Teacher Education and Administration

EDLE 5620: Administration and Leadership for Student Educational Services

*Monday, August 28 – Friday, October 20*

INSTRUCTOR CONTACT INFORMATION

Barbara Pazey, Ph.D.

Email barbara.pazey@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.

Teaching Assistant — Inna Dolzhenko, M.S. Inna.Dolzhenko@unt.edu
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Educational Leadership Program

Core Values and Beliefs

Graduates will have the knowledge, skills and motivation to:

L lead learning organizations
E ngage ethically with the community
A dvocate for diversity, equity and inclusion
D evelop theory to practice solutions
COURSE DESCRIPTION

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.

Course Objectives

You will:

- Develop understanding of the legislative history, funding, educational philosophy, and design of a broad spectrum of programs.

- Investigate leaders’ roles in the design and implementation of special programs, i.e. intervention programs such as RtI, special education, Section 504, bilingual, early childhood, career readiness education, No Child Left Behind, alternative education, and gifted and talented.

- Explore attitudes, beliefs, and misconceptions which result in deficit thinking or low expectations with respect to the design and delivery of instructional programs.

REQUIRED TEXTS AND RESOURCES


Peer-reviewed journal articles with topics listed under class session.

Texas Principal Competencies

Our educational leadership program promotes mastery of the nine Texas Principal competencies. These are the competencies identified by our state as essential for school leadership. These competencies are closely aligned with national competencies for educator preparation programs (ISLLC and ELCC).
State Board of Educator Certification (SBEC) Standards for the Principal Certificate:

The following standards are covered in this course:

- Learner-Centered Values and Ethics of Leadership (1, 4, 5)
- Learner-Centered Leadership and Campus Culture (1, 2, 3, 4, 5, 10)
- Learner-Centered Human Resources Leadership & Management (1, 2)
- Learner-Centered Communications and Community Relations (1, 2, 8)
- Learner-Centered Organizational Leadership and Management (2, 3, 6)
- Learner-Centered Curriculum Planning and Development (1, 2, 3)
- Learner-Centered Instructional Leadership and Management (1, 2, 3, 6)

Professional Standards for Educational Leadership

The Professional Standards for Educational Leadership replaced the ISLLC Standards used to guide the field of Educational Leadership. A complete list of the Professional Standards is below—the standards emphasized in this class are marked with an asterisk. For the full and detailed explanation of the Professional Standards, please follow this link: [Professional Standards for Educational Leadership 2015](#).

*Standard 1. Mission, Vision, and Core Values*
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

*Standard 2. Ethics and Professional Norms*
Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

*Standard 3. Equity and Cultural Responsiveness*
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

*Standard 4. Curriculum, Instruction, and Assessment*
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

*Standard 5. Community of Care and Support for Students*
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

*Standard 6. Professional Capacity of School Personnel*
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

*Standard 7. Professional Community for Teachers and Staff*
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
*Standard 8. Meaningful Engagement of Families and Community
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

*Standard 9. Operations and Management
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

*Standard 10. School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.


HOW TO PROCEED EACH WEEK FOR CLASS ACTIVITIES

Access and login information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. Access the course at https://learn.unt.edu. You will need your EUID and password to log in to the course. If you don’t know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

After logging into the 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 student HelpDesk.

EDLE 5620 is a 100% online course with no on-campus meetings. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin participating in the weekly discussions on Monday morning and no later than Wednesday of each week, and ideally log in no less than every other day, checking for Announcements and Course Messages regarding the course. Complete all assignments no later than 11:59 p.m. on their due dates, which is typically Sunday of each week.

It is expected that you will participate frequently and actively in each collaborative assignment including discussions and partner activities. I will not respond to each individual posting, but instead will help guide the class through comments and questions, as appropriate.

Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. Please note: Use the MONTH view of the Calendar found on the course menu to see assignments due dates.
Pay very careful attention to the rubrics for all discussions and written assignments.

Communications

Review this information about the communication tools in the course and how we will use them:

- Course Message — Check for messages, both individual or collective, on a daily basis. All announcements for the Program, University, and College are sent to your EagleConnect email account. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit http://eagleconnect.unt.edu/.
- For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the Discussions forum Ask Questions Here. For private questions, use Course Messages on the course menu. You can expect a response within 24-hours of sending a message.
- Announcements — Please read all Announcements for updated information and changes. You will see them each time you log in, in addition to receiving them in email.
- Office hours — You may make an appointment to conference with me via Skype or other method of their choosing.

Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

Scholarly Expectations

All works submitted for credit must be original works created by the student for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

All assignments should be written in scholarly and grammatically correct language. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials. Conversational language within each discussion is permissible, but should also be grammatically correct.

TECHNICAL INFO AND OTHER 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 FAQs
  https://help.blackboard.com/Filter/Student
• If you’re new to online courses or unfamiliar with the learning management tools, log in and
  locate the Blackboard Learn Student Orientation. Become familiar with the tools and tutorials
  within the Orientation to better equip yourself for participating in the course.
• See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.
• Minimum Tech 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

UIT Student Helpdesk
Make a note of this information now in case of
a situation where you can’t login to the course.
Email: helpdesk@unt.edu
Phone: 940.565-2324
Site: UIT Helpdesk
Support Hours
  Monday-Thursday  8am-midnight
  Friday           8am-8pm
  Saturday         8am-5pm
  Sunday           noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes
• Be mindful of the regular weekly maintenance schedule (11 pm Saturdays to 2 am Sundays)
  when planning to begin your exams.
• Avoid using a wireless connection for exams unless you’re certain of its reliability.
• Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If
  using an iPad, we recommend the Chrome browser.
• Save your exam after each answer.
• Should you encounter technical problems affecting your ability to access or complete a test,
  immediately contact the UIT Helpdesk for assistance so they can document the issue with
  a helpdesk ticket number.
• If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you
  with a ticket number that you can provide to your instructor as verification.
• When staff is unavailable, Report an Issue online.

Student academic support services

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
• Change or update your AMS password (used to log into online courses)
  https://ams.unt.edu/
UNT Portal
  http://my.unt.edu
Course Evaluation

Toward the end of the term, you will be asked to complete the UNT SPOT — Student Perceptions of Teaching evaluation. The University will email you via your UNT EagleConnect email account with a link to the form. 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 appreciate your time and effort in completing the Course Evaluation.

ASSIGNMENTS

Overview

Connecting research to practice is vital to your success as an educational leader. It is not enough to read about and discuss best practices; we must consider how to implement research based best practices at our respective schools/districts in order to maximize the teaching and learning for all students in general, and special populations in particular. The following assignments are designed to develop such understanding.

Feedback

In accordance with research-based best practices, and what is expected of educators out in the field, I will provide detailed feedback on two major assignments (Wiki Project and Program Narrative and Analysis). Deadlines for feedback on polished drafts are noted in the course schedule below. The idea behind giving feedback is . . . your success is my success. Such practice allows you to master content and it is hoped that you will offer your students feedback to enhance their educational experience and success, as well.

Assignment Descriptions

1) Discussions (8 weeks x 5 points = 40 points): Within each week, chapter discussion questions will be posted to be accessed through Discussions, available via the course menu or from a link within each week's folder. Questions will come from the weekly readings. Responses should be relevant to readings from the textbook and the peer-reviewed journal articles, which you will be required to select through UNT's electronic resource library. For help with accessing articles from the electronic library, you may contact the college of education librarian, Jo Monahan, at jo.monahan@unt.edu. You will be required to answer the question(s) for each week and respond to at least one colleague for each question. It is highly recommended that you construct your response on a Word document and then cut and paste into your discussion posting. This will help to eliminate errors in grammar, spelling, and punctuation.
2) **Wiki Project (20 points):** In collaboration with a group of 3 or 4, you will create a wiki page on Leadership and Equitable Schooling in the context of one program (Special Education, Bilingual Education, Enrichment/Intervention, or a program of choice with my approval). This will be written from a leadership perspective. Considerations may include, but are not limited to: leadership oversight, access and equity, quality teaching, relationship building, parent involvement, and professional development. For this assignment, you will use the Wiki feature on Blackboard, which offers a number of communication tools for you and your group to collaborate on this assignment.

3) **Program Narrative and Analysis (40 points):** You will compile data relevant to the design and implementation of one special program in a district and/or school. Using APA guidelines (6th edition), present a narrative of the program to include: history, budget, student population, staffing, curriculum and instruction, coordination, monitoring, and evaluation at the school and district level. The data you compile on the special program should be compared to practices identified as most promising in the class readings, and five additional readings that you will access through UNT’s electronic resources. These readings must be peer-reviewed journal articles. As a whole, this assignment will provide tools for how an educational leader creates the best conditions for students who are educationally underserved due to race/ethnicity, gender, class, language differences, ableness, faith, and sexual orientation. Estimated length of paper is 5-7 pages with the end goal of capturing the essence of the content in the most succinct way.

### Course Activity Point Values

<table>
<thead>
<tr>
<th></th>
<th>Points Each</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1-8 Discussions</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Wiki Project</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Program Narrative and Analysis</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

### Grades

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-90%</td>
<td>B</td>
</tr>
<tr>
<td>70-80%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
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</table>

Below 70% is unacceptable for a passing course grade.
(Only one C is allowed in the program and a 3.0 GPA must be maintained)
## COURSE SCHEDULE

**Note:** Each weekly agenda begins at 12:01 a.m. Monday and concludes midnight Sunday, except Week 8, which concludes midnight Thursday, October 20.

Initial answers to discussion questions are due no later than **Wednesday midnight**.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read Chapters 1 and 2 about the legislative history and current issues regarding Special Education and Section 504 of the Rehabilitation Act of 1973. Access UNT’s <a href="#">library electronic sources</a>, choose and read relevant peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Introduce yourself; answer discussion questions for Week 1; begin Wiki Project; begin Program Narrative and Analysis</td>
</tr>
<tr>
<td>2</td>
<td>Read Chapters 3 and 4 and handout about Title 1, No Child Left Behind, Every Student Succeeds Act, and Ensuring Success for Migrant Students. Do some fact-finding on the ESSA (the latest reauthorization) and how it differs from No Child Left Behind (NCLB). Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions for Week 2; Continue work on Wiki project and Program Narrative and Analysis</td>
</tr>
<tr>
<td>3</td>
<td>Read Chapters 5 and 6 about Academic Preparation, Enhancement, and Intervention Programs as well as Career Readiness Education. Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions; continue work on Wiki Project and Program Narrative and Analysis. Submit polished drafts of Wiki Projects by Friday noon for feedback.</td>
</tr>
<tr>
<td>Week</td>
<td>Reading</td>
<td>Assignments</td>
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<tr>
<td>4</td>
<td>Read Chapters 7 and 8 about Achieving Equity through Enrichment: Bilingual Education and Early Childhood/Early Childhood Special Education. Continue to access <a href="https://untlibraries.org">UNT’s library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions; continue to work on Wiki Project and Program Narrative and Analysis. Finalize and submit Wiki Project by Sunday midnight.</td>
</tr>
<tr>
<td>5</td>
<td>Read Chapters 9 and 10 about Programs for Gifted and Talented Students and Counseling. Continue to access <a href="https://untlibraries.org">UNT’s library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions Week 5; continue to work on Program Narrative and Analysis.</td>
</tr>
<tr>
<td>6</td>
<td>Read Chapters 11 and 15 about Alternative Education Programs and Response to Intervention. Continue to access <a href="https://untlibraries.org">UNT’s library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions for Week 6; continue to work on Program Narrative and Analysis. Feedback will be given on polished drafts of Program Narrative and Analysis if submitted by Friday noon of week 7.</td>
</tr>
<tr>
<td>7</td>
<td>Read Chapters 12 and 13 about Teacher Leaders and Accessing Central Office Resources</td>
<td>Answer discussion questions for Week 7; continue work on Program Narrative and Analysis. Turn in polished draft of Program Narrative and Analysis by Friday noon for feedback.</td>
</tr>
<tr>
<td>8</td>
<td>Read Chapter 14 on Student Activities</td>
<td>Answer discussion question for Week 8; complete and submit Program Narrative and Analysis Paper. Provide your reflection on the course in Discussion #9.</td>
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</tbody>
</table>

Although unlikely, the syllabus may be modified to meet the emerging needs of the class.
# Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge, understanding, and relevance of content to the profession. Enhances classmates’ knowledge and understanding in a thoughtful and relevant manner.</td>
<td>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>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>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>
<td>3</td>
</tr>
<tr>
<td>Posts at desired intervals and in appropriate quantities</td>
<td>Does not submit at least one post early in the week and/or does not submit at least two responses to classmates on different days during the week.</td>
<td>Submits at least one post early in the week and submits at least two responses to classmates on different days during the week.</td>
<td>Submits two or more thoughtful posts early in the week and more than two responses to classmates on different days throughout the week.</td>
<td>2</td>
</tr>
</tbody>
</table>

# Wiki Project Rubric

Small groups will create a Wiki to foster collaborative investigation on the role of educational leaders in fostering equity and access for special populations. Collectively, you will choose a selected topic (Special Education, Bilingual Education, Enrichment/Intervention, or a topic of choice approved by instructor).
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT (5 points)</td>
<td>Does not provide any original ideas and lacks objectivity. Provides little to no understanding of topic and fails to explain ideas clearly. Lacks supporting evidence.</td>
<td>Provides original ideas with a minimum of personal bias. It provides moderate amount of insight and understanding. Explains most ideas clearly and concisely with supporting evidence.</td>
<td>Provides a fresh and balanced perspective on the topic. It is comprehensive, reflective, and explains ideas clearly. Presents information in an appealing and appropriate manner for the intended audience.</td>
</tr>
<tr>
<td>ORGANIZATION/TEXT LAYOUT (5 points)</td>
<td>Fails to provide consistent organizational structure. Makes no use of headings, fonts, bullet points, and white space to enhance visual appeal and readability.</td>
<td>Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents. Makes occasional use of headings, fonts, bullet points, white space to enhance visual appeal.</td>
<td>Uses a consistent organizational structure that includes grouping related information, defined specialized vocabulary and/or provides a table of contents. Makes frequent and effective use of headings, fonts, bullet points, and white space to enhance content for appeal and increased readability.</td>
</tr>
<tr>
<td>GRAPHICS AND MULTIMEDIA, CITATION, AND WRITING MECHANICS (5 points)</td>
<td>Does not include any links, or links selected are of poor quality. Connects to outdated sources or uses low quality graphics which do not enhance content. Numerous errors in grammar, spelling, which are distracting and require major revisions. Does not cite any sources.</td>
<td>Includes links to websites or documents, but not all links enhance the information presented. Selects graphics or multimedia which are mostly quality and enhance and clarify content. Most sources are cited accurately and support the credibility and authority of information. Edits text with minor editing required.</td>
<td>Includes links to websites or documents that enhance the information presented. Selects high quality graphics and multimedia to enhance content. Acknowledges all image and multimedia with captions or annotations. Accurately cites all sources of information using APA style. Edits text with no errors in grammar, punctuation, and spelling.</td>
</tr>
</tbody>
</table>
### Special Program Narrative and Analysis Rubric

<table>
<thead>
<tr>
<th>Section/Points</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format and Grammar</td>
<td>Paper follows guidelines established in the APA Style Manual (6th ed.) All required sections are included and paper is free of grammar, punctuation, and spelling errors.</td>
</tr>
</tbody>
</table>
| Content              | **District Content**: Brief background of district/school, community, mission, and vision.  
                        | **Special Program Content**: history, budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the district level and any data that can be gathered about the population through Texas’ data system.  
                        | Delineate areas of strengths and challenges for a special program within the context of course readings and peer-reviewed journal articles.                                                                   |
|                      | When analyzing and/or evaluating the program, claims must not include any subjectivity. All statements made about the program should be objective, and substantiated by evidence. Analysis should be based on research gleaned from the text and/or peer-reviewed journal articles. |
| References           | Provide research citations for key elements of evidence and facts which support issues. Articulate relevance of peer-reviewed journal article with respect to the special program as opposed to simply summarizing results of the literature. |
|                      | **Note**: You must select at least five peer-reviewed journal articles that relate to the special program.                                                                                                    |
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
Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. 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, chat or conference sessions and group projects.

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 professor.

Incompletes
If a student wishes to request a grade of “incomplete,” the student must:
- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor’s address above.
- Discuss the request with the instructor immediately by phone or email.

No requests will be considered later than one week prior to the final exam, unless a serious interruptive event occurs within that time period. It is within the instructor’s sole discretion to grant such a request. Please see the “grading system” section of the current UNT undergraduate or graduate catalog for details. Students who receive an “incomplete” must complete the course not later than one calendar year thereafter to avoid automatically receiving a failing grade.

Copyright Notice
Some or all of the materials on this course website may be protected by copyright. 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,
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.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning
Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Principal Competencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value active, meaningful, and continuous learning.

Key Elements of the Conceptual Framework
1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making curriculum meaningful.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in
advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Educational Leadership Program
This course is part of the Educational Leadership program. To learn more about the requirements of our program, both the Master's Degree and Principal Certification, read the information here, and you can also access more information about our program and support service for students through links on this page. In addition, you can find information on our program webpage, the Blackboard login page, the tabs at the top of the pages in this course, the Start here section of this course, the syllabus, the tab for Advising on the course menu, and by contacting your advisors: mailto:linda.stromberg@unt.edu and mailto:marilyn.deuble@unt.edu .

On this Educational Leadership site, some of the information is for potential students, but you can access the schedule of courses, forms you need, and other information. If you go to the section for Courses and scroll down, you can see when we offer various courses.

You will receive communication through the course, but each UNT student has access to EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the Eagle connect e-mail system.

Degree and/or Certification Plans
If you have not already completed a Masters Degree and/or Cert Plan, please complete one now. We are supposed to have one on file for you during your first 8 weeks in our program. This plan is also located under "forms" on the Educational Leadership site. If you are getting a degree and principal certification, check off both at the very top of the form. To get a principal's certificate, you must have a teaching certificate and at least 2 years of experience as the teacher of record in an EC-12 accredited school (or will have the 2 years of experience by the time you complete the courses). In addition, for a principal's certificate, you will need to be able to do an internship in a Texas school. When you are completing the form, just fill out the top of the plan. Do not fill in the courses. We will fill those in as you complete them. Send the plan to marilyn.deuble@unt.edu
If you have advising questions about the Master's in Educational Leadership or the Texas Principal Certification, Contact these people:

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification — Marilyn.Deuble@unt.edu
- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification — Linda.Stromberg@unt.edu, 940-565-3274

Dropping a Class
We hope you do not have to drop a class, but, if you are going to need to do that, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.

See these links dropping a class, for the calendar for summer AOP (8week2) classes and rules for dropping a class or classes.

You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

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 by contacting Marilyn Deuble at marilyn.deuble@unt.edu

Links to financial aid and scholarships
The application date for the College and Department scholarships is usually March 1 — so it is too late to apply for those for 2017-2018, but keep this information in mind for the future. Check these links for information and contacts.

- UNT Student Financial Aid and Scholarships
- College of Education Scholarships
- Teacher Education and Administration Scholarships

SPOT Evaluation
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.

Graduation
You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. You have to apply for graduation whether or not you are going to go through the ceremony.

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. Announcements regarding Tk20 will also be posted in this course. Not applicable to this course.

UNT AND DEPARTMENT POLICIES

Student Conduct and Discipline
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy
Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidences involving major violations. You will find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

ADA Policy
If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made provided that timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. Information on the services provided
by the ODA as well as application procedures is available at 
http://www.unt.edu/oda/index.html
Information on UNT’s policies related to disability accommodations is available at
http://policy.unt.edu/policy/18-1-14

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Student Behavior in the Classroom
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 Center for Student Rights and Responsibilities 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 www.unt.edu/csrr

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPETEXT

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
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 Student and Scholar Services Office. ISSS 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 Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

RESOURCES


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


Texas Project FIRST – Families, Information, Resources, Support & Training for Writing IEP