Teacher Education and Administration  
EDLE 5630 Organizational Change and School Improvement  
Spring 2018  
Monday, March 19 to Friday, May 12, 2018

Syllabus

Barbara Pazey, Ph.D.

barbarapazey@unt.edu

Preferred contact methods

- Post your questions to the forum Ask Questions Here forum from Discussions on the course menu.
- For private topics not appropriate for public view or to request a conference, use Course Messages.

REQUIRED TEXTS AND RESOURCES


Texas Education Agency (Texas Academic Performance Reports)  

Peer-reviewed journal articles with topics listed under class session. Retrieve articles from UNT’s electronic library resources: http://www.library.unt.edu/accounts-login
For additional assistance, please contact our College of Education librarian, Jo Monahan at Jo.Monahan@unt.edu or 940.565.3955.

Course Description

The course will delve into change theory from four perspectives: creating conditions for change, planning change, implementing change, and sustaining change. We will explore current reform efforts at the state and federal levels and look at the role of research in school reform, including leading theories and theorists. The course lays the groundwork for solving problems of practice through data driven decision making and system-wide structures and processes.

The syllabus may be modified, although highly unlikely, to meet the emerging needs of the class.
**Course Objectives**
You will develop knowledge, skills, and dispositions needed to meet the following competencies for the Principal Certificate in the State of Texas:

1. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. Develop, implement, and evaluate change processes for organizational effectiveness.
3. Utilize effective planning to maximize attainment of district and campus goals.
4. Facilitate implementation of sound research-based school improvement strategies.

You will develop knowledge, skills, and dispositions needed to:

1. Facilitate the development and implementation of a shared vision and strategic plan for the school that focuses on teaching and learning.
2. Initiate, manage, and evaluate the change process.
3. Identify and critique several theories of leadership and their application to various school environments.
4. Conduct needs assessments by collecting information about students, staff, school environments, family and community values, expectations, and priorities, and national and global conditions affecting schools.
5. Analyze and interpret educational data, issues, and trends.
6. Establish operational plans and processes to accomplish strategic goals, utilizing practical application of organizational theories.
7. Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
8. Understand three major conceptual frameworks, which guide the development of administrative theory and apply them to managing and improving schools.
9. Become familiar with research.

**Note:** See Appendix for principal competencies, which include specific elements and general domains.

**How to get started**
To get started, log into the course on Blackboard Learn, and begin at the Start Here link on the course menu on the left of your browser window.

**ASSIGNMENTS**

**Overview**
Connecting research and practice is vital to your success as a professional educational leader. It is not enough to read about and discuss best practices; we must consider how to implement such practices at our respective schools in order to maximize the teaching and learning process. For this term project, you are asked to conduct a Case Narrative and Analysis. You will compile data on student achievement and practices of an elementary or secondary school and then compare the school’s current practices to those identified as most promising in the class and outside readings. As a whole, this assignment will provide tools for how an educational leader creates the conditions for change, plans change, implements change, and sustains change.
Learning Activities and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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| Discussion Board Participation 8 at 6 points each  
  Week 1: Historical Overview of Educational Change  
  Week 2: Understanding Educational Change  
  Week 2: Case Narrative and Analysis  
  Week 3: A School System, Structures, Processes  
  Week 4: Accountability and Data Driven Decision Making  
  Week 5: Decision Making Using Qualitative and Quantitative Data  
  Week 7: Local Reform Efforts  
  Week 8: Course Reflection | 48              |
| Case Narrative and Analysis – Part 1            | 22              |
| Case Narrative and Analysis – Part 2            | 30              |
| Total                                           | 100             |

Grades

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points (only one C allowed in graduate program; must maintain 3.0 GPA)

Below 70% is unacceptable for a passing grade for the class.

Rubrics of each assignment are located on page 6 of this syllabus.

1) **Discussion Participation (48 points)**

Discussion posts are a public display of your learning and thinking. You should write carefully, think about your ideas, and communicate effectively. For editing reasons, it is highly suggested you compose your post offline in a word processing application and then copy and paste it into a new discussion posting. Please use the APA Style Manual (6th Edition).

Initial answers to discussion questions and one response to a colleague are due by **Wednesday at 11:30 PM** and then one additional response to a colleague is due **Sunday at 11:30 PM**.

2) **Case Narrative and Analysis Part 1 (22 points)**

This will be part 1 of 2 of the Case Narrative and Analysis, **due April 15** at 11:30 PM, the end of Week 4. Part 1 includes a brief description of the district and school context, the specific content you deem to be the greatest area of need (reading, math, or science) based on Texas Education Agency longitudinal data, and a description of the improvement process you will need to employ for school improvement. When describing the improvement process, you will incorporate the literature you’ve read. See the grading rubric on pages 7-8 for details. The areas highlighted in **GREEN** are the content for Part 1.
3) **Case Narrative and Analysis Part 2 (30 points):**

Part 2 of the Case Narrative and Analysis, due May 6 at midnight, end of Week 7, will include strengths and weaknesses for school improvement within the context of the process that you will use, such as Professional Learning Communities. You will recommend steps for a one-year process of: (1) creating conditions for change, (2) planning change, (3) implementing change, and (4) sustaining change. This can be found in the non-highlighted portion of the rubric – the bottom half. **See details in the rubric for Case Narrative and Analysis Part 1 and 2 on pp. 7-8.**

**COURSE SCHEDULE**

**Note:** The weekly agenda begins on Monday and concludes Sunday midnight, except Week 8, which concludes midnight Thursday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Reading</th>
<th>Assignments</th>
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</table>
| 1    | **Historical Overview of Educational Change**  
Read Cuban (2003) and Cuban (1990)  
Access UNT’s [library electronic sources](#), choose and read relevant peer-reviewed journal articles in preparation for your Case Narrative and Analysis Paper due the end of week 7. | Introduce yourself.  
Answer discussion questions for Week 1.  
Begin reviewing the requirements for the Case Narrative and Analysis, and post questions under the "Ask Questions Here" discussion forum.  
Identify articles on school improvement processes such as Professional Learning Communities that are specific to a content area in reading, math or science. |
| 2    | **Understanding Educational Change**  
Read Cuban (2013) and Hipp, Huffman, Pankake, & Olivier (2008).  
Visit Texas Education Agency website to access school data and decide on content area of greatest need: [http://ritter.tea.state.tx.us/perfreport/snapshot/](http://ritter.tea.state.tx.us/perfreport/snapshot/)  
Continue to access UNT’s [library electronic resources](#), choose, and read peer-reviewed journal articles in preparation for your Case Narrative and Analysis Paper due end of week 7. | Answer reading discussion questions for Week 2 and questions for the Case Narrative and Analysis.  
Gather data on your school from the Texas Education Agency website or the education agency for your State.  
Pull data charts to incorporate into your paper.  
Begin drafting Part 1 of the Case Narrative and Analysis. |
| 3    | **School Systems, Structures and Processes**  
Read Hoy & Miskel, Chapters 1, 2, and 3 | Answer discussion questions for week 3.  
Continue writing the Case Narrative and Analysis Part 1 due week 4. |
| 4 | **Accountability and Data Driven Decision Making**  
Read Hoy & Miskel, Chapters 6, 9 and 10.  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal articles for the complete Case Narrative and Analysis due end of Week 7. | Answer discussion questions for week 4.  
Finalize and submit part 1 of your Case Narrative and Analysis by Sunday midnight. |
|---|---|---|
| 5 | **Decision Making Using Qualitative and Quantitative Data**  
Read Hoy & Miskel, Chapters 11 and 12.  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal articles for your Case Narrative and Analysis. | Answer discussion questions for week 5.  
Continue writing Case Narrative and Analysis Part 2 due end of week 7. |
| 6 | **Power and Politics and the Impact of the External Environment**  
Read Hoy & Miskel, Chapters 7 and 8.  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal articles in preparation for your Case Narrative and Analysis. | Post questions and comments on discussion forum and begin finalizing Case Narrative and Analysis, which is due at the end of week 7.  
Feedback will be given on polished drafts if submitted by Wednesday midnight of week 7. |
| 7 | **Local Reform Efforts**  
Turn in polished draft of Case Narrative and Analysis by Wednesday midnight for feedback, 5/2.  
Complete and submit Case Narrative and Analysis Paper by Sunday midnight, 5/6. |
| 8 | **Principals as Change Agents**  
Read Hoy & Miskel, Chapters 13 and 14. | Post a one-page reflection by Thursday midnight. |
### RUBRICS

#### Discussion Rubric

<table>
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<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Demonstrates knowledge, understanding, and relevance of content to the profession. Enhances classmates’ knowledge and understanding in a thoughtful and relevant manner (4 points)</td>
<td>0 Points Posts and responses show little evidence of knowledge, understanding, or relevance of content. Posts don’t attempt to encourage responses and reflections from classmates, or responses don’t take the discussions deeper.</td>
<td>2 Points Posts and responses show evidence of knowledge, understanding, and relevance of content. Posts attempt to elicit responses and reflections from other learners, and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>4 Points Posts and responses show evidence of knowledge, understanding, and relevance of content, and include additional information to enhance learning. Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
</tr>
<tr>
<td>Posts at desired intervals and in appropriate quantities (2 points)</td>
<td>0 Points Does not submit at least one post by Wednesday at 11:30 PM and/or does not submit at least two responses to classmates on different days during the week.</td>
<td>1 Point Submits at least one post by Wednesday at 11:30 PM and submits at least two responses to classmates on different days during the week.</td>
<td>2 Points Submits two or more thoughtful posts by Wednesday at 11:30 PM and more than two responses to classmates on different days throughout the week.</td>
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#### Case Narrative and Analysis Rubric

This assignment will demonstrate your ability to incorporate your learning (textbook and articles) about organizational change and school improvement.

Your role, as an educational leader, is to put into place a school wide process (such as professional learning communities) to improve student outcomes. This will require you to collect and analyze data on the school’s culture (observations/interviews/discussions) and longitudinal student achievement data (TEA website) in reading, math, or science.
Part 1 of the Case Narrative and Analysis will be scored based on the **GREEN** portions of the rubric.

Part 2 of the Case Narrative and Analysis paper will be scored based on the remainder of the rubric in addition to the Format and Grammar section.

Parts 1 and 2 should be double spaced and not exceed 10-15 pages (including references).

### Case Narrative and Analysis Assignment Grading Rubric – EDAD 5630

<table>
<thead>
<tr>
<th>Section/Points</th>
<th>Requirements</th>
<th>Questions to Ask Yourself</th>
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<tr>
<td><strong>Format and Grammar:</strong> (3 points/part 1 and 3 points/part 2)</td>
<td>Paper follows APA Style Manual (6th ed.) All required sections are included. Paper will be 10-15 pages (including references) and free of spelling errors.</td>
<td>Are my references, both in the paper and at the end, formatted correctly? Is my paper written clearly and does it contain all the required sections? Have I used pseudonyms for the district, school and participants? Have I proofread the document for misspellings, syntax errors, typos, etc.?</td>
</tr>
<tr>
<td><strong>Content:</strong> (19 points)</td>
<td>Brief background of district, community, school, school vision, school dynamics; include staff, student population (demographic groups), and community context. Describe your school’s strengths and weaknesses, such as culture and leadership, etc. Provide current and longitudinal student achievement data in one content area (see Texas Education Agency link, p. 1). Define the model (such as Professional Learning Communities) that you will use to describe your proposed method for organizational change and school improvement. Delineate strengths and weaknesses for school improvement as it relates to students performing below grade level in reading comprehension, math, or science.</td>
<td>Have I provided demographic data on the district/school and its community? Have I described the school’s strengths and weaknesses? Have I provided longitudinal data in reading, math, or science, with specific attention to students performing below grade level? Have I provided data charts in the paper or as appendices? Have I chosen a model to describe and analyze my school’s organizational change and school improvement plan? Have I adequately described the continuous improvement model for the district/school?</td>
</tr>
<tr>
<td>Section/Points</td>
<td>Requirements</td>
<td>Questions to Ask Yourself</td>
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<tr>
<td><strong>Accuracy of Analysis:</strong></td>
<td>Describe the planning and implementation toward sustainability process for professional learning communities or another continuous improvement model. All claims and information presented about the case should be clearly supported by evidence. For example: If you state the principal is an instructional leader, then provide evidence. Compare and contrast your school to “research-based practices” found in the texts and literature review.</td>
<td>How much time is spent planning? What is being discussed and with whom? Consider teacher leadership and distributive leadership. How is the plan being implemented? Who’s involved in the implementation? How is progress being monitored? When making claims and presenting information, have I given examples? Have I cited the literature? What do we know about sustainability of an initiative? Have the structures and processes been put into place to ensure sustainability of the improvement model?</td>
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<tr>
<td><strong>Literature Review:</strong></td>
<td>Provide research citations of 3-5 articles you retrieved from the UNT electronic library resources. Your references validate the decisions you put forward for organizational change and school improvement. Your citation of articles helps articulate the relevance of your case narrative as opposed to simply summarizing articles.</td>
<td>Have I embedded the literature review into my paper? Have I referenced research appropriately throughout the paper? Have I cited research to give credence to my analysis and/or possible solutions for research based practices?</td>
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**TOTAL POINTS POSSIBLE = 52**

**ADVISING INFORMATION**

If you have not already submitted a degree/certification plan, submit that right away. You are supposed to submit that within your first semester, and you have to have it on file before you can take the TExES exam or the TExES practice Exam. You can find a copy of the degree plan in the folder on the course menu called Advising Information. Fill out the top part of the plan and write in the courses you have taken. Be sure to check off Principal certification, Master’s Degree, or both. Send the plan to Marilyn.deuble@unt.edu

If you already have a master’s degree and are just getting principal certification, you may want to contact your advisor at linda.stromberg@unt.edu for certification plan information.

**PRINCIPAL CERTIFICATION**
To earn a Texas Principal’s certificate, a candidate has to have a master’s degree; complete a principal certification program (for UNT, seven classes, including the internship in a Texas school); have a Teaching Certificate; have at least 2 years as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching; and university teaching will not count for this requirement); and pass the TExES Principal Exam.

**GRADUATION**

The deadlines for application to graduate are very early. It is your responsibility to apply for graduation. You have to apply even if you are not going to go through the ceremony, and you can find the application by going to [www.tsqs@unt.edu](http://www.tsqs@unt.edu) and selecting Graduation.

**PRINCIPAL INTERNSHIP**

For the Texas Principal Certificate, you will need to do a one semester principal internship after you have taken all of the AOP classes. You have to apply in advance. The due dates to apply are
- **October 1 for spring**; February 1 for summer; and March 1 for fall. Send your internship application to Marilyn.deuble@unt.edu

**GRADE OF INCOMPLETE**

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms in our program office in office 218 in Matthews Hall or by contacting Marilyn Deuble, our AOP Student Services coordinator at marilyn.deuble@unt.edu.

**PROGRESS IN CLASS/DROPPING A CLASS**

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course *Messages* in the class. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar’s office). If, by dropping a class, you will not be enrolled in any classes during an 8 week period, you have to withdraw from the university. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu

If you are dropping a class, be sure you do that through the registrar. Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor may have to give you a failing grade.
STUDENT TECHNICAL SUPPORT SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn
  http://it.unt.edu/blackboard-learn-information
- Blackboard Learn technical requirements and plugins
  https://bbsupport.unt.edu/TechnicalRequirements
- If you are new to blackboard, see short how-to videos at Blackboard’s
  On Demand Learning Center for Students
- Blackboard Learn Student Videos
  http://bit.ly/1n25daS

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Minimum Technical Skills Needed
- Navigating and using basic tools of Blackboard Learn
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Copying and pasting

Student Technical Support
After logging into Blackboard Learn course, locate the “UNT Helpdesk” tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

Please make a note of this information NOW. If you can’t log in, contact the UNT Student Helpdesk.
  Email:  helpdesk@unt.edu
  Phone:  940-565-2324
  Site:  UIT Helpdesk
        Report an Issue

Support Hours
  http://www.unt.edu/helpdesk/hours.htm
  Monday-Thursday  8am-midnight
  Friday           8am-8pm
  Saturday         9am-5pm
  Sunday           noon-midnight
Additional Support Resources

Links to all of these services can be found on the Academic Support tab at the top of your course site.

- Learn how to forward your EagleConnect mail to a personal email address.
- UNT UIT Helpdesk
  [http://www.unt.edu/helpdesk/students/](http://www.unt.edu/helpdesk/students/)
- Change or update your AMS password (used to log into online courses)
  [https://ams.unt.edu/](https://ams.unt.edu/)
- UNT Portal
  [http://my.unt.edu](http://my.unt.edu)

UNT Library Information

- Off-Campus Users
  [http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users](http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users)
- On-Campus Users
  [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)

COURSE POLICIES

Assignment Policy

Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word format and submitted by using the “Submit” button at the end of each assignment.

Late Work

Assignments posted after the deadline will be considered late and points will be deducted from the final grade. Please contact the instructor when late submissions are anticipated.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. For instance, when responding to individuals, address them by their name before beginning your commentary.

Copyright Notice: Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course completes. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: [http://copyright.unt.edu](http://copyright.unt.edu).

Attendance Policy

Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to
receive credit. *Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5*

**Administrative Withdrawal**
Students may add this course or withdraw in accordance with the University’s policy currently in effect.

**Syllabus Change Policy**
Changes to the syllabus may be necessary at times. Communication of any changes will be made through course Announcements or email.

**UNT AND DEPARTMENT POLICIES**

**Ethical Behavior and Code of Ethics:** The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Filing Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Blackboard Learn website within the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleagues or staff. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

**UNT Career Connect:** All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.
Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education and Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. For some of the major assignments in this course, you will submit your assignment to the Turnitin website linked to our class.

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 https://deanofstudents.unt.edu/conduct.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work
to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Tk20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Tk20 Assessment System. This requires a one-time purchase of Tk20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase Tk20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Announcements regarding Tk20 will also be posted on this website. This class does not have a Tk20 assignment, but the other class offered during this session, EDLE 5400, does have assignments that must be submitted to Tk20.

**Comprehensive Arts Program Policy:** The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy:** The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation:** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [http://www.coe.unt.edu/texes-advising-office/texas-exams](http://www.coe.unt.edu/texes-advising-office/texas-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“**Ready to Test**” Criteria for Teacher Certification Candidates: Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages:** The Department of Teacher Education and Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: [https://success.unt.edu](https://success.unt.edu). The site contains multiple student resource links and short videos with student messages.
IMPORTANT NOTICE FOR F-1 STUDENTS

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)
A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf
Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

RESOURCES


Professional Standards for Educational Leaders:

Texas Association of School Administrators (TASA): http://www.tasanet.org/

Texas Education Agency (TEA): http://www.tea.state.tx.us/

University of North Texas Library (peer-reviewed journal articles): http://www.library.unt.edu/

BIBLIOGRAPHY


