

University of North Texas
Department of Teacher Education and Administration



EDLE 5650
Professional Development and Supervision
Summer, 2017 — June 5–July 28

COURSE OVERVIEW

This course emphasizes coaching as an important aspect of professional development and supervision. You will learn communication skills to implement conferences/conversations promoting teacher efficacy and high levels of thinking about instruction and learning. You will apply the skills to goal-setting, problem-solving, planning, and reflection. The course will address feedback and the importance of non-judgmental instructional data. In addition, we will explore some basic ideas for appraisal systems. The course also includes some principles of Human Resources management including guidelines for writing employee documentation.

The first week of the course begins with an overview of the teacher appraisal system in Texas. Limited time in this class does not allow a thorough study of appraisal, but you will learn a little about the main system used in Texas. If you are an out-of-state student, you should be in section 086 of this course. Section 086 offers some alternatives for out-of-state students. If you are not in section 086 and are an out-of-state student, notify marilyn.deuble@unt.edu immediately.

During the first week, you will also study some legal issues and principles of documentation that apply to human resources management.

Chapter 5 of our textbook, *Results Coaching*, explains important coaching/communication skills. Even though the opening chapters are crucial for you to understand the concepts of coaching, one of the important learning outcomes of this course is for you to gain skill in using coaching skills; so, we are going to study one of these skills from chapter 5 each week for weeks 2-5 of the class. During the course, one of your assignments will involve your using these skills and reflecting on how you have used them. You can use the skills with colleagues, family members, etc. You will discuss these with me in a Listening and Reflection Log that you can find on the course menu. Listening is one of the main skills you will be practicing.

Required Materials and Resources

Text

Kee, K., Anderson, K., Dearing, V., Harris, E. & Shuster, F (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA. Corwin: A Sage Company

Other Readings

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

Important Requirement: Tk20

This course has an assessment that you will upload using a course link to the Tk20 electronic portfolio system. Using Tk20 requires a one-time purchase of Tk20 that will be in effect for seven years. You will use it throughout the Educational Leadership program. The assignment you will need to submit for Tk20 is in Week 7 of the course, but be sure that you do not wait until just before the assignment is due to purchase Tk20 because activation can take a few days. In addition, if you are also taking EDLE 5610 this summer, you will have assignments that must be submitted to Tk20. If you have not already purchased Tk20, use this link to purchase it. <http://www.coe.unt.edu/tk20-campus-tools>

Learning Outcomes

You will be able to:

1. Use coaching skills, including listening, paraphrasing, questioning, assuming positive intent (positive presuppositions), and giving reflective feedback.
2. Use language to promote growth and problem solving.
3. Apply coaching skills to help others plan, reflect, make goals, and find solutions to problems.
4. Evaluate forms of professional development.
5. Gather and use descriptive (instead of evaluative) data.
6. Write employee documentation following legal and ethical principles.
7. Identify the parts of a corrective/directive/specific incident memorandum.
8. Identify your own strengths in the areas of professional development, supervision, and coaching and plan for your own future professional development.

During the first week of the course, you will see the Texas Principal Domains and Competencies currently tested on the Texas Examination of Educator Standards (TExES). In addition, you will see the new Texas Principal Domains and Competencies. The TExES deals with the old Domains and Competencies until September 1, 2018. This course addresses many of the Domains and Competencies (currently used and used in the future), but, from the currently used competencies, elements of 6, 1, 3, and 5 align with the learning outcomes of this course. In addition, the course addresses the new Domain III, competencies 5 and 6, on Human Capital. For out-of-state students, national standards guided the development of these Domains and Competencies; so they are aligned with most other states' standards.

Course Schedule and Textbook Chapters

You will find explanations of these topics and assignments in other pages of this section and within the week folders. **We will study the material in Chapter 5 throughout the course.**

Week 1: Introduction, Appraisal Systems, Legal Issues, Documentation

Week 2: Introduction to Coaching: Coach Leader Mindset (Ch. 1); Listening

Week 3: Intentional Leadership (Ch. 2); Paraphrasing

Week 4: Leader as Coach (Ch. 3); Questioning and Positive Presuppositions;

Week 5: Topics: Language (Ch. 4) and Preliminary submission of documentation part of the Instructional Supervision Assignment; Coaching Skills: Coaching Language; Reflective Feedback; Gathering Non-judgmental Data in Classroom Observations

Week 6: Topics: Professional Development and Application of Coaching skills in Conferences/ Conversations: Solution focused; Goal focused, Planning focused, Reflection focused (Ch. 6)

Week 7: Topics: Application of Coaching and Supervision Concepts and Skills; Submission of Instructional Supervision Assignment, including Video of Coaching Demonstration and Revised Documentation

Week 8: Reflections and Next Steps (Ch.7)

MEET YOUR INSTRUCTOR, LINDA STROMBERG



Linda Stromberg, Ph.D.
Principal Lecturer
Teacher Education and Administration

I am the coordinator and Advisor for the Master's In Educational Leadership and Principal Certification Programs. I teach several courses including Instructional Leadership, Professional Development and Supervision, and Administration of the EC-12 Curriculum. I received the UNT College of Education award for Outstanding Lecturer in 2010 and 2016 and the UNT Outstanding Online Instructor and Course Award in 2013.

My prior experience includes work as a teacher, reading specialist, and instructional facilitator in the Dallas Independent School District and as a curriculum coordinator and principal in the Carrollton Farmers Branch Independent School District. My bachelor's degree is from West Texas State University (now Texas A & M University at Canyon), and my master's and doctoral degrees are from the University of North Texas.

My roles and responsibilities include these:

- My role is to guide, support, and assess your learning.
 - I've written each of the lessons to share my personal experience and knowledge and to promote the application of your own prior experience and knowledge.
 - I'll read each of your postings and those of your classmates, but I won't be *responding* to every one of them.
 - I'll periodically offer constructive feedback on your individual and collaborative participation.
 - I plan to return your assignments with feedback within one week after they are due.
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COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS

Instructor

Linda Stromberg, Ph.D.

Contact Information: Preferred methods of contact is through the course *Messages* (see below), but here are other methods of contact.

Telephone: 940-565-3274 (office) and 214-458-5242 (cell)

Email: linda.stromberg@unt.edu

Methods of contact and finding answers through the course

The *Questions* forum in *Discussions* section

Have a question about assignment-clarification or any other issues about the course? Ask questions in the *Questions* forum in *Discussions* from the course menu. If you ask questions in this forum, I can answer it so that others in the class can also see the answer. Also, classmates can help if needed. If you have a private question, use the *Messages* tool.

Where and How to Use the *Questions* discussion

1. Click the *Discussions* link on the course menu on the left.
2. Locate and click to enter the *Questions* discussion forum.
3. Scan the subject lines of your classmates' postings to see if your question has already been asked.
4. When entering a question, make your subject concise and descriptive.
5. Feel free to answer your classmates' question you're sure about.

Go to *Discussions* each time you log in and look for and read new postings.

You'll see the course menu from any location in the course and can return to *Discussions* directly at any time.

Announcements

I'll post announcements of news, updates, reminders, and general feedback throughout the weeks of the course. Each time you login, you'll enter at the *Announcements* section, where you'll see the latest announcement at the top. Take the time at each login to look for and read these important updates.

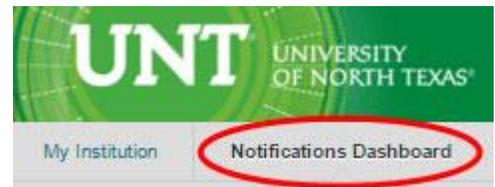
EagleConnect

When I post an announcement, usually, I will also send it through the EagleConnect Email System. All students should activate and regularly check their EagleConnect (email) account. EagleConnect is used for official communication from the University to students. Many important announcements for the Program, University, and College are sent to students via EagleConnect. 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/>

Messages

Use the *Messages* tool from the course menu to contact me. I will check these messages and respond quickly. There are other ways to contact me, but try the *Messages* tool first. You can also use the Messages tool to contact classmates.

Be sure to check your messages regularly. Look at the Messages folder when you log in. Also, you can click the *Notifications Dashboard* near the top-left of the course window to see "What's New" alerts for new messages.



Asking for Help from our Program Teaching Assistant

Our program teaching assistant can also help you. She will be listed in many of our courses, but you should contact her through her EagleConnect email address, Inna.Dolzhenko@unt.edu.

Communicating with your advisor

Dr. Linda Stromberg is your advisor and Marilyn Deuble is our Student Services coordinator. If you have advising questions, do not use the course *Messages* function unless Dr. Stromberg is your instructor. For advising questions, contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu

You can access forms and information about the Master's in Educational Leadership and Principal Certification by clicking on the *Advising* folder on the course menu. You can also get information by going to edmastersonline.unt.edu/.

This website has a section called "forms," and you will see a degree/certification plan and an internship application form. You will also see a link called "courses," and you can see our schedule of classes for all of the 8 week sessions.

HOW OUR COURSE IS ORGANIZED

The **Course Menu** contains links to the calendar and all content in this course.

- The course menu is on the **left side** of the course window.
- This **Start Here** section holds all course overviews and syllabus info.
- Notice the course is divided **by week**; so you always know where to find information about each week's assignments and discussions.

Syllabus

You can see the syllabus by selecting *Syllabus* in this *section*. You will see a version in pdf that you can print.

Assignments

- You'll find the assignments links within each week's lessons. You can also see the assignments by going to the course menu and clicking on *Assignments*.
- EXCEPTIONS: Assignments 1 and 4 are in an assessment format, and you will not see them in *Assignments*. You will access them within lessons of the week 1 and 4 folders.
- You can see the due date by clicking on the Assignment, and the due dates are also listed in the *Calendar*.
- Each assignment has a full description and a rubric giving you criteria for success.
- Most weeks of the course have one assignment, and the assignments are due on **Saturdays** at 11:00 p.m. Blackboard Learn closes for maintenance at 11:00 p.m. on Saturdays; so, if you are submitting the assignment late, you will need to wait until early Sunday morning.

Discussions

- The weekly discussions are linked to each week's lesson, and you can also access them by using the *Discussions* link on the course menu.
- Each discussion must be completed during the weekly time period when it is assigned.
- The discussions open on Monday morning and close at 11:00 p.m. on **Sunday** evening.
- For more information about discussions, see the pages in this *Start Here* section describing asynchronous discussions.
- You can see the Discussion within each discussion description.
- You should make your first posting no later than **Wednesday** of each week and complete all of discussion postings by Sunday evening.
- Do not wait until just before the discussion closes to do your postings, but post throughout the week on different days.
- Some of the discussions have all of the questions at the beginning of the discussion, and you create your own threads. Other discussions are set up so that you respond to threads I have posted.

Calendar

All of the assigned activities' due dates are on the *Calendar*. Note that discussion due dates on the calendar are Wednesdays, which is the deadline each week for your initial post. Each discussion starts on Monday and ends the following Sunday at 11:00 p.m.

My Grades

You can see your grades by going to the *My Grades* link on the course menu. It also displays any rubrics provided for *Assignments* and *Discussions*, along with instructor feedback. You may have to click on a link to see feedback.

Journal — Listening and Reflection Log

We have one journal, the *Listen and Reflection Log*, which you will keep in weeks 2 through 7 in the course. You can access it from each week's lesson and from the link on the course menu. You have to make at least one entry each week for weeks 2-7, and each week's entry is worth 5 points for a total of 30 points. **You must make these postings on a weekly basis.** You can post any time during the week and the weekly entry is due by **Sunday** at 11:00 p.m. These will just be postings to me. Others will not be able to see them.

HOW ONLINE COURSES IN THIS PROGRAM WORK

If you've taken online courses before, you may have experienced different approaches than those you'll find in this program. If you've never before learned online, you may have questions about how this will work.

Courses in this program are scheduled

- Scheduled courses begin with a distinct start and end date, with all students starting and finishing at the same time.
- We group the content of the courses and activities by week.
- Students in a scheduled course all begin on the same day, progress through the same weeks simultaneously, participate as a group, meet required weekly due dates together as assigned, and end the course at the same time.
- One of the main advantages of a scheduled course is to allow you and your classmates to communicate and collaborate with each other and the instructor.

Courses in this program assign scheduled, asynchronous online activities

- Scheduled-asynchronous means communication with others that isn't occurring at predetermined or regular intervals during the day.
- It does NOT mean the course is SELF-PACED!
- Scheduled-asynchronous courses still require due dates.
- You and your classmates log in each day according to a schedule that fits your personal needs.
- Examples of asynchronous communication include writing messages, making discussion postings, composing journals, or posting contributions to a group project.
- Asynchronous courses allow you time to reflect and compose thoughtful compositions.

Plan for the time and effort requirements

- Most students should expect to spend approximately 10 hours each week working both online and offline on assignments, research, compositions, and collaboration.
 - I highly recommend you log into your course every day to read new postings and keep up with classmates, and at least every-other-day logins are required. When you log in, please look at the announcements that are on the opening page of the course.
 - If you fail to login and participate regularly, you will likely fall behind and be unsuccessful in this course.
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ADOPT THESE GUIDELINES FOR SUCCESS

You each have responsibilities in this collaborative learning community.

All members of this special social community are expected to:

- Explore and reflect on a variety of topics
- Socially construct knowledge through collaboration
- Openly share ideas with others
- Provide support to one other

How do scheduled asynchronous discussions work?

- Attendance online is defined as **making postings and interacting** with your colleagues as assigned.
- **If you don't post and participate, you're not in class.**
- **Participation is required** to be a part of the learning community where classmates interact to enhance and support each other's learning and satisfaction in the course.
- You cannot expect to wait until the weekend to do all your work. Discussions and collaboration won't be able to develop properly unless they occur **throughout each week**.

Perform and learn

- ✓ **Start early:** When each new week begins, read its **weekly overview** so you have a full understanding of the **scope of what's required** for the week.
- ✓ Log into the course on at least **four-to-seven different days** of each week.
- ✓ Read the requirements and due date of each assignment and work on activities and communicate within the course **throughout the week**.
- ✓ **Inform me if you're having problems** with the course so we can work on solutions together.
- ✓ Set a routine and show up: **Design a routine** of periods of time each week reserved for working in the course.
- ✓ Continuously **assess your own progress**, understanding, and learning.

Collaborate regularly

- ✓ During **each login session**, go to the *Discussions* forums and read all new postings.
- ✓ The earlier in the discussion time period you make your initial postings, the more easily the conversations can evolve. Make your postings **no later than Wednesday** of the discussion week.
- ✓ Each week's discussion begins on Monday. **Do not post before this day.**
- ✓ See the discussion rubric attached to each discussion to see expectations. (Week 5 Discussion has a different rubric — See Discussion 5 for this rubric.)
- ✓ Notice that most discussions are multi-part and require you to make an initial posting no later than mid-week so classmates will have time to respond.
- ✓ Review your classmates' submissions and respond, offering feedback and elaboration.
- ✓ Reflect and share your newly acquired knowledge in the discussions, enhancing the learning of others.

What you can expect each week

Keep aware of what's coming — don't let the assignments surprise you.

- Take a minute at the beginning of each week.
 - Look down the week's table of contents to see the number of pages and activities.
 - Review the *Required Readings and Resources*.
 - Click-open-skim each lesson page briefly to see its scope.
 - Set aside the time you'll need to engage with each of the lessons and activities.
- Future weeks are open and visible so you can look ahead to see what's scheduled for a future week (but please DON'T POST until each new discussion begins).
- Pay attention to each assignment's due date.
- The Week 7 assignment is a lengthy one that you should work on throughout the semester. In that assignment, you will do a coaching video. You can see *Coaching Videos* in the *Resources* on the menu, and each week, you will see more videos demonstrating coaching skills.
- Each week, you will
 - Participate in various activities, including discussions
 - Read, research, analyze, and reflect on a variety of topics
 - Write and submit assignments
 - Read and respond to classmates' postings

Let me know immediately if there are circumstances that will interfere with your ability to participate throughout the entire week or make submissions when due. Thanks.

POLICIES ABOUT GRADING AND FEEDBACK

Feedback for Assignments and Discussions

- My plan is to return your assignments with feedback within five days of the due date for the assignment.
 - For discussions, I will monitor the discussion while it is going on, but, usually, I won't add postings. I will give you feedback on your grade for the discussion. I also plan to respond to the discussions within five days of the closing of the discussion.
 - Each discussion and assignment grade (except assignments 1 and 4) will be based on a rubric. Read the rubrics carefully to see expectations for assignments and discussions. You can find the rubrics within the assignments and discussions, and you can see the discussion rubric by looking in ***My Grades***. If you have a question about your grade, you can compare your submission to the requirements of the rubric. You can also contact me to discuss grades, but be sure you have looked at the rubric to see where your assignment or discussion would fall on the rubric scale.
 - In addition to the rubric, I will add written feedback on most of the assignments and discussions. You will be able to see your grade and feedback for discussions by going to *My Grades* on the course menu.
 - Assignments 1 and 4 do not have a rubric. These assignments are in the test format, and, in *My Grades*, you will see feedback for each question when you receive your score. However, you have to click on the number under *Score*.
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- If I am going to be away from my computer and not able to adhere to the process of returning the assignments within five days, I will notify the class through an announcement or a message.

Assignment Due Dates and Late Submissions

- It is very important that you adhere to the due dates for the assignments. You can see the due date for each assignment by selecting each assignment. You can also see the due date by looking at the *Calendar* from the course menu.
- If you submit an assignment late, you will lose one point for each day the assignment is late.
- Generally, the assignment will close within a few days of the required date, and you will no longer be able to submit the assignment.
- If you do not submit one of the assignments in the course, the highest grade you can make in the class is a C.

Discussion Posting Requirements

- You must make your discussion postings throughout the week and cannot wait until the weekend or you will not receive full credit.
- Once a discussion date ends on Sunday nights, you will no longer be able to participate in the discussion. In addition, do not do the postings before the weekly discussion begins.
- You must participate in ALL of the discussions for this course.
- If you do not participate in one of the discussions, the highest grade you can make in the course is a B.

The Final Week

- During the last week of class, adhere carefully to the due dates. Because grades are due right after the closing of the class, during the last week of the course, **all assignments and discussions must be submitted by their due dates. The course ends on Friday, July 28, 2017; course work cannot be accepted after that date.**

Course Grades

	Points Each	Total Points
1. Listening and Reflection Log -- Journal	5	30
2. Assignments for Weeks 1 and 4	30	60
3. Assignment for Weeks 2, 3, 5, and 6.	30	120
4. Week 5 Discussion	22	22
5. Week 7 Assignment	100	100
6. Discussions in weeks 1, 2, 3,4, 6,and 8	8	48
Total		380

Point totals for grades: 342-380=A; 304-341=B; 266-303=C; 228-265= D

DESCRIPTION OF THE ASSIGNMENTS AND ASSESSMENTS

1. Listening and Reflection Log — Journal

During the course, we will study some strategies for coaching and communication. One of the most important strategies is listening. The goal of this assignment is for you to practice the listening behaviors we are studying. You will tell about the listening situation and the skills you used. Also, you should use the active listening skill of paraphrasing, and you should also try the other skills we are learning about in this class. Beginning in the second week, you must submit the **Listening and Reflection Log** at least once per week. You should enter listening experiences and other coaching experiences each week during weeks 2-7. You should post your entry no later than Sunday at 11:00 p.m. You can find this **Listening and Reflecting Log** by going to the link on the course menu, and you can find a link to it in each week's folder beginning in Week 2.

2. Assignments for Weeks 1 and 4

The assignments for weeks 1 and 4 are not listed in the *Assignments* section because they have an assessment format. You access them through the lesson for the week. The assessment is not timed, but you must finish it by the due date (Saturdays at 11:00 p.m.). You can leave the test and come back to it. Be sure to click on *Save and Submit* when you are finished. However, do not do that until you are ready to submit. For week 1, you might have to do some research on a question or two. When you look at your results in *My Grades*, you will need to click on *Score* to see the feedback on each question.

3. Assignments for Weeks 2, 3, 5, and 6

You will complete assignments in almost all weeks of the course where you will present information and ideas you learned through the reading assignments and other activities. These assignments are scored with a rubric and are meant to assess your reading and applications of the specific ideas of the course. You can see the rubrics by clicking the *Assignment* link either on the course menu or locating it within the week's folder. You can also see the due date that way and on the *Calendar*, also from the course menu. For these assignments, there may some questions that you can answer based on common sense and your prior learning; however, the rubric requires you to make specific references to the week's readings and resources.

4. Week 5: Two Directive Memoranda Posted

As a part of the Week 7 assignment for this class, you are going to submit two memoranda dealing with employee discipline and remediation. You will learn about the formats and requirements for employee documentation. We will study documentation in the first week of the class, and in Week 5, you will submit your documentation to classmates so you can share your memoranda and learn from each other. You will need to do your memos and then submit to a discussion forum. However, you will not be able to see what others have posted until you post your own. You can use the feedback you receive and the ideas you learn from viewing other posts and revise your documentation, if necessary, when you submit the documentation as part of *Assignment 7*.

5. Assignment 7, Instructional Supervision Assignment

This assignment is a key assessment for this class. You will submit this to the **Tk20** electronic portfolio system using a link provided in the Week 7 assignment (and NOT submitting it by going directly to the [Tk20](#) site). This assignment will give you an opportunity to practice instructional supervision skills. See the explanation of this assignment and the rubric in Week 7. This assignment is comprehensive and involves your observing classes through links to videos, submitting employee documentation, and doing a video of yourself and a colleague or classmate participating in a simulated coaching conversation. You should begin working on this assignment from the beginning of the course.

6. Discussions in Weeks 1, 2, 3, 4, 6, and 8

We will have discussions each week during this course, except week 7. Each of these discussions (except the discussion for week 5) is worth 8 points, and you will see link to a rubric accompanying the discussions. You should make your original post answering the questions and then respond to other classmates' postings during the week. (To get the highest grade on the discussion, you have to have at least 7 posts.) However, please do not do more than 12 posts. The quality of all of the postings must be at a high level according to the rubric.

The discussions last a full week, beginning on Monday and ending Sunday of each designated week. **Do not post before a week starts, and do not post after the discussion is over.** You must post during the assigned time for the discussion. In addition, you should login and join the discussion several times during the week and make your posts at different days of the week. Make your first posting each week no later than Wednesday and complete all of the postings by Sunday night. The discussion forums are related to the textbook readings and external resources and activities. Upon completion or near completion of the assigned readings 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, required number of postings, 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 toward the end to engage in a discussion – this should be ongoing. You cannot receive full credit for the discussion if all or almost all postings were done on the last day or two of the week; however, participating at the last part of the week is better than not participating at all.

Late and missing assignments

- If you submit an assignment late, you will lose one point for each day the assignment is late.
- Generally, the assignment will close within a few days of the required date, and you will not be able to submit the assignment.
- **If you do not submit ALL weekly assignments, the highest the highest grade you can make in the class is a C.**

Missing discussion postings

- You must participate in ALL of the discussions for this course.
- **If you do not participate in one of the discussions by the closing time of a discussion, the highest grade you can make in the course is a B.**

See the course *Calendar* for all due dates.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Student Technical Support

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

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>
- 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 you can't login to the course.

Email: helpdesk@unt.edu
Phone: 940.565-2324
Site: [UIT Helpdesk](#)
[Report an Issue](#)

Support Hours

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

Additional Support Resources

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

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

Technical Emergencies and Advice for Taking Online Exams

- 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.

More Student Support Services

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

- [Writing Lab — Graduate Students](#)
- [Counseling Services](#)
- [Student Legal Services](#)
- UNT Library Information
Off-Campus Users
<http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users>
- On-Campus Users
<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT AND DEPARTMENTAL POLICY STATEMENTS

ACCOMMODATION AND ACCESS

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If

a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14 and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Documents are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY

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

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) and as outlined in Domain IV: Fulfilling 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).

DISTRIBUTED EDUCATION POLICY STATEMENTS IMPORTANT NOTICE FOR F-1 STUDENTS

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

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940- 565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

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 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

EAGLECONNECT

All students should activate and regularly check their EagleConnect (email) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. 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/>

EDUCATIONAL LEADERSHIP PROGRAM

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 log-in 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](#)

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.**

Graduation Deadlines — The graduation application for August 2017 has been open since March.

The last Day to apply for August Graduation is June 12, 2017 (next week).

Link to [apply for graduation](#). Read information at this link, and you will apply through my.unt.edu.

We may remind you about dates, but it is each student's responsibility to follow the graduation application procedures and deadlines.

Principal Internship, EDLE 5500

The internship, EDLE 5500, is required for principal certification. It is a full-semester class and is usually your last class. You can graduate with your Master's and then do your Internship, or you can do your Internship while you are still a Master's student. You need to apply for the internship early in the semester before you do the internship.

The **application deadline for fall was March 1 and, for spring, it is October 1**. The application is in the "forms" section on our Educational Leadership website, and here is an application, [Internship Application](#). Almost all of our students do their internship in the school where they are teaching; it consists of doing 160 hours of educational leadership functions. Send the application to <mailto:marilyn.deuble@unt.edu>.

Texas Examination of Educator Standards (TExES) for Principal

You will be approved to take the Texas Examination of Educator Standards (TExES) for Principal when you are enrolled in the Internship, usually your last class. We also offer practice examinations here on the UNT campus, and you can take those at any time during your courses. The next Practice Exam is June 24, **and the deadline to sign up for the practice exam is June 18**. Use this [link to sign up](#), and you can also see the other summer dates for the practice exam. **VERY IMPORTANT: You must have a degree/certification plan on file before you sign up to take the practice examination.**

You might have received an email from TEA telling you that you were approved to take the test. However, here at UNT, we require that you are at the very end of your classes and are enrolling in the internship.

Probationary Principal Certificate: Very Important: You will not apply for a probationary principal's certificate until a district HR representative is ready to sign a form saying that the district is offering you a position requiring a principal's certificate. If this is the case, you start the process by notifying our office, <mailto:linda.stromberg@unt.edu>.

We will do some paperwork saying that you have taken enough classes (4 or more) and then send the form to the district where the HR department representative will sign the form saying the district is offering you a position requiring a certificate. Then the HR Representative will send it back to our certification officer here at UNT. However, if you are not taking the internship during the semester you need the probationary certificate, you will have to sign up for an extra course to allow you to be supervised as part of the probationary certificate.

Another important point: If you complete the master's, you should take the do the internship and take the TExES ASAP so you can get the Standard Certificate. We are not allowed to recommend a probationary certificate to students who are not enrolled--so, once you complete the master's, unless you are in the internship, we cannot recommend a probationary certificate.

SPOT

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

Collection of Student Work

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