

EDCI 3800 | FALL 2024

Professional Issues in Teaching

Dr. Emily Washington
emily.washington@unt.edu

Virtual Office hours by appointment
Email me: emily.washington@unt.edu

Thursday: 5:00pm-6:00pm
Friday: 5:00pm-6:00pm

TA
Grad Research Assistant
Michael Leonas-Cabrera
michael.leonas@unt.edu

UNT Catalog 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 Prerequisites

None

Course Learning Objectives

The course is designed in alignment with the TEA Pedagogy and Professional Responsibilities EC-12 standards. The goal of the course is to prepare students for their certification exam and their role as future educators. The course touches on the various professional responsibilities of Texas teachers.

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| Standard I | The teacher designs instruction appropriate for all students that reflect an understanding of relevant content and is based on continuous and appropriate assessment. |
| Standard II | The teacher creates a classroom environment of respect and rapport fostering a positive learning, equity, and excellence climate. |
| Standard III | The teacher promotes student learning by providing |

responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Course Texts

The UNT Library and course instructors will provide course readings, which will be accessible in Canvas. Students will be asked to purchase copies of texts used for book clubs, which will be assigned in class:

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Association for Supervision and Curriculum Development.

Jung, L. A. (2019). *Your students, my students, our students: Rethinking equitable and inclusive classrooms*. ASCD.

Kleinrock, L. (2021). *Start here, start now: A guide to antibias and antiracist work in your school community*. Heinemann.

Milner, H. R. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Harvard Education Press.

Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. ASCD.

Srinivasan, M. (2014). *Teach, breathe, learn: Mindfulness in and out of the classroom*. Parallax Press.

Assignments

In addition to course readings, class activities, and participation, the instructor will use the following assignments as indicators of progress and understanding over the semester. Additional details will be provided at the beginning of the semester and/or before each assignment due date. All assignments will be submitted through Canvas.

- Accountability Tasks-Padlets (10%): Throughout the semester, students will complete individual tasks to demonstrate their understanding and application of the information presented each week.
- Learning Communities and Participation-Discussion Logs (10%): Students will work in groups to explore readings and in-class artifacts during class.
- Reading Discussion-Discussion Potlucks (15%): Students will facilitate the class discussion by creating a presentation for the Module/Week's focus. Students will utilize the resources listed. Students may also include other resources that are aligned with the module. Presentations should be no longer than 30-40 minutes.
- District Analysis (15%): Students will identify a district in the metroplex and complete an analysis using a template provided in class to help them with their presentation. Presentations should not be longer than 30-40 minutes.
- Book Clubs (15%): Students will select one book from the list above to dive deeper into a topic discussed in the course. Students will prepare a presentation. Presentations should be no longer than 30-40 minutes.
- Building a Classroom Community Plan (35%): Students will use a template provided in class to outline their plan for building a classroom community. The plan will demonstrate students' understanding of TEA PPR standards 2-4.

Course Overview

The course is broken into three parts.

CLAS S	TOPIC	READINGS (BEFORE CLASS)	ASSIGNMENTS
PART I: WHAT ARE PUBLIC SCHOOLS?			
Class 1 Aug. 21	Welcome		Padlet 1 Due on August 22 Selfie Slide- Due on August 28
Class 2 Aug. 28	What are public schools, and what are they intended for?	Watch "School: The Common School (1770 - 1890)"	Selfie Slide Du(Introduce yourself)

		Read Jarvis (2021) pp. 1-25 Watch Laboree Video	Padlet 2 Due on September 5
Class 3 Sept. 4	Setting the Stage	Teaching with Poverty In Mind Start Here, Start Now	Book Club Presentations: Teaching With Poverty In Mind Start Here, Start Now
Class 4 Sept. 11	How are public schools connected to political systems?	Watch "The Revisionaries" Find, read, and bring to class a current events article on public schooling	Discussion Potluck 1 Padlet 3 Due on September 12 Discussion Log
Class 5 Sept. 18	What challenges does the education system face?	Villegas and Lucas (2007) Ladson-Billings (2006) Barshay (2019)	Discussion Potluck 2 Padlet 4 Due on September 19 Discussion Log
PART II: HOW DO I CREATE A CLASSROOM ENVIRONMENT THAT FOSTERS LEARNING, EQUITY, AND EXCELLENCE?			
Class 6 Sept. 25	How do I create a classroom environment that fosters learning, equity and excellence?: SPED/inclusion	Ladau (2021) chapters 1-3 PICK ONE: Watch <i>Crip Camp</i> OR Listen to <i>Curb Cuts</i> 99% Invisible Podcast	Discussion Potluck 3 Padlet 5 Due on September 26 Discussion Log-Participation Book Study Presentation: Your Students, My Students: Rethinking Equitable and Inclusive Classrooms
Class 7 Oct. 2	What strategies best support students with a specialized education plan?: SPED/inclusion	Barrett and Paulk (2013) Novack (2022) chapters 2 and 3	Discussion Potluck 4 Carroll ISD Presentation Padlet 6 Due on October 3

			Discussion Log-Participation
Class 8 Oct. 9	How do I create a classroom environment that fosters learning, equity and excellence?: Bilingual/ESL education	Garcia (2009) Martinez (2018)	Accountability task: Mid-semester reflection Discussion Potluck 5 Dallas ISD Presentation Padlet 7 Due on October 10 Discussion Log-Participation
Class 9 Oct. 16	What strategies best support emerging bilinguals?: Bilingual/ESL education	Said (2024) Garcia (2009)	Discussion Potluck 6 Padlet 8 Due on October 17 Discussion Log
Class 10 Oct. 23	How do I create a classroom environment that fosters learning, equity and excellence?: Classroom management	Learning for Justice Framework Shalaby (2020) Wong and Wong (2018) pp. 82-128	Discussion Potluck 7 Duncanville ISD Presentation Padlet 9 Due on October 24 Discussion Log-Participation
Class 11 Oct. 30	What strategies are considered best practices for classroom management?: Classroom management	Jigsaw Cain and Laird (2021) chapters 2-6	Discussion Potluck 8 Highland Park ISD Presentation Padlet 10 Due on October 31 Discussion Log-Participation
Class 12 Nov. 6	What do students need to succeed?: Feedback, assessment, data tracking, and	Blyth and Associates (1998) chapter 7	Accountability task: Building a classroom community check-in

	planning instructional interventions.	Del Mar (2023) Del Mar (2022) Prescott (2022)	Discussion Potluck 9 Mansfield ISD Presentation Padlet 11 Due on November 7 Discussion Log-Participation
PART II: WHAT DOES IT MEAN TO BE A PROFESSIONAL EDUCATOR?			
Class 13 Nov. 13	What does it mean to be a professional?	Code of Ethics	Discussion Potluck 10 Lewisville ISD Presentation Book Study Presentation: Better Than Carrots or Sticks Discussion Log-Participation
Class 14 Nov. 20	How will I be evaluated as a teacher?	Close et al. (2019) Close and Amrein-Beardy (2018)	Discussion Potluck 11 Book Presentation: Teach, Breathe, Learn: Mindfulness in and Out of the Classroom Discussion Log-Participation
Class 15 Nov. 27	Fall Break		
Class 16 Dec. 4	Reflections		Accountability task: Draft of building a classroom community Book Study Presentation: Start Where You Are, But Don't Stay There:

			Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classroom
Building Community Plan Due 12/11 (Presentations)			

*I reserve the right to change the course plan. All changes will be communicated promptly.

*While there is no final exam for this course, the instructor reserves the right to use the scheduled exam time of December 11 @5:30-8:30

*Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Please refer to the campus closures policy (<https://policy.unt.edu/policy/15-006>).

*The instructor reserves the right to change the course at any point during the semester.

Grading and Assessment

Letter grades will be allocated on the following percentage scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

Course instructors' approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Attendance and Participation

Because this course involves collaboration, participation is essential to learning. Class activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence. Because collaboration and participation are central to your success, absences will result in points deducted from your participation grade

The following will be the attendance policy for our course:

# of Absences	
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0 – 1	No point deduction to final grade
2	Points deducted from participation grades
3	Points deducted from participation grades
4 or more	Failure of course

*If you are sick and unable to attend, you may participate via Zoom. However, you must notify me by 12:00pm on the day of class.

Zoom Link: <https://unt.zoom.us/j/89138246441>

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the

Office of Disability Access website
(<https://studentaffairs.unt.edu/office-disability-access>).

You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

