Syllabus
EDLE 5330
Instructional Leadership
Spring 2019
Monday, January 14 – Friday, March 8

Educational Leadership Program

CORE VALUES AND BELIEFS
Graduates will have the knowledge, skills, and motivation to:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity, and inclusion
- Develop theory to practice solutions

REQUIRED TEXT AND RESOURCES

Other Readings
The course has a number of links to required readings in each weekly lesson. See each lesson for reading assignments.

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS
In this course, you will need to apply information and skills to your own real-school experiences. If you are not employed in a school or have not worked in a school setting recently, you will have the responsibility of doing research and interviewing others.
LEARNING OUTCOMES OF THE COURSE

Texas Principal Standards
In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs.

Texas Principal as Instructional Leader Domains and Competencies
To achieve Texas Principal as Instructional Leader Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. This test is aligned with the Principal standards mentioned above and the six Domains and Eleven Competencies that guide Principal Preparation Programs. This course, Instructional Leadership, focuses mostly on Domain II, Leading Learning, Competencies 003 and 004, with some emphasis on parts of Domain I, School Culture, Competency 001. Each of the competencies has descriptive statements. The competencies and accompanying descriptive statements provide the Learning Outcomes of the Course. You can see a complete list of the Domains and Competencies in the Start Here section of the course SH 8, Advising. Program Information and Standards.

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
E. Supports staff in developing the capacity and time to collaboratively and individually use classroom use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.) and various types of data (e.g., demographic, perceptive, student learning) to collaboratively develop a shared campus vision and a plan for implementing the vision
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Guiding Questions

In addition, the learning outcomes include the following guiding questions that you should be able to answer as a result of your participation in this course:

- According to theories of learning, how does learning occur?
- What encourages motivation to learn?
- What constitutes a positive school culture and climate?
- What school-level factors are most likely to promote student learning, and how can I implement these factors?
What teacher-level factors are most likely to promote student learning and how can I encourage implementation of these factors?

What student-level factors are most likely to promote student learning, and how can I encourage implementation of these factors?

What leadership skills are most likely to ensure that student learning occurs?

What leadership skills or responsibilities are best suited for different levels of change needed for school success?

Weekly Topics
See the course’s weekly modules for a full explanation of each week’s learning activities and topics.

Week 1: School-Level Factors
Week 2: Teacher-Level Factors
Week 3: Student Factors
Week 4: A Safe and Orderly Learning Environment and Classroom Management
Week 5: Leadership Research Theories
Week 6: Skills (Responsibilities) of School Leadership and Two Types of Change
Week 7: A Plan for Effective Leadership
Week 8: Developing and Implementing the Instructional Leadership Plan

COURSE GRADES
The course consists of assignments, assessments, discussions, and a final project.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points each</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>One (1) assignment — Week 2</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Two (2) assessments — Week 5 and Week 6</td>
<td>40</td>
<td>80</td>
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<tr>
<td>Seven (7) Weekly discussions</td>
<td>45</td>
<td>315</td>
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<tr>
<td>Week 1 Getting Acquainted Discussion</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Week 8 Discussion posting: Presentation on Instructional Leadership Plan</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Week 8 Paper</td>
<td>100</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>586</strong></td>
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A = 531    B = 479    C = 427    D = 375
ACTIVITIES FOR COURSE GRADE

Assignments and Assessments
There is one assignment (40 points) and two assessments (40 points each), making a total of 120 points. They are each located within the appropriate week’s module, and you can also see them by going to Assignments or Assessments on the course menu. You can see due dates for the assignments by selecting Assignments on the course menu and selecting the individual assignments. You can also see all due dates on the Calendar, which is linked to the course menu.

You can see expectations for the assignments and assessments by reading the description and by looking at the scoring rubric. Read the rubric carefully. To receive the highest score, even though you will use your prior knowledge, you need to demonstrate your understanding and application of the specific information from each week’s learning, and you must refer to the week’s reading assignments.

In particular, review the Week 8 Assignment: Developing and Implementing the Instructional leadership Plan. See the expectations and instructions for submitting your paper to Turnitin.

All students who submit work late without approval from the instructor will lose points. On average, students will lose five points per day with consideration given to time submitted. If you do not submit all four assignments and assessments, the highest grade you can make in the class is a C.

Discussions
- We will have graded weekly online discussions. We will have one discussion per week, though in Week 1, we have two discussions (a getting acquainted discussion and a regular weekly discussion).
- You must visit the discussion on at least two different days during the week and preferably no less than every other day. You must do your initial post by Wednesday of the week and finish your responses to others by Sunday at 11:59 pm. Do not make your postings before the current week begins or after it closes.
- You will find instructions within the discussion on how to view the discussion rubric.
- You should respond to at least two of your colleague’s posts
- Each discussion is worth 45 points, except for the Week 8 Instructional Leadership Plan Discussion, which is worth 16 points, and the Getting Acquainted Discussion, which is worth 35 points.
- If you do not participate in all nine discussions, the highest grade you can make in the class is a B.

The discussions are related to the chapter readings, external resources, and activities. You are expected to engage in an ongoing discussion with your learning community peers. Your contributions to the discussion forums will be graded for quality and quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).
One major piece of advice for the discussions... **Do not wait until Saturday and Sunday to engage in a discussion** – post no later than Wednesday of each week, and your participation in the discussion should be ongoing throughout the week.

Do your best writing in discussion postings. A couple of minor errors may be permissible, but too many interfere with your meaning; so, do your best writing. There is a toolbar with the discussions that allows you to do a spell check.

**Discussion Rubrics**
You can see expectations for the weekly discussions by looking at the scoring rubric available from within each discussion. Read the rubric closely. Because the rubric emphasizes the discussion of the week’s reading assignment, the *Getting Acquainted* Discussion does not follow the discussion rubric. The Week 8 Instructional Leadership Plan Discussion has a separate rubric.

**Assignment: Paper Explaining your Instructional Leadership Plan**

This **culminating paper** is worth 100 points, and you should **review the assignment at the first of the course to allow you to work on it throughout the course**. This paper assesses your mastery of the Learning Outcomes and Guiding Questions of the course. You will need to **submit** this project to Turnitin by Tuesday of Week 8.

**In addition to the information located in the course for this assignment, you should also consider the following:**

1. **Identify Parent Involvement**
   Even if you identified parent involvement as one of your programs, **do not place that as one of the main areas you address in this paper** because EDLE 5610 covers parent involvement in depth.

2. **Write in APA style**
   You should not put anything on the reference list that you did not cite in the paper. Within the text, give credit to the authors whose work you used to write the paper, giving the author and year of publication. For a direct quotation, you would also need a page number (or for online sources with no page, the paragraph number). If you are using a well-known quote for inspirational purposes, you would just need the author. Provide a title page, running head, and abstract. **When you are referring to articles in this course, you need to do research and find the original source, not a reference that leads your reader back to this class.** The purpose of the Reference list is to help your reader find the sources used in the paper; so the Reference list is in alphabetical order so our reader can locate the full citation of sources used in your paper. See the APA resources in this class for an explanation of APA style.

3. **APA Style in the Paper and the Reference List**
   List at least 10 references referring to the sources you used in your paper. You can use some of the references from this class, and you can also include other resources. Include a reference list. Use American Psychological Association (APA) style. Use this [APA resource](#) to provide you with proper APA formatting. On your reference list, for sources from this class, you will need to locate the original source; so do not list a reference that refers back to this class. The purpose of the reference list is to let your reader know where you found the information in the class. If the citation refers to this class, readers of your paper in the future would not be able to access the source.
Remember, do not put anything in your reference list that you did not cite in your paper.

4. **Written Communication Skills**
   All parts of the paper must exhibit excellent skills in written communication. The paper should have no errors in grammar, mechanics, or spelling. Significant errors will also cause a deduction of points in the other sections of the project. See the rubric for written communications expectations. In addition to other sources, the APA site has a section on written communication that gives rules on grammar, mechanics, and usage.

**Presentation about your Instructional Leadership Plan**
In a separate activity, you will develop a digital presentation explaining the main points of your plan. You will submit that to the Week 8 discussion. It is worth 16 points and will be scored through a rubric you will find within the discussion activity.

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**COURSE AND PROGRAM INFORMATION**

**Changes in Principal Certification**

**068 TExES**
If you have taken and passed the 068 TExES Exam, and you will be finished with requirements for principal certification, including the internship, by August 31, 2019, you will earn the Texas Principal Certificate. The last date to take that test was December 31, 2018. If you have taken the 068 and did not pass it, you can take it though the spring and summer.

**268 TExES**
If you have not taken the 068 test, you will take the 268 test and your certificate will be called Principal as Instructional Leader. The first administration of that test will be in the summer of 2019. If you finish everything, including the internship by August 31, 2019, you will have all testing requirements completed for the Principal as Instructional leader certification. If you do not finish by that date, see below.

**Performance Assessments for School Leaders (PASL)**
If you are still working on your program including the internship in the fall of 2019, you will also need to submit artifacts demonstrating your completion of three performance assessments. You can read about these assessments in the *Start Here Module* on the *Advising, Program Information and Standards* page. You should start working on these tasks before you begin your internship.

**Grades**
You can see your grades by going to the *Grades* link on the course menu. After a grade is posted, you can view your rubric results for your assignment, and can also view comments entered by your instructor on the rubric. We recommend you see the course *Start Here* for links to detailed instructions and video demonstrations for full understanding of *Grades*. 
Submitting Assignments and Participating in Discussions
You will submit your assignments as attachments. There is a function in the course that allows your instructor to view your attachment easily. Except with the week 8 discussion, do not participate in the discussion using attachments. Type directly in the form or compose offline and paste in the information for the discussion.

Incompletes
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 or serious necessity for an incomplete 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 this form by contacting Marilyn Deuble at marilyn.deuble@unt.edu.

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. Read the Netiquette Guidelines in the How We Communicate section in the Start Here module.

Scholarly Expectations and Academic Integrity
Work submitted for credit must be original work created by the scholar uniquely for this 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. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the undergraduate level. Read the information about the University Policy Statements on Ethics and on Academic Integrity later in this syllabus.

Eagle Connect Email
You must check your UNT Eagle Connect email regularly. All official correspondence between UNT and students is conducted via Eagle Connect, and it is every student’s responsibility to read Eagle Connect Email regularly. Our Educational Leadership Program also sends reminders about deadlines, etc. through Eagle Connect. If you are not checking this email, you may miss important information.

Degree/Certification Plans
Be sure to do a degree/certification plan during this course if you have not already completed one. You can find one on the Advising, Program Information, and Standards page in the Start Here module. Just fill out the top of the form and send it to Marilyn.deuble@unt.edu. Do not fill in the courses you have taken or the ones you plan to take. We will fill those in as you take the courses. At the top of the form, check off Master’s Degree and Principal as Instructional Leader certification if you are seeking both. Keep a copy of the plan and fill in the courses for yourself as you take them. Not having a degree/certification plan on file can slow down your graduation or certification processes.

If you have a teaching certificate and at least two years of teaching experience (or will have by the end of this program), and you live in Texas so you can do an internship in a Texas school, it would be good to go ahead and apply for the Principal as Instructional Leader certificate, as well as the Master’s Degree. Even if you are not planning to be a principal, many administrative jobs require the principal certificate.
Principal as Instructional Leader Certification and the Internship

Many students in the Educational Leadership Program also want to get a Texas Principal as an instructional Leader Certificate. VERY IMPORTANT: To get a certificate, you have to have a master’s degree; complete a principal’s preparation program, including an internship; submit a service record showing at least two years of teaching experience as the teacher of record in an accredited EC-12 school; and have a valid Standard Teaching Certificate. Substitute teaching, student teaching, or teaching at the college level will not count toward those two years. You can get your Master’s in Educational Leadership without the teaching certificate and the years of experience, but you will not be able to earn the Texas certification. Also, your internship has to be completed in a Texas school. UNT does not offer certification for any other states.

The deadline to apply for the internship is, for the spring, October 1; for the summer, February 1, and, for the fall, March 1. You will find a link to the application in the Start Here module on the page Advising, Program Information, and Standards and by going to the forms tab on our website https://edmastersonline.unt.edu/

The internship is a regular 16-week course. Since you may be taking only one course during that semester, you may not be eligible for financial aid during that semester. If the schedule allows you to take a course during the internship semester, you should only take one extra course along with your internship. The internship is very time-consuming.

Most students do the internship while they are working full time as a teacher. You will develop a plan with your supervising administrator about duties to be performed in the internship. Students do 160 hours of administrative duties during the internship. Sometimes, you may perform administrative duties in semesters before you do the internship. This is a usually a good opportunity for you, but we cannot count those hours because we are required to count only hours when you are in an internship supervised by a university faculty member. This is a strict requirement from the state. If you plan to do your internship in the summer, we allow you to start collecting hours once you have done the internship orientation, about one week before the Internship starts.

The internship orientation is held here on campus for students in our Denton area. For other students, you internship instructor will make arrangements for you to do the orientation at other locations or using other methods of communication.

You will not be able to register for the internship until toward the end of the registration period (but not late registration). It takes some time to do the paperwork for internship that our graduate school has to do some re-coding. However, the work they do ends up making for fewer fees for you.

You should take the TExES during your internship. If you are not doing your internship immediately after finishing your degree, you should go ahead and take your test. If you are not going to do the internship right after you finish the master’s, be sure that you do not wait very long because our program requires you to complete it within a year of finishing the degree. Read more about the internship by going to the Internship tab on our website https://edmastersonline.unt.edu/
Graduation
You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. **It is your responsibility to apply for graduation.** You have to apply even if you are not going to participate in the ceremony. Be sure you have a degree plan on file before you apply for graduation. The deadlines for each semester are very early in the semester. The Educational Leadership Program office may send out reminders, but it is your responsibility to adhere to the deadlines for graduation application. If you are planning to graduate in May, the graduation application window has been open since October and it will close on March 8. There is a link to information about applying for graduation in the Start Here section of this course. You can find the application by going to [https://tsqs.unt.edu/new-current-students/graduation-information](https://tsqs.unt.edu/new-current-students/graduation-information) and selecting Graduation.

Foliotek — ePortfolio Application
Foliotek is a free to you software data management system (MMS) used in some EDLE classes to assess your knowledge, skills, and dispositions relevant to program standards and objectives. You will use your Foliotek account when you are in the Internship, EDLE 5500, in Administration of the EC-12 Curriculum, 5680, and in some other classes. In addition, you can use the ePortfolio as a repository for assignments that you might want to use for some performance tasks you will submit during the internship to TEA as part of the TExES. **You do not have any required assignments to submit to Foliotek in this class,** but you should register for Foliotek so that you will already be enrolled by the time you need it. Registration codes and tutorials can be found on this site: [https://www.coe.unt.edu/office-educator-preparation/foliotek](https://www.coe.unt.edu/office-educator-preparation/foliotek).

Progress in Class or Dropping a Class
You must be sure to keep up with the pace of the class. If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) You can find these dates on the UNT website ([registrar’s office](https://registrar.unt.edu)). 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. You should notify your instructor, but notifying your instructor or our Educational Leadership office does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar’s office or contacting the office of the Dean of Students through deanofstudents@unt.edu.

COURSES IN EDUCATIONAL LEADERSHIP PROGRAM
(All courses are eight weeks in length)

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 – January through Mid-March</td>
<td>EDLE 5330&lt;br&gt;EDLE 5390</td>
<td>Instructional Leadership&lt;br&gt;Campus-Level School Law</td>
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<tr>
<td>Session 2 – Mid-March through May</td>
<td>EDLE 5400</td>
<td>Management of School Resources&lt;br&gt;Organizational Change and School Improvement</td>
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<tr>
<td>Session 3 – June through July</td>
<td>EDLE 5630</td>
<td>School Communications and Public Relations&lt;br&gt;Professional Development and Supervision</td>
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<tr>
<td>Session 4 – Late August through Mid-October</td>
<td>EDLE 5610&lt;br&gt;EDLE 5650</td>
<td>Race, Class, and Gender Issues in Education&lt;br&gt;Administration and Leadership for Student Educational Services</td>
<td></td>
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<tr>
<td>Session 5 – Mid-October through December</td>
<td>EDLE 5600&lt;br&gt;EDLE 5620</td>
<td>Administration of the EC-12 Curriculum&lt;br&gt;Educational Leadership Applications</td>
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You can also see the schedule of courses by going to the Courses tab at https://edmastersonline.unt.edu/

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: https://canvas.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.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Minimum Technical Skills Needed

- Navigating and using basic tools of Canvas
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Copying and pasting
- Creating videos

Canvas Information
- Info on using Canvas
  Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- Computer specs https://community.canvaslms.com/docs/DOC-10721
  Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

Student Technical Support

After logging into your Canvas course, click the Help icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources:

Student Helpdesk — See contact details or submit a ticket
Online Student Resources
Ask Your Instructor a Question — Questions are emailed to your instructor
Search the Canvas Guides — Find guides and look up answers
Library — Go to the library site or ask a question
UNT 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 Help desk
Report an Issue

Support Hours
Monday-Thursday 8am-midnight
Friday 8am-8pm
Saturday 9am-5pm
Sunday noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes
- 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.
- When possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a task, 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, they 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.

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 teacher 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 as Instructional Leader 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 the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

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.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**UNIVERSITY AND TEACHER EDUCATION AND ADMINISTRATION DEPARTMENTAL POLICY STATEMENTS**

**Ethical Behavior and Code of Ethics:** The Teacher Education & 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: Fulfiling 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).

**Grading and Grade Reporting:** Grading rubrics for all activities for a grade can be found as part of each discussion and 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 teacher or other colleague. 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 offers one-on-one consultation to assist students with their writing assignments. To schedule a live, virtual online tutoring appointment, see [https://writingcenter.unt.edu/online-tutoring?cta=section-highlight](https://writingcenter.unt.edu/online-tutoring?cta=section-highlight) or call 940-565-2563.

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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, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: [https://clear.unt.edu/teaching-resources/copyright-guide](https://clear.unt.edu/teaching-resources/copyright-guide).

**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](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. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & 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.

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.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all students of organized classes at UNT. A link to this brief online survey will be emailed to your UNT EagleConnect email account in the final weeks 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.

TExES Test Preparation: During the spring of 2019, the practice exams described below are not scheduled for the new TExES 268 test for Principal as Instructional leader through the TExES Advising office, but our program will emphasize some review strategies. To meet state requirements for providing six 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/texes-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. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (e.g., Study Guides for the TExES) are available at wwwa.texes.ets.org.

Six Student Success Messages: The Department of Teacher Education & 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. The site contains multiple student resource links and short videos with student messages.

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect his/her performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

University Mental Health Services: UNT recognizes that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

DISTRIBUTED EDUCATION POLICY STATEMENTS
IMPORTANT NOTICE FOR F-1 STUDENTS

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation


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 a F-1 student is unsure about their need to participate in an on-campus experiential component for this course, they 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.