EDCI 3800.007	
Issues in Education	
Instructor: Ryan Smits **Class Time:** MW 9:30–10:50 **Class Location:** WH 317	**Documents Password:** teachers Slides**:** https://tinyurl.com/EDCI3800Slides Syllabus**:** https://tinyurl.com/EDCI3800
Office location: Matt 206L	**Office hours:** M/W 11–12:30 or by appointment
Contact info: ryan.smits@unt.edu **G Suite**: ryansmitsUNT@gmail.com **Zoom:** unt.zoom.us/my/rsmits	**Final Exam date/time/place** Dec 8th, 8–10 AM

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES
None.

CATALOGUE DESCRIPTION
An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.

COURSE GOALS
This course is organized around addressing from a historical perspective the big questions: *How can we make our school system more just?* By the end of this course, students will

· Demonstrate an understanding of the historical purposes of public education in the United

States.
- · Demonstrate an understanding of the structure and function of education systems in the United States with emphasis on education in Texas.
- · Engage in reflection and critical analysis of how schools work within larger social and political systems.
- · Explore current issues in education as related to educational justice and the role of schools in society
- · Identify and explore existing disparities within schools or across schools within a district
- · Demonstrate an understanding of the importance of equity and the impact of diversity in the classroom.
- · Work within Communities of Practice to envision steps toward just and equitable schools.
- · Develop critical understanding of the expectations for a teacher in Texas

REQUIRED FIELD HOURS
There will be no required field hours for this course.

**REQUIRED TEXTBOOKS AND/OR MATERIALS**

All required readings are available online through the links provided.

We will read several chapters from the following text, which is available online through the UNT library:

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

Note that there are restrictions on the number of users who may access this text at one time. Plan ahead. You are able to download a limited number of chapters. We recommend to download chapters in advance.

This text is also available for purchase as a book at UNT bookstore & Amazon (ebook, new & used, etc.) and available as audiobook through Audible.
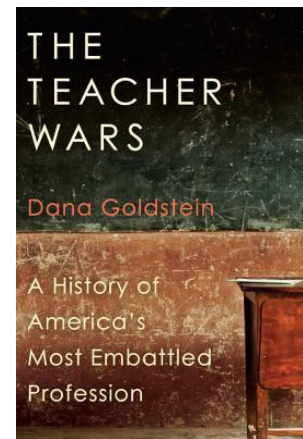
ATTENDANCE EXPECTATIONS
Students are expected to attend and actively contribute to all class sessions. If absent due to an emergency, students should contact the instructor as soon as possible before class.

COURSE ASSIGNMENTS & ASSESSMENT
1. 20% --Participation in class discussions f2f . Come to class and be ready to contribute.
   a. **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.
   b. **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!
   c. **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.
   d. **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., 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.

e. **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 - 2 points; 3rd - 4 points; 4th - 6 points; 5th - 8 points; 6th - 10 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.

f. **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.

g. 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.

2. 20%-- Reflections on readings (Post reflections weekly prior to class using forum selected by learning leaders/instructor and/or complete quizzes/entrance/exit tickets as assigned by instructor) More information to come.

3. 5% ==Learning Leadership--lead online and/or in-person discussion for one week.

4. 20% --Professional Literature Study and Presentation. Form a Community of Practice to select and read one book related to creating more just schools. Present findings to class).

5. 5% --Ethics Quiz

6. 25%--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).

a. 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.

b. Our overall compelling question for this project is, *how do we make our education system just?* 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?

c. 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 their group contributions. The whole class will conclude by viewing each group's media and discussing the compelling question.

7. 5% --Course Reflection: Students will review and comment on at least two district projects (150 words minimum or equivalent for each post) with an aim of answering the question, *how do we make our education systems more just in DFW?* Students will reflect on the most valuable lesson they've learned thus far in the class as we seek to identify how we'll take our learning from the course with us out of the course.

COURSE CALENDAR

The calendar can be found in the Canvas modules and also in the weekly IDM blueprints.

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.

UNT'S STANDARD SYLLABUS STATEMENTS

COVID-19 Related Course Policies.

Face Coverings. UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also

requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction. Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include internet access. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Other UNT Course Policies.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & 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 Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. 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, 14 and 15 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) 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 or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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 deanofstudents.unt.edu/conduct.

DEPARTMENT SYLLABUS STATEMENTS
Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this

site:

Educator Standards Addressed in this Course
The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)
Standard 2--Knowledge of Students and Student Learning
Standard 3--Content Knowledge and Expertise
Standard 4--Learning Environment
Standard 5--Data-Driven Practice
Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards
The beginning EC-12 teacher knows and understands:
Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards
The beginning EC-12 teacher knows and understands how to:
Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
Standard III. make informed decisions by applying critical-thinking and problem solving skills.