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| EDCI 3800.003 | |
| Issues in Education | |
| Instructor: Ryan Smits  **Class Time:** Thur 5:30–8:20  **Class Location:** LANG 316 | Documents Password: teachers |
| Office location: Matt 205K | Office hours: Tuesday 5–7 (Door may be locked, knock) & Thursday 1–3 or by appointment |
| Contact info: ryan.smits@unt.edu  **G Suite**: ryan.smits@unt.edu  Zoom: unt.zoom.us/my/rsmits | Final Exam date/time/place  5/6 1:30–3:30 LANG 316 |

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**[Jump to Calendar](#Calendar)**

**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.

**UNT Teacher Education Program Commitments**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

# **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**

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| --- | --- |
| 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. | https://lh4.googleusercontent.com/VC7wsqCxFXlKJq3nOcugW1HNJx2ye5r76U63Lpd4twYHBrj3iWtmRkwEVHkuKlSrE1j0ZW_ZsAKuYuRqYCFzOoODtVGM7h4VBzWzeSeCLRsgqOfGgf7h4c6r2Vze49wWwQfyIxVE |

**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.

**Late Work:** Each assignment in this course builds on what you have learned in previous assignments. Assignments should help form your learning, so it is still useful to complete assignments even if they are late. However, it will not be helpful to you if you consistently submit your work late. With that said, sometimes life happens and it is vital that you communicate with your instructor and your group members when you are struggling to meet your due dates. We cannot help you unless we know you need help.

**TECHNOLOGY POLICY**

1. The use of laptops, tablets, and smartphones during class time is strongly discouraged, unless explicit permission is obtained from the professor.
2. Students found using their devices during class may be docked on participation/attendance points or warned.
3. Use of devices for any non-educational purposes, including but not limited to games, social media, online shopping, is strictly prohibited during class hours.
4. Any recorded materials and unauthorized photographs are not allowed during class hours.
5. Students who violate the policy may be subject to disciplinary action such as warnings, required meetings with the professor, lowering of grade in the class, or may have their device privileges taken away for specific periods of time.

**COMMUNICATION POLICY**

* **Office hours**: I will hold office hours twice a week, the time and location will be updated on the top of this syllabus. You are encouraged to use this time to ask questions or discuss course material. If you are unable to attend during scheduled office hours, please make an appointment with me to arrange a different time.
* **Discussions and Questions**: Canvas has a discussion board where students can post questions and comments. Use this space to ask general questions about assignments and the syllabus. I will check the board twice weekly and respond to questions on those days. You are encouraged to use this forum to discuss course material with your classmates.
* **Email**: Email should only be used for personal questions or concerns that cannot be addressed on the discussion board. I will respond within 48 hours or by Monday if the email is sent on a Friday or weekend.
* **Late Work**: Late work will be accepted but must be communicated with the instructor prior to the due date.

**COURSE ASSIGNMENTS & ASSESSMENT**

1. 20% --Participation in class discussions. Come to class and be ready to contribute.
   1. **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.
   2. **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!
   3. **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.
   4. **Communication** is critical to your success in this class. Professional communication requires timely, clear, and respectful in-person and 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 2 business days. 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.
   5. **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 - 4 points; 3rd - 8 points; 3rd- 12 points; 4th - 16 points; 5th - 20 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.
   6. **Group Discussion** is also required. The Group Discussion will be conducted in class. You will be divided into groups and discuss supporting question along with some guiding questions.
   7. 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 next class using forum selected by learning leaders/instructor and/or complete quizzes/entrance/exit tickets as assigned by instructor) More information to come.
3. 10% -- **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%--**District Audit Project** 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](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).
   1. 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.
   2. 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?
   3. Students will submit an 10–15 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.

**COURSE CALENDAR**

Unless otherwise noted, you are expected to have read/watched/listened the assigned reading prior to class. If a link is broken, please notify me as soon as possible.

* "Readings" that are highlighted will be completed in task, so you do not have to read those in advance.
* Tasks will be completed during class hours.
* Each week you will submit a reflection about the readings and class activities.
  + These reflections should be submitted within one week, but I strongly encourage you to complete them immediately following class.

| **Week/Date** | **Supporting Question** | **Assigned Reading** | **Tasks** |
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| **1 - 1/19** | What education do *we* want? | N/A | Complete introductory videos  Review syllabus  Create Class Norms |
| **2 - 1/26** | What is the purpose of public schools? | **Source A:**  [Jefferson, Notes on the State of Virginia](https://press-pubs.uchicago.edu/founders/documents/v1ch18s16.html) (first long paragraph only)  **Source B:**  [Horace Mann on Education and Poverty](http://www.caggiasocialstudies.com/docs/AH104/Mann)  And  [Horace Mann biographical sketch](https://www.biography.com/scholar/horace-mann)  **Source C:**  *School: the Story of American Public Education* (2001)[1: The Common school, 1770-1890](https://discover.library.unt.edu/catalog/b3604914)  **Source D:**  [Introduction to The Teacher Wars & The Teacher Wars, Chapter Three: “No Shirking, No Skulking”: Black Teachers and Racial Uplift After the Civil War](https://discover.library.unt.edu/catalog/b5027149) | Compare and contrast public education founders. |
| **3 - 2/9** | Who are public schools designed for? | **Source A: [Chapter 1](https://ebookcentral.proquest.com/lib/unt/detail.action?docID=6543671)** of *Fugitive Pedagogy* by Jarvis R. Givens  **Source B:**  [Labaree video on purpose of public education](https://youtu.be/ig1RBpNXr9Y)  (First 30 minutes)  **Source C:**  [Labaree Reading: Public Goods Private Goods](https://www-jstor-org.libproxy.library.unt.edu/stable/1163342?pq-origsite=summon&seq=1)  **Source D: [School: The Story of American Public Education: As American as Public School 1900–1950](https://discover.library.unt.edu/catalog/b3580072)**  **Recommended but not Required:**  **[Episode 3](https://discover.library.unt.edu/catalog/b3605317) and [Episode 4](https://discover.library.unt.edu/catalog/b3605316) of the School Documentary** | Analyze University messaging for purpose of schooling |
| **4 - 2/16** | What challenges does the teaching profession face? | **Source A:**[Episode 23: The Mismeasure of Schools: Data, Real Estate and Segregation](https://podcasts.apple.com/us/podcast/23-mismeasure-schools-data-real-estate-segregation/id1080145136?i=1000391033307) ([transcript](https://haveyouheardblog.com/wp-content/uploads/2017/08/HYH-Real-Estate-PDF.pdf)), *Have You Heard* podcast  **Source B**: [U.S. school segregation in the 21st century](https://equitablegrowth.org/research-paper/u-s-school-segregation-in-the-21st-century/?longform=true)  **Source C:** [Poverty is the Biggest Hurdle](https://hechingerreport.org/an-analysis-of-achievement-gaps-in-every-school-in-america-shows-that-being-poor-is-the-biggest-hurdle/)  **Source D**: **[Short Video: Texas School Funding Part 1](https://youtu.be/_3gVPJtlcwI)**  [Short Video: Texas School Funding Part 2](https://youtu.be/I9ZUesBW2KU) | Debate largest issues facing education |
| **5 - 2/23** | How are schools segregated? | **Source A:**[podcast] [Nice White Parents Ep. 01](https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html?action=click&module=audio-series-bar&region=header&pgtype=Article)  **Source B:**[video] [Gloria Ladson-Billings Achievement Gap to Education Debt](https://youtu.be/BKgRQRuypfg?t=2322) (start at 38:40 watch to 1:58:00)  OR as a Text  [Education Debt Text](https://ed618.pbworks.com/f/From%20Achievement%20Gap%20to%20Education%20Debt.pdf)  **Source C:** [[podcast] This American Life: The Problem We All Live With](https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one) | Class discussion |
| **6 - 3/2** | How have schools been racist? | **Source A:**[Miseducation: Is There Racial Inequality at Your School?](https://projects.propublica.org/miseducation/) by ProPublica (explore website)  **Source B**:*[Stolen Education](https://discover.library.unt.edu/catalog/b6774793)* documentary (2016) by Enrique Aleman Jr.  **Source C**:“[The Culturally Responsive Teacher](https://docs.zohopublic.com/file/3ancn7699593eda814bca8e0213f3d9cc7482)” by Villegas & Lucas (2007)  **Source D:** [Hidden in Plain Sight by Eschmann & Payne](https://workdrive.zohoexternal.com/external/dc6c059d33881bf9ff2fad0dfd7c670ed75476901e3195aa1dc8513964e6e5b8)  **Source E:**[Unequal Opportunity: Race and Education](https://www.brookings.edu/articles/unequal-opportunity-race-and-education/)  **Source F:** [Unequal Opportunity Race](https://www.youtube.com/watch?v=vX_Vzl-r8NY) | Analyze personal public schools for issues discussed |
| **7 - 3/9** | How have schools been sexist? | **Source A:** Chapter 1: "Missionary Teachers": The Common Schools Movement and the Feminization of American Teaching & Chapter 2: “Repressed Indignation”: The Feminist Challenge to American Education[,”](https://drive.google.com/file/d/0B1_i_NlfcQW4Tk9waEZMUzF4dWc/view?usp=sharing) *The Teacher Wars* (2014)  **Source B**: [How our Education System Undermines Gender Equity](https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/23/how-our-education-system-undermines-gender-equity/)  **Source C**: [Gender and High School Violence](http://criminal-justice.iresearchnet.com/crime/school-violence/gender-and-high-school-violence/)  &  **<https://www.wcwonline.org/easyblog/Stop-pretending-sexual-assault-can-t-happen-in-your-school>**  **Source D**: [“](https://drive.google.com/file/d/0B1_i_NlfcQW4Tk9waEZMUzF4dWc/view?usp=sharing)[Transgender kids are just kids after all](https://www.youtube.com/watch?v=t_gCASi58Ps)” by Amber Briggle  Optional--R[elated instructional materials](https://www.wcwonline.org/images/stories/projects/datingviolence/ShiftingBoundariesFall2018.pdf) on Shifting Boundaries |  |
| **Break** | 3/13–18 |  |  |
| **8 - 3/23** | Whose curriculum is taught? | **Source A:** Graphic: [The four curricula](https://courses.lumenlearning.com/suny-oneonta-education106/chapter/4-2-sociological-influences-of-the-four-curricula/)  **Source B:** The TEKS:  <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>  **Source C:** “[Two States. Eight Textbooks. Two American Stories.](https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html)”([Article PDF](https://drive.google.com/open?id=1G9vwwazIvHJZpf9O2D6pawGlV9ioB4Yr)) by Dana Goldstein (2020)  **Source D:** [The Scholarly Reviews are in on that ‘Deeply Offensive’ Mex-Am Studies Text](https://www.texasobserver.org/mexican-american-history-textbook-coalition/) from the Texas Observer (2016)  **Source E:** “[The Revisionaries](https://discover.library.unt.edu/catalog/b4555854)” documentary (2012)  OR  [Precious Knowledge](https://discover.library.unt.edu/catalog/b5476504)  documentary (2012)  **Source F:**  Anti-Critical Race Theory Law in Texas:  <https://www.edweek.org/policy-politics/full-text-of-the-texas-law-restricting-classroom-talk-on-racism-hb-3979/2021/07> |  |
| **9 & 10 - 3/30** | What makes a teacher ethical?  &  What is "good" teaching? | **Source A**:  [Texas Code of Ethics for Educators](https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-247)  **Source B**:  [State training videos for teacher ethics.](https://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC)  **Source C:** [Performativity and Caring in Education: Toward an Ethic of Reimagination](https://journals-sagepub-com.libproxy.library.unt.edu/doi/full/10.1177/1052684620972065)  **Source D**: Chapter 9: “Big, Measurable Goals”: A Data-Driven Vision for Millennial Teaching, *[The Teacher Wars](https://discover.library.unt.edu/catalog/b5027149)* [(2014)](https://discover.library.unt.edu/catalog/b5027149)  **Source E**:[Texas Teacher Evaluation System](https://tea.texas.gov/texas-educators/educator-evaluation-and-support-system/texas-teacher-evaluation-and-support-system)  Review: [TTESS Rubric](https://teachfortexas.org/) | Ethics role play  &  Rate your teacher activity |
| **~~10 - 3/30~~**  **COMBINED WITH WEEK 9 DUE TO INCLEMENT WEATHER ON 2/2** | ~~What is "good" teaching?~~ | **~~Source A~~**~~: Chapter 9: “Big, Measurable Goals”: A Data-Driven Vision for Millennial Teaching,~~ *~~[The Teacher Wars](https://discover.library.unt.edu/catalog/b5027149)~~* ~~[(2014)](https://discover.library.unt.edu/catalog/b5027149)~~  **~~Source B~~**~~:[Texas Teacher Evaluation System](https://tea.texas.gov/texas-educators/educator-evaluation-and-support-system/texas-teacher-evaluation-and-support-system)~~  ~~Review: [TTESS Rubric](https://teachfortexas.org/)~~  **~~Source C:~~** ~~[Shaping Educator Sensemaking in Complex Systems? Policy- Directed Teacher Evaluation Models as Boundary Objects](https://untexas.summon.serialssolutions.com/#!/search?bookMark=eNqtjDFuAjEQAF1AQSB_2A8g5YrUSFwOpYmIdPTWYm9gib2LvHaU-31ISuq0o5l5cDNRoYWT8YxXlhMMsQWsWmAkMcr4-QtZoNd8TfQN42SVsm3gXROHaf3ChUKlCAfCcKYCwxemhpVV4E0jJQM02GqTiGWC_fFy023l5h-YjB7drJZGS7ffDYf-dZ2RhVqxZj7yiSumoDmrmFfke5T4WG5P3_4qT7H5C5nvuu756f-PP1TubPY)~~ | ~~Rate your teacher activity~~ |
| **11 - 4/6** | Who does accountability benefit and harm? | **Source A**: Chapter 8: “Very Disillusioned”: How Teacher Accountability Displaced Desegregation and Local Control, *The Teacher Wars* (2014)  **Source B**: [Episode 83: Don’t Mess with Texas’ Schools](https://haveyouheardblog.com/dont-mess-with-texas-schools/) ([transcript](https://haveyouheardblog.com/wp-content/uploads/2020/02/Texas-episode-transcript.pdf)), *Have You Heard* podcast  **Source C:** [The Teacher's Soul and the Terrors of Performativity](https://untexas.summon.serialssolutions.com/#!/search?bookMark=eNqFj8tOwzAURC1UJNLCF8AiO1YBO37E3iChquWhSmzKOnL9UIPSuLp2gf49aSOxquAuZ-aM7ozRqAudQ-ia4DuCJb7HpZBYUVyWuD9GseBnKCNMsIITLEYoOySKPqIu0DjGj0NKlCxDbLl2eXLarB3cxjyGXZvrzubpKAMEiHnw-daBD7DRqfls0v4SnXvdRneFRgl2boLe57Pl9LlYvD29TB8XhaGCpYKsjORKcG6FItIZZaXWFMvSGa-UNtjz3q-8JdYzXqnKCs1WWlJWVaWVlE4QHXoNhBjB-XoLzUbDvia4PuyuT-zuqZuBctCYX2L2KoTiVPa2GuymOy76CtDaOul9G8CD7kwTT9XW6Tv17MO_LP3rtx9iTnr8) |  |
| **12 - 4/13** | How do we protect student and teacher rights? | **Source A**:  ACLU on Student Rights  <https://www.aclu.org/blog/juvenile-justice/student-rights-school-six-things-you-need-know>  **Source B:**  ATPE’s Common Legal Questions  <https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Parent-and-Student-Rights>  **Source C:**  FERPA  <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>  **Source D:**  Texas AFT on Teacher Rights  <https://www.texasaft.org/resources/know-rights/>  **Source E:** [Don't Be Evil: Should We Use Google in Schools?](https://link-springer-com.libproxy.library.unt.edu/article/10.1007/s11528-021-00599-4) | Technoethical Audit |
| **13 - 4/20** | Who benefits by dismantling public education? | **Source A**:  Public Schools for Sale?  <https://billmoyers.com/episode/public-schools-for-sale/>  **Or**  [No ‘public school’ left behind: Diane Ravitch confronts school privatization](https://www.kuow.org/stories/no-public-school-left-behind-diane-ravitch-confronts-school-privatization)  **Source B:**  Coronavirus just might end school privatization nonsense  <https://www.edweek.org/leadership/opinion-the-coronavirus-just-might-end-school-privatization-nonsense/2020/04>  **Source C:**  **[Neoliberalism and the demise of public education: the corporatization of schools of education](https://www-tandfonline-com.libproxy.library.unt.edu/doi/full/10.1080/09518398.2012.673025)**  **Source D:**  Excerpts from *Rise Above the Mark*  [MP4](https://docs.zohopublic.com/file/iinjkf0975a2da31f4fae88f9068c0db13a5d) | City Council activity |
| **14 - 4/27** | What are ways to make our education system more just? | **Source A**: [Chapter 10: “Let Me Know What I Know”: Reforming Education by Empowering Teachers,](https://discover.library.unt.edu/catalog/b5027149) *[The Teacher Wars](https://discover.library.unt.edu/catalog/b5027149)* [(2014)](https://discover.library.unt.edu/catalog/b5027149)  **Source B**: [Epilogue: Lessons from History for Improving Teaching Today,](https://discover.library.unt.edu/catalog/b5027149) *[The Teacher Wars](https://discover.library.unt.edu/catalog/b5027149)* [(2014)](https://discover.library.unt.edu/catalog/b5027149)  **Source C:** [The School as Social Center](https://www.journals.uchicago.edu/doi/pdf/10.1086/453152) | Class discussion |
| **15 - 5/4** | What else do I need to learn and do to be a more just educator? | *In addition to finalizing projects,* ***choose one option****.*  **Option A** (Curriculum & Textbooks):   * “[Two States. Eight Textbooks. Two American Stories.](https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html)”([Article PDF](https://drive.google.com/open?id=1G9vwwazIvHJZpf9O2D6pawGlV9ioB4Yr)) by Dana Goldstein (2020) * [The Scholarly Reviews are in on that ‘Deeply Offensive’ Mex-Am Studies Text](https://www.texasobserver.org/mexican-american-history-textbook-coalition/) from the Texas Observer (2016) * “The Revisionaries” documentary (2012)   **Option B** (Special Education & Inclusion):   * “[Seamless Teaching: Navigating the Inclusion Spectrum](http://www.tolerance.org/sites/default/files/general/Seamless_Teaching.pdf)” from *Teaching Tolerance* * “[Celebrating 35 Years of IDEA](https://www.youtube.com/watch?v=DUn6luZQaXE&feature=emb_title)” from USDOE * “[Episode 38: Special Education with Kathleen Kyzar](https://visionsofed.com/2017/01/06/episode-38-special-education-with-kathleen-kyzar/)” from Visions of Education (Dr. Krutka's podcast!)   **Option C** (Latinx & bilingual education):   * "[Strawberries in Watsonville: Putting family and student knowledge at the center of the curriculum](https://drive.google.com/open?id=1if38AVAOg5SUsP-JxA2argXGw5eRuMjx)" by Peggy Morrison (2017) * [The Scholarly Reviews are in on that ‘Deeply Offensive’ Mex-Am Studies Text](https://www.texasobserver.org/mexican-american-history-textbook-coalition/) from the Texas Observer (2016) * [Episode 113: Building Up Mexican American Studies with Lilliana Saldaña and Vanessa Sandoval](https://visionsofed.com/2019/04/25/episode-113-building-up-mexicanamerican-studies-with-lilliana-saldana-and-vanessa-sandoval/) from Visions of Education (Dr. Krutka's podcast) * “[Immersion](https://www.youtube.com/watch?v=I6Y0HAjLKYI&feature=emb_title)” short film   **Option D** (choose your topic!)  Email Smits with the education topic you’d like to learn more about and source suggestions. Topics may include: anti-racist education, bilingual education, Mexican-American Studies (MAS), equity issues in education, more of something we’ve studies… | Jigsaw with groups and share out of problems and solutions. Create shared document |
| **16 - 5/6** **1:30–3:30** | How do we make our education systems more just in DFW? | Projects | Group Presentations and discussion |

**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**

**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. Plagiarism on class assignments will result in a zero for that assignment. Repeated incidents of academic dishonesty may result in more severe academic penalties.

**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](mailto: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: https://coe.unt.edu/educator-preparation-office/foliotek

**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.