility. I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

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://deanofstudents.unt.edu/resources/food-pantry>