**EDCI 3800 | FALL 2024**

**Professional Issues in Teaching**

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Section 005 Matthews Hall 312 Monday 1:00-3:50 PM

Section 002 Business Leadership Building 140 Tuesday 5:30-8:20 PM

Office hours: Tuesday 10:00-12:00 and 1:00-5:00 (in person or via Zoom). Dr. Smith can also meet via Zoom during other times in the week. Students must use calendly to make all office hours appointments. A link will be provided in Canvas.

**UNT Catalog Course Description**

Overview of American education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.

**Course Prerequisites**

None

**Course Learning Objectives**

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

Standard I The teacher designs instruction appropriate for all

students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II The teacher creates a classroom environment of respect

and rapport fostering a positive learning, equity, and excellence climate.

Standard III The teacher promotes student learning by providing

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

Standard IVThe teacher fulfills professional roles and responsibilities

and adheres to legal and ethical requirements of the profession.

**Course Texts**

The UNT Library and course instructors will provide weekly readings, which will be accessible in Canvas. Students will be asked to purchase copies of texts used for book clubs (1 book), which will be chosen by students in class:

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

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

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

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

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

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

**Assignments**

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

* Accountability Tasks (10%): Throughout the semester, students will complete individual tasks to demonstrate their progress in the course.
* Learning Communities and Participation (10%): Students will work in groups to explore readings and in-class artifacts during class.
* Reading Discussion (15%): Students will have one opportunity during the semester to facilitate a reading discussion for their learning community.
* District Analysis (15%): Students will identify a district in the metroplex and complete an analysis using a template provided in class.
* Book Clubs (15%): Students will select one book from the list above to explore a topic discussed in the course in more depth.
* Building a Classroom Community Plan (35%): Students will use a template provided in class to outline their plan for building a classroom community. The plan will demonstrate students’ understanding of TEA PPR standards 2-4.

**Course Overview**

The course is broken into three parts.

| PART I: WHAT ARE PUBLIC SCHOOLS? | | |
| --- | --- | --- |
| Class 1 | Welcome |  |
| Class 2 | What are public schools, and what are they intended for? | Accountability task: Selfie slide |
| Class 3 | Labor Day **(Section 005)** |  |
| Class 4 | How are public schools connected to political systems? |  |
| Class 5 | What challenges does the education system face? | Reading discussion |
| PART II: HOW DO I CREATE A CLASSROOM ENVIRONMENT THAT FOSTERS LEARNING, EQUITY, AND EXCELLENCE? | | |
| Class 6 | How do I create a classroom environment that fosters learning, equity and excellence?: SPED/inclusion | Reading discussion |
| Class 7 | What strategies best support students with a specialized education plan?: SPED/inclusion | Reading discussion |
| Class 8 | How do I create a classroom environment that fosters learning, equity and excellence?: Bilingual/ESL education | Reading discussion  Accountability task: Mid-semester reflection |
| Class 9 | What strategies best support emerging bilinguals?: Bilingual/ESL education |  |
| Class 10 | How do I create a classroom environment that fosters learning, equity and excellence?: Classroom management | Reading discussion |
| Class 11 | What strategies are considered best practices for classroom management?: Classroom management | District analysis |
| Class 12 | What do students need to succeed?: Feedback, assessment, data tracking, and planning instructional interventions. | Reading discussion  Accountability task: Building a classroom community check-in |
| PART II: WHAT DOES IT MEAN TO BE A PROFESSIONAL EDUCATOR? | | |
| Class 13 | What does it mean to be a professional? How can I avoid burnout? | Book club |
| Class 14 | How will I be evaluated as a teacher? |  |
| Class 15 | Fall Break |  |
| Class 16 | Reflections | Draft of building a classroom community (Final project due 12/6) |

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

\*While there is no final exam for this course, the instructor reserves the right to use the scheduled exam time of 1:30-3:30 on Saturday, December 2, for section 005 and 4:00-6:00 on Tuesday, December 10, for section 002. The building a classroom community project will serve as your final exam.

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

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

**Grading and Assessment**

Letter grades will be allocated on the following percentage scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 50-59

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

**Attendance and Participation**

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

The following will be the attendance policy for our course:

| **# of Absences** |  |
| --- | --- |
| 0 – 1 | 1 point deduction from learning community |
| 2 | 4 point deduction from learning community |
| 3 | 5 point deduction from learning community |
| 4 or more | Failure of course |

**Accommodations**

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

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

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

**Supporting Your Success and Creating an Inclusive Learning Environment**

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