



## EDCI 3800.001: Professional Issues in Education (Spring 2026)

	<b>Instructor:</b> Email:	<b>Office Location:</b> <b>Office Hours:</b>
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### EDCI 3800 CATALOGUE 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 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.

### 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.

### CLASS TIME/LOCATION

**Location:** Matthews Hall Room 308

**Time:** Tuesdays 9:00am – 11:50pm

### 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.

## ATTENDANCE POLICY FOR THIS SECTION OF EDCI 3800:

- **First Absence:** You are provided with ONE free absence (excused or unexcused) without penalty, but you still must notify the professor and complete the readings or in-class assignments in Canvas you missed while absent.
- **Second Absence:** If you miss two (2) in-person classes and *neither absence* falls under the categories of [Pregnancy, Military Service, Religious Holy Days, Official University Functions](#), OR documented [extenuating circumstances](#), you will be required to take a *Final Exam* during Finals Week as a make-up in addition to completing the work you miss in class. *This will be a written exam, it will take place in person, and will count as 15% of your final grade.*
- **Additional Absences:**
  - If three (3) or more of your absences are related to [Pregnancy, Military Service, Religious Holy Days, or Official University Functions](#), or documented [extenuating circumstances](#), you must follow the procedures on the linked [UNT Student Absence Policy](#) page or via the [Dean of Students](#) office to be excused. You still must make up all missed work, and it will be graded according to assignment guidelines.
  - If three (3) or more of your absences are related to issues OTHER THAN the above, you could receive an automatic FINAL grade of **C** if you miss three (3) classes, **D** if you miss four (4) classes, and **F** if you miss five (5) or more in-person class sessions. Please see examples of absence types, below, for further clarification.
  - You will need to retake this class in the future to receive credit towards your degree plan if you receive a grade of **D** or **F**. Retaking this class could delay your graduation and affect your financial aid.
- **Incomplete:** Beginning on April 11th, a grade of **I** for **Incomplete** can be requested from your professor ONLY IF YOU ARE PASSING at the time of request and have [documentation of extenuating circumstances](#). Receiving an Incomplete may delay your graduation and/or affect your eligibility to enter your student teaching placement.
- **Tardiness:** If you are late to class due to parking, weather, or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three (3) or more times), one or more full letter grades will be deducted from your final grade at the professor's discretion.
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the professor about your absences according to policy. Please do not ask the professor what you missed – everything will be in Canvas.

### University Excused Absences:

- Religious holiday, including travel for that purpose
- Participation in an official university function
- Required military service, including travel for that purpose
- Pregnancy and parenting under Title IX
- When the University is officially closed

### **Examples of absences considered to be extenuating circumstances include:**

- Temporary disability or injury
- Extended medical absence or hospitalization
- Illness of a dependent family member
- Major illness or death of a loved one, which may include immediate family members of the student, spouses/partners, and others as deemed appropriate by the Dean of Students office
- Car accident that takes away transportation
- Housing emergencies
- Significant mental health concerns

*\*For absences related to significant illness or any of the above extenuating circumstances, you must provide the professor with verification/documentation of absences through the [Dean of Students](#) office.\**

### **Examples of absences that may not be excused in this section of EDCI 3800:**

- Personal short-term illness OR illness of friend or pet; doctor/dentist appointments, etc.
- Professional Interviews or Conferences
- Completing assignments or studying for exams (including teacher certification exams)
- Personal Travel or Work
- Sorority/Fraternity Events (these are not considered Official University Functions)

*\*You are provided with one free absence to use for any of these events or issues, please save it for this purpose!\**

Course Learning Objective	Week	Date	Topic	Assignments/Due Dates
<b>Module 1: The Role of Classroom Teachers in Public Education Systems</b>				
<b>CLO 1:</b> Describe the professional and ethical roles and responsibilities of classroom teachers within broader public education systems.  <b>CLO 2:</b> Identify significant ethical and legal professional issues that face contemporary secondary public school teachers and ways to address common scenarios.	1	1/13	A Teacher's Job Description	<b>Student Information Survey</b> Due by Midnight on 1/14  Pre-Class Readings/Media (See Canvas)  In-Class Activities
	2	1/20	Ethics within the Teaching Profession	
	3	1/27	Embodying Safe, Ethical, and Legal Practices with Integrity	
<b>Module 2: Analysis and Evaluation of K-12 Public School Systems</b>				
<b>CLO 3:</b> Apply reflective practices while evaluating personal experiences within K-12 public education systems at the classroom, school, district, and community levels.  <b>CLO 4:</b> 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.	4	2/3	Safe vs Unsafe Classrooms	In-Class Activities
	5	2/10	Personal K-12 Experience Evaluation	<b>Online Learning Activity #1</b> Due by Midnight on 2/15
	6	2/17	Practical Application	
<b>Module 3: Collaboration with District/Campus Leadership and Support Professionals</b>				
<b>CLO 5:</b> Identify and explain the responsibilities of campus and district support/leadership professionals.  <b>CLO 6:</b> Describe how campus leaders and support professionals effectively collaborate with classroom teachers using realistic hypothetical scenarios.  <b>CLO 7:</b> 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.	7	2/24	Organization of District and Campus Leadership in Texas	Pre-Class Readings/Media In-Class Activities
	8	3/3	Professional and Paraprofessional Roles in Public Schools	<b>Mid-Semester Performance Task</b> Due by Midnight on 3/15
	9	3/10	<b>Spring Break – Please enjoy this time with loved ones!</b>	
	10	3/17	Bilingual/ESL Support in Secondary Classrooms	<b>Online Learning Activity #2</b> Due by Midnight on 3/22
	11	3/24	Special Education in Secondary Classrooms	
<b>Module 4: How Stakeholder Decisions Shape Student Learning</b>				
<b>CLO 8:</b> Analyze the relationship between stakeholders and policies in public education systems and student learning outcomes.	12	3/31	State and Local Governance	Pre-Class Readings/Media In-Class Activities
	13	4/7	STAAR and Standardized Assessments	Pre-Class Readings/Media In-Class Activities
	14	4/14	School-Based Factors that Impact Student Learning Outcomes	<b>Online Learning Activity #3</b> Due by Midnight on 4/19
<b>Module 5: Effective Communication with the School Community</b>				
<b>CLO 9:</b> Engage in respectful and effective communication with students, parents, families, colleagues, and other stakeholders in hypothetical realistic scenarios.	15	4/21	Communicating the Mission and Vision of the School	Pre-Class Readings/Media In-Class Activities
	16	4/28	Providing Effective Feedback	<b>End of Course Performance Task</b> Due by Midnight on May 3rd
	17	Finals	Final Exam (Only for those who do not meet the in-person attendance requirement)	

## COURSE ASSIGNMENTS AND WEIGHTS

### In-Class Activities/Assignments (20%)

You will participate in both group and individual activities IN PERSON during scheduled class sessions. In-Class Activities include Community/Team Building, Presentations, Reflections, Exit Tickets, and other formative assessments of learning. *Being physically present in class and participating in these activities is required to earn credit for this part of the course. Some activities will be submitted to Canvas during class time.*

### Online Learning Activities (30%)

You will engage in interactive online learning activities during weeks 5, 10, and 14. Each activity will align with the corresponding module, learning objective, and topic for the week it is assigned. The activities will include discussion boards, reflective written analysis of content, evaluation of concepts/ideas, and written or audio responses to media including articles, blogs, podcasts, and videos.

### Performance Tasks (50%)

A Performance Task is a major summative assessment that requires you to demonstrate your knowledge, understanding, and ability in a meaningful, practical context. Performance Tasks yield an authentic product that will serve as evidence of your learning. Unlike a traditional assessment such as a test, essay, or quiz, a Performance Task presents a situation that calls for you to apply your learning in realistic teaching scenarios like those you will face during your student teaching and in your first year as a teacher. There are two (2) Performance Tasks in this course.

**NOTE:** 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 90%, a grade of A will not be awarded.

## STATE MANDATED TRAININGS\*

This course requires you to complete four (4) state mandated trainings: Dyslexia Training, Suicide Prevention Training, Early Mental Health Intervention Training, and Substance Abuse Prevention Training. The links to the trainings are located in Canvas. **You must complete these requirements to pass this course.**

## 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 with 48 hours of the missed deadline, work may be accepted up to three (3) 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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**\*Anything in this syllabus is subject to change without notice as needed.\***

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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 standards:**

➤ ***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 standards:**

### **Pedagogy and Professional Responsibilities Standards**

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.

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.

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.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.

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.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.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.

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.

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.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.

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.

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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>).

### 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>).

### 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>. 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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