Teacher Education and Administration
EDLE 5630: Organizational Change & School Improvement
Spring 2017

Syllabus

Class Location/Dates: Online – 3/20/17 to 5/12/17
Instructor: Dr. Noelle Paufler
Office: Matthews Hall, 218K
Office Hours: Monday and Wednesday, 1:00-4:00 PM
Phone: Office: 940.565.2024
E-Mail: Noelle.Paufler@unt.edu

REQUIRED TEXTS AND RESOURCES


Texas Education Agency (Texas Academic Performance Reports): http://ritter.tea.state.tx.us/perfreport/tapr/index.html

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

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

Course Objectives:
Students will develop knowledge, skills, and dispositions needed to meet the following competencies for the Principal Certificate in the State of Texas:

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

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

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

TECHNICAL REQUIREMENTS / ASSISTANCE

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

- Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
- Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
- Necessary plug-ins: http://goo.gl/1lsVF
- Internet Access with compatible web browser
- Headset/Microphone (if required for synchronous chats)
- Word Processor

Minimum Technical Skills Needed:

- Examples include:
  - Using the learning management system
  - Using email with attachments
  - Creating and submitting files in commonly used word processing program formats
  - Copying and pasting
  - Downloading and installing software
  - Using spreadsheet programs

ACCESS & NAVIGATION

Access and Log in Information

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

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

**STUDENT TECHNICAL SUPPORT**

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu  
Phone: 940.565.2324  
In Person: Sage Hall, Room 130  
Regular hours are maintained to provide support to students. Please refer to the website ([http://www.unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm)) for updated hours.

**INSTITUTIONAL RESOURCES**

UNT Portal:  [http://my.unt.edu](http://my.unt.edu)  
UNT Library Information for Off-Campus Users:  [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)  
UNT Computing and Information Technology Center:  [http://citc.unt.edu/services-solutions/students](http://citc.unt.edu/services-solutions/students)  
UNT Academic Resources for Students:  [http://www.unt.edu/academics.htm](http://www.unt.edu/academics.htm)  
Computer Labs:  [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at:  [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

**How to get started**

To get started, go to the course on Blackboard, and begin at the *START HERE* tab in the left hand column. It is here where you will learn about course navigation and where and how to begin the course.

**ASSIGNMENTS**

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

**Learning Activities and Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation (4) @ 6 Points and (4) @ 3 points</td>
<td>36</td>
</tr>
<tr>
<td>Case Narrative &amp; Analysis – Part 1</td>
<td>22</td>
</tr>
<tr>
<td>Case Narrative &amp; Analysis – Part 2</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Detailed descriptions and rubrics of each assignment are located at the end of the syllabus in an appendix.*
1) Discussion Board (36 points): Discussion board posts are a public display of your learning and thinking. You should write carefully, think about your ideas, and communicate effectively. For editing reasons, it is highly suggested you create your post on a word doc and then copy and paste it into Blackboard. Please use the APA Style Manual (6th Edition).

2) Case Narrative & Analysis Part 1 (22 points): This will be part 1 of 2 of your Case Narrative & Analysis which is due at the end of the term. Part 1 includes a brief description of the district and school context, the specific content you deem to be the greatest area of need (reading, math, science) based on Texas Education Agency longitudinal data, and a description of the improvement process you will need to employ for school improvement. When describing the improvement process, you will incorporate the literature you’ve read. See grading rubric in the appendix for details. The areas highlighted in **GREEN** are the content for Part 1.

3) Case Narrative & Analysis Part 2 (42 points): Part 2 of the Case Narrative & Analysis will include strengths and weaknesses for school improvement within the context of the process that you will use, such as Professional Learning Communities. You will recommend steps for a one-year process of: (1) creating conditions for change, (2) planning change, (3) implementing change, and (4) sustaining change. This can be found in the non-highlighted portion of the rubric – bottom half.

**Note:** See details in the rubric for Case Narrative & Analysis Part 1 and 2.

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

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

**COURSE SCHEDULE**

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | **Historical Overview of Educational Change**  
Read Cuban (2003) and Cuban (1990)  
Access UNT’s library electronic sources, choose and read relevant peer-reviewed journal articles in preparation for your Case Narrative and Analysis Paper due the end of week 7. | Introduce yourself.  
Answer discussion questions for Week 1.  
Begin reviewing the requirements for the Case Narrative and Analysis, and post questions under the ‘General information and Questions’ section.  
Identify articles on school improvement processes such as Professional Learning Communities that are specific to a content area such as reading, writing, math or science. |
<p>| 2    | <strong>Understanding Educational Change</strong> | Answer reading discussion questions for Week 2 and questions for the Case Narrative &amp; Analysis. |</p>
<table>
<thead>
<tr>
<th>3</th>
<th><strong>School Systems, Structures and Processes</strong></th>
<th>4</th>
<th><strong>Accountability and Data Driven Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Hoy &amp; Miskel, Chapters 1, 2, and 3</td>
<td>Answer discussion questions for week 3.</td>
<td>Read Hoy &amp; Miskel, Chapters 6, 9 and 10.</td>
<td>Answer discussion questions for week 4.</td>
</tr>
<tr>
<td>Continue to access <a href="http://ritter.tea.state.tx.us/perfreport/snapshot/">UNT’s library electronic resources</a></td>
<td></td>
<td>Continue to access <a href="http://ritter.tea.state.tx.us/perfreport/snapshot/">UNT’s library electronic resources</a></td>
<td>Finalize and submit part 1 of Case Narrative and Analysis by Sunday midnight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th><strong>Decision Making Using Qualitative and Quantitative Data</strong></th>
<th>6</th>
<th><strong>Power &amp; Politics and the Impact of the External Environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Hoy &amp; Miskel, Chapters 11 and 12.</td>
<td>Answer discussion questions for week 5.</td>
<td>Read Hoy &amp; Miskel, Chapters 7 and 8.</td>
<td>Post questions and comments on discussion forum and begin finalizing Case Narrative and Analysis which is due at the end of week 7.</td>
</tr>
<tr>
<td>Continue to access <a href="http://ritter.tea.state.tx.us/perfreport/snapshot/">UNT’s library electronic resources</a></td>
<td></td>
<td>Continue to access <a href="http://ritter.tea.state.tx.us/perfreport/snapshot/">UNT’s library electronic resources</a></td>
<td>Feedback will be given on polished drafts if submitted by Wednesday midnight of week 7.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th><strong>Local Reform Efforts</strong></th>
<th></th>
<th><strong>Finalize and submit part 1 of Case Narrative and Analysis by Sunday midnight.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visioning Document Cohen (1990)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The syllabus may be modified to meet the emerging needs of the class.

**RUBRICS:**

**Discussion Rubric:**

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

**Case Narrative & Analysis Rubric:** This assignment will demonstrate your ability to incorporate your learning (textbook and articles) about organizational change and school improvement.

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

Part 1 of the Case Narrative and Analysis will be scored based on the **Green** portions of the rubric. Part 2 of the Case Narrative and Analysis paper will be scored based on the remainder of the rubric in addition to the Format and Grammar section.
<table>
<thead>
<tr>
<th>Section/Points</th>
<th>Requirements</th>
<th>Questions to Ask Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format &amp; Grammar:</strong> (4 points/Part 1 4 points/Part 2)</td>
<td>Paper follows APA Style Manual (6th ed.) All required sections are included. Paper will be free of spelling errors.</td>
<td>Are my references, both in the paper and at the end, formatted correctly? Is my paper written clearly and does it contain all of the required sections? Have I used pseudonyms for all organizations (in all instances)? Have I proofread the document for misspellings, syntax errors, typos, etc.?</td>
</tr>
</tbody>
</table>
| **Content:** (18 points)  
Organizational Change - framework and strategies used (district/school). | Brief background of school and community; district context; school vision; school dynamics, include staff, student population (subgroups), and community context.  
Define the framework (such as Professional Learning Communities) that you will use to describe your proposed method for organizational change and school improvement. Describe your school’s strengths and weaknesses in relation to the framework, such as culture, leadership, etc.  
Provide current and longitudinal student achievement data analysis in one content area (see Texas Education Agency link, p. 10). Delineate strengths and weaknesses for school improvement within the context of a process, especially as it relates to students performing below grade level in the chosen content area of reading comprehension, math, or science. | Have I adequately described the district and school’s plan for continuous school improvement? Have I provided demographic data on the school and its community? Have I chosen a framework by which to describe and analyze my school’s organizational change and school improvement plan? Have I defined the strengths and weaknesses with relation to the framework? Have I provided current and longitudinal data in the area of reading, math, or science, with specific attention to students performing below grade level? Strengths and weaknesses? Have I described the school’s improvement plan and the process for implementation? Have I provided data charts in the paper or as appendices? |
| **Accuracy of Analysis:** (28 points) | Describe the planning, implementation and sustaining process for professional learning communities or another framework. All claims and information presented about the case are clearly supported by evidence. (For example: Description of district or school site leadership is connected to theories of leadership by citing evidence of the same.) Compare and contrast your school to “best practices” found in the texts and literature review. | When making claims and presenting information, have I given examples? Have I adequately compared and contrasted my school to course content, pointing out specific strengths and weaknesses, and possible solutions for best practice? |
**Literature Review: (10 points)**

Provide research citations for 3-5 articles you’ve retrieved from the UNT electronic library resources. Your references validate key elements of evidence and decisions you put forward for organizational change and school improvement. Your citation of articles should help articulate the relevance of your case narrative as opposed to simply summarizing articles.

<table>
<thead>
<tr>
<th>Have I embedded the literature review into my paper?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I referenced research appropriately throughout the paper?</td>
</tr>
<tr>
<td>Have I cited research to give credence to my analysis and/or possible solutions for best practice?</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE = 64**

**COURSE POLICIES**

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

**Late Work**
Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. You will be unable to receive full credit for late work. Please contact the instructor when late submissions are anticipated.

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

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

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

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

**Copyright Notice**
Some or all of the materials on this course Web site 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: [http://copyright.unt.edu/content/unt-copyright-policies](http://copyright.unt.edu/content/unt-copyright-policies).
Attendance Policy
Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive credit. Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

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

Syllabus Change Policy
Changes to the syllabus may be necessary at times. Communication of any changes will be made via the Announcement tab and Email in Blackboard.

Policy on Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: vista@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UNT AND DEPARTMENT POLICIES

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: 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).

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

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

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

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a
disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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

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

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

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

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, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.
SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website. This class does not have a tk20 assignment, but the other class offered during this session, EDLE 5700, does have assignments that must be submitted to tk20.

TExES Test Preparation. 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). Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Educational Leadership Program, (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 (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Principal Certification Candidates. You will be cleared to take the TExES Principal Exam, when you are enrolled in the internship.

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

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 message.

IMPORTANT NOTICE FOR F-1 STUDENTS

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at: http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

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

RESOURCES


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

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

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


BIBLIOGRAPHY


