

EDCI 3800 | Spring 2025

Professional Issues in Teaching

Dr. Emily Washington
emily.washington@unt.edu

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

Wednesday: 5:00pm-6:00pm(virtual)
Thursday: after class (in person)

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:

Garcia, et al. (2018). 2nd ed. *Educating emergent bilinguals: Policies, programs and practices for English learners*.

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.

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.

Palmer, P. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life*.

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

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 (7%): Throughout the semester, students will complete individual tasks to demonstrate their understanding and application of the information presented each week.
- Accountability Tasks-Classroom Entry Tickets/Reading Checks (9%): Students will submit prior to class in Canvas. This assignment is due on Wednesday by 5:30 pm. See below for the instructions to Countdown.
 - 4: Five-sentence [synthesis](#) of the readings. One way to think about synthesizing texts is to pretend to sit at a dinner table with the authors. What conversation is happening over the meal, and what will you add?
 - 3: Four quotes (at least one from each text). Quotes should be written out and include page numbers. Pulling quotes only from the beginning of the texts may appear as if you did not read the texts. Your quotes should also speak to your five-sentence synthesis.
 - 2: Two questions that would spur class conversation. Was something confusing? Is there a question you would like to ask the author? Are you curious about the experiences of your peers as related to the text?
 - 1: One connection. How can you relate the key themes of the texts to your life? Did the author mention something that made you think about your K-12 experience? Was there something the author mentioned that made you think about a movie, something on the web, a new story, or a novel you are reading? Did the readings for the week connect to your other coursework?
- Learning Communities and Participation-Discussion Logs (17%): Students will work in groups to explore readings and in-class artifacts during class.
- Reading Discussion-Discussion Potlucks (9%): 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 45 minutes. All presentations and planning templates are due the Wednesday before presentations by 4:30pm.
- District Analysis (9%): 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. All presentations are due the Wednesday before presentations by 5:30pm.

- Mursion (11%)
- Book Clubs (9%): 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. All presentations are due the Wednesday before presentations by 5:30 pm.
- Building a Classroom Community Plan (29%): 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 Jan. 16	Welcome		Padlet 1 Due on January 17 by 11:59 pm Selfie Slide- Due on January 22 by 11:59 pm Class Entry Ticket Due on January 22 by 11:59 pm
Class 2 Jan. 23	What are public schools, and what are they intended for?	Focus: -History of Public Schools -Public School Structures in Texas Watch "School: The Common School (1770 - 1890)" Watch Laboree Video	Selfie Slide Introductions Padlet 2 Due on January 24 by 11:59 pm

		District Flowcharts	
Class 3 Jan. 30	Setting The Stage	<p>Focus: Discuss how poverty impacts learning</p> <p>Teaching with Poverty In Mind Book Study Presentation</p>	<p>Book Club Presentation: Teaching With Poverty In Mind</p> <p>Book Club Presentation: Start Where You Are, But Don't Stay There</p> <p>Discuss the final project</p>
Class 4 Feb. 6	How are public schools connected to political systems?	<p>Focus: The impact of politics on education</p> <p>Watch "The Revisionaries"</p> <p>SBOE, TEKS, STAAR, current events</p> <p>Charter Schools vs Public Schools</p>	<p>Padlet 3 Due on February 7 by 11:59 pm</p> <p>Discussion Log due on Feb. 6th by 8:30pm</p>
Class 5 Feb. 13	What pressing challenges does the education system face today?	<p>Focus: The challenges that teachers face and ways to overcome them</p> <p>Identity and achievement gaps</p> <p>Culturally Responsive Teaching</p> <p>Deficit v. Asset Framing</p> <p>Chronic absenteeism</p> <p>Certified teacher shortage</p> <p>Villegas and Lucas (2007)</p> <p>Ladson-Billings (2006)</p> <p>Barshay (2019)</p>	<p>Discussion Potluck 1 Presentation</p> <p>Padlet 4 Due on February 14th by 11:59 pm</p> <p>Discussion Log due by 8:30 pm</p>

PART II: HOW DO I CREATE A CLASSROOM ENVIRONMENT THAT FOSTERS LEARNING, EQUITY, AND

EXCELLENCE?			
Class 6 Feb. 20	How do I create a classroom environment of respect, equity, learning and excellence for students receiving special education and inclusion services?	Focus: -Definitions and History of Laws related to Special Education -Identification Process -ARD and 504 Meetings Ladau (2021) chapters 1-3 Watch <i>Crip Camp</i> Listen to <i>Curb Cuts</i> 99% Invisible Podcast	Padlet 5 Due on February 21st by 11:59 pm Book Club Presentation Your Students, My Students: Rethinking Equitable and Inclusive Classrooms Discussion Log due by 8:30 pm
Class 7 Feb. 27	What strategies best support students with a specialized education plan?	Barrett and Paulk (2018) Novak (2022)-Chapters 2 and 3	Padlet 6 due on February 28th by 11:59 pm Discussion Log due by 8:30 pm Carroll ISD Presentation
Class 7 March 6	How do I create a classroom environment of respect, equity, learning and excellence for students receiving bilingual and/or ESL services/programming?	Focus: Definitions and history of bilingual/ESL education Laws TESOL Types of Programs Process of identification (TELPAS) LPAC Barrett and Paulk (2013) Novack (2022) chapters 2 and 3	Book Club Presentation: Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners Padlet 7 Due on March 7th by 11:59 pm Discussion Log due by 8:30 pm
Mar. 13	Spring Break	Spring Break	Spring Break

Class 8 Mar. 20	Mursion Visit and Learn		
Class 9 March 27	What strategies best support emerging bilinguals?	Focus: Language acquisition BICS and CALP SIOP ELPS Garcia (2009) Martinez (2018)	Accountability task: Mid-semester reflection Discussion Potluck 2 Dallas ISD Presentation Padlet 8 Due on March 28th by 11:59 pm Discussion Log due by 8:30 pm
Class 10 April 3	How do I create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence regarding classroom management?	Focus: Restorative discipline practices District Policies Equity	Discussion Potluck 3 Padlet 9 Due on March April 4th by 11:59 pm Discussion Log due by 8:30 pm Duncanville ISD Presentation
Class 11 Apr. 10	What strategies are considered best practices for classroom management?	Focus: Restorative discipline practices Social Contracts Growth Mindset Organization/Structure Learning for Justice Framework Shalaby (2020) Wong and Wong (2018) pp. 82-128	Discussion Potluck 4 Padlet 10 Due on April 11th by 11:59 pm Discussion Log due by 8:30 pm
Class 12 Apr. 10	Complete Mursion Assignment Due on/by April 11th at 11:59 pm		
Class 12 Apr. 10	What strategies are considered best practices for classroom management?	Jigsaw Cain and Laird (2021) chapters 2-6	Highland Park ISD Presentation Discussion Log due by

			8:30 pm
Class 13 Apr. 17	What do students need to succeed?: Feedback, assessment, data tracking, and planning instructional interventions.	<p>Blyth and Associates (1998) chapter 7</p> <p>Del Mar (2023)</p> <p>Del Mar (2022) Prescott (2022)</p> <p>RtI (Response to Intervention) MTSS (Multi-tiered System of Support)</p>	<p>Accountability task: Building a classroom community check-in</p> <p>Mansfield ISD Presentation</p> <p>Padlet 11 Due on April 18th</p> <p>Discussion Log-Participation</p>
PART II: WHAT DOES IT MEAN TO BE A PROFESSIONAL EDUCATOR?			
Class 14 April 24	What does it mean to be a professional?	Code of Ethics	<p>Discussion Potluck 5</p> <p>Lewisville ISD Presentation</p> <p>Book Study Presentation: Better Than Carrots or Sticks</p> <p>Discussion Log due by 8:30 pm</p> <p>Accountability task: Draft of building a classroom community due on/by 11:59 pm</p>
Class 15 May 1	How will I be evaluated as a teacher?	<p>Close et al. (2019)</p> <p>Close and Amrein-Beardy (2018)</p>	<p>Book Club Presentation: The Courage To Teach: Exploring the Inner Landscape of a Teacher's Life</p> <p>Discussion Log due by 8:30 pm</p>
Class 16	Reflections/Final		Students will select one

May 8			system/character trait that they will implement in their classroom according to the Building a Classroom Community Project. Students will present it to the class. No presentation will be necessary. Students may use their project to present the information.
Building Community Plan Due May 8 (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 May 8th @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	
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/88980491347>

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.

Late Work

Late work will not be accepted, unless approved by me. All assignments and due dates are located on the syllabus and in Canvas. If you are absent, you are expected to turn in an assignment that is due on or by the due date. In the case of illness, you will need to contact me to receive permission to turn in a late assignment. The aforementioned policy is applicable to all assignments except the rough draft and final. Those assignments are due according to the syllabus.

Using AI

Students are expected to not use AI for any work. All essay/written assignments are subject to being checked for use of AI. If a student is found to use AI, this will result in a failing grade (0).