EDLE 6110: Advanced Theory and Research in Administration  
Spring 2017  
January 17, 2017 to May 12, 2017  
A Blended Course

### Required Textbooks | Course Information | Assignments/Assessments  
Grading | Course Schedule | Course Organization  
Technical Assistance | UNT Policies

### INSTRUCTOR CONTACT INFORMATION

| Instructor       | R. Jefferson George, Ph.D.  
                  | For routine communications, please use Course Messages.  
Email Address     | royce.george@unt.edu  
Office Telephone  | 940-565-2836  
Cell Phone        | 817-706-8175  
Office FAX        | 940-891-6739  
On-campus office  | Mathews Hall: 218M  
Office Hours      | Tuesday, Wednesday and Thursday, 2:00pm to 4:00pm or Available online via GoToMeeting by request or appointment Available after class by request

### CLASS MEETING TIME AND PLACE

This is a face to face with online components that will include weekly assignments and discussions in the class and in the online environment (Blackboard).

This class meets at the Region 10 Service Center:
**Phone:** (972) 348-1750

EDLE 6110-070 (17694) Saturday 9:00am to 4:00pm

Spring Valley Building: 400 East Spring Valley Road, Richardson, TX 75081  
Abrams Building: 904 Abrams Road, Richardson, TX 75081

1-21: Abrams Building: Mockingbird Room  
2-04: Spring Valley Building: Hunt Room  
2-18: Spring Valley Building: Grayson Room  
2-25: Abrams Building: Pecan Room  
3-25: Spring Valley Building: Grayson Room  
4-08: Spring Valley Building: Grayson Room  
5-06: Spring Valley Building: Grayson Room
REQUIRED TEXTBOOKS and materials for EDLE 6110:


IBM SPSS Statistics Grad Pack v. 22.0 PREMIUM or later (v.23 or v. 24)

COURSE INFORMATION

Catalogue Description EDLE 6110

This course is a focus on data analysis and program evaluation from a policy perspective for district leadership. More succinctly this course is a contemporary inquiry into the use of data analysis in educational leadership; examining student and teacher assessment and measures of student growth. This course examines the impact of positivism, subjectivism and functionalism and their critics regarding recent research of the school organization and administration.

Prerequisite(s): consent of instructor.

Course Description

This course is designed to study the leadership role in the use of data in an educational setting. This course provides a structure for the locating, analyzing, understanding and effectively utilizing data in a school setting. Additionally, school leaders will directly explore the role of data analysis to increase the leaders understanding of data found in school research. Participants in this course will participate in hands-on activities designed to increase the students understanding of the elements of statistical data found in the school environment.

- This course has been designed to contain both online and traditional components and will include both synchronous and asynchronous activities in the course.
- Weekly sessions (whether face-to-face or online) will be devoted to discussing assigned readings and completing weekly assignments.
- PowerPoint presentations will summarize the material.
- Journal articles will provide additional perspectives and will be discussed in our weekly discussions to highlight a particular data element or activity.
- Students will select a research topic and will be responsible for using the university research libraries to locate materials and to provide an article summary for each article that will be used in the final research paper.
- The course requires a research paper covering the selected research topic that will be due at the end of the course. Students will present their research to the class.
- Additional individual or collaborative assignments will allow students to apply aspects of the data analysis tools and structures presented in the course.
The course includes a Capstone Project that serves as an application of the course materials.

Online visits with the instructor beyond the required class time are available to aid in understanding the data analysis projects and procedures presented in the course. Contact the instructor to set a time to meet.

COURSE ASSIGNMENTS AND ASSESSMENTS

1. Week 1 gives us the opportunity to orient ourselves in the course and introduce ourselves to each other. We will review the syllabus and discuss the library page that is available in our online platform. During the week, you will be able to post an introduction, review the online materials and complete your first assignment.

2. Beginning in Week 2, we will begin our online platform…
   - Weekly reading materials
   - Data analysis assignments
   - Online discussions

3. Data Analysis Assignments. Students will complete a variety of data analysis assignments in class and as homework to practice areas of data analysis presented in class. Students will take a pre and post assessment of statistical measures as presented in the course. Papers and assignments will be submitted through the online course.

4. (10 points) Descriptive Statistics Worksheet – Students will complete a worksheet of examples of basic statistics covering measures of central tendency and variability then grade and discuss in class.

5. (10 points) Journal Article Critique – Students will critique one peer reviewed journal article as a learning exercise to reinforce the parts of a journal article significant for both quantitative measures and method of analysis.

6. (25 points) Journal Article Summaries – Students will prepare 5 Journal Article summaries of peer reviewed journal articles related to their research topic and final paper. Each Journal Article summary is worth 10 points.

7. (25 points) Online Discussions – During our alternate weeks, we will participate in asynchronous discussions that will provide you with the opportunity to interact with your peers and share ideas in the online discussion forums. A journal article or book chapter will provide the basis for these discussions. The weekly discussions will be graded at 10 points per week for 5 weeks according to the discussion grading guidelines (below).

8. (25 points) Assessment Models Presentation. Students to work in small groups of to develop a presentation with handouts of current assessment models used in education today. Some examples are normative, criterion, formative, summative, etc. Assignment will be graded for completeness and presented in class. Presentation may include visuals and handouts for the class.
9. (5 points) Choose a Research Topic. Students will choose a research topic in an area of interest in the field and develop at least one research question to explore in their research paper assignment.

10. (60 Points) Research Paper. Due ON OR BEFORE the final exam date. Papers will be presented and discussed in class in Week 15. Please upload a final copy of your paper for grading in the Assignment Link in Blackboard. Write a 15+ page research paper (not including references, abstract and cover sheet) in APA format that includes the following sections: Introduction, Literature Review, Method, Results (if applicable), and Discussion. The paper will include a strong theoretical framework, thorough review of literature, clear and concise results (if applicable), and a discussion that clearly links to the theoretical framework. Note that all studies begin and end with a theory. The paper will be graded on overall quality and content, as well as APA formatting.

11. (40 Points) Capstone Data Project. This project will cover all material assigned and/or discussed throughout the course (comprehensive). The Capstone project will be an ongoing practice of problem based research that will include the development of a data instrument, gathering data, compiling data, analyzing data, and then using the data to make assumptions about the original problem of practice. A paper summarizing the data analysis along with your conclusions will replace a final exam.

Grading

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. Late assignments are ineligible for a grade of “A.”

Late Assignment Policy

A late assignment deduction of 10% of the possible points available for that assignment will be deducted from the points earned on any late assignment. The final grade will be based upon points earned on the following assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Statistics Classwork</td>
<td>10</td>
<td>5.0%</td>
</tr>
<tr>
<td>Journal Article Critique</td>
<td>10</td>
<td>5.0%</td>
</tr>
<tr>
<td>Journal Article Summaries (5 @ 5 points each)</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Online Discussions (5@ 5 points each)</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Assessment Models Presentation</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Choose a Research Topic</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Capstone Data Project (Capstone is divided into 4 parts @ 10pts each)</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
Final Grade = Percentage of sum of all assignments and exams (400 points).

A = 90% 180 – 200 points  
B = 80% 160 – 179 points  
C = 70% 140 – 159 points  

Grades below 70% will receive a grade of F for the course.

As the instructor for this course, I reserve the right to modify or make changes to the syllabus as needed during the semester. Students will be notified should changes be made to the course requirements, content, assignments, due dates, or other material relevant to the completion of this course.

**EDLE 6110: Advanced Theory and Research in Administration**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>On-Line Materials</th>
<th>Creighton Chapter</th>
</tr>
</thead>
</table>
| 1    | 1-21-17 R10 | • Syllabus  
• Library  
• Statistics Worksheet  
• Formative/Summative Groups  
• Research Papers  
• Weekly Assignments  
• Discussions and Journal Articles | • Blackboard  
• Syllabus  
• Assignments  
• Library | |
| 2    | 1-28-17 ONLINE | • TASA-Mid-Winter (Austin)  
• UNT Hospitality Suite  
  o Monday, 1-30-17, 5-7pm  
  o Hilton, 4th Floor, Salon D,E | • TASA  
• Invitation | |
| 3    | 2-04-17 R10 | • Introduction to Data Analysis  
• Data Driven Decision Making  
• Basic Statistics and EXCEL/SPSS  
• Capstone Project #1 | • Research Topic Due | 1-3 |
| 4    | 2-11-17 ONLINE | • Journal Article Summary #1  
• Descriptive Statistics Article Discussion (1) | • JAS Form  
• Article | |
| 5    | 2-18-17 R10 | • Correlations  
• Regression  
• Comparison of Means  
• Capstone Project #2 | | 4-6 |
| 6    | 2-25-17 R10 | • Independent Samples t-Test  
• Analysis of Variance  
• Repeated Measures  
• Capstone Project #3 | | 7-9 |
| 7    | 3-04-17 ONLINE | • Journal Article Summary #2  
• Correlation Article Discussion (2) | • JAS Form  
• Article | |
| 8    | 3-11-17 ONLINE | • Journal Article Summary #3  
• Analysis of Variance Article Discussion (3) | • JAS Form  
• Article | |
| 9    | 3-18-17 ONLINE | • UNT Spring Break | | |
| 10   | 3-25-17 R10 | • Two-Way ANOVA  
• Chi-Square | | 10-11 |
Certification Exam Alignment

Texas Examination of Educator Standards (TExES) Superintendent (195) competencies addressed in this course include

**Competency 005:** The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

**Competency 006:** The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

**Competency 008:** The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

**Competency 010:** The superintendent knows how to apply organizational decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

**Professional Standards for Educational Leaders (2015)**
National Policy Board for Educational Administration (NPBEA)

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

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

**Standard 3. Equity and Cultural Responsiveness**
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
Standard 4. Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

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

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

Standard 7. Professional Community for Teachers and Staff
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

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

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

Learner Outcomes

- Implement appropriate leadership skills, techniques, and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.

- Implement processes for gathering, analyzing, and using data for informed decision-making in a research format.

- Identify, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

- Use strategies that facilitate working with other groups and stakeholders such as team building, building consensus and collaborative decision-making.

- Identify and analyze positive reform strategies for implementation in the instructional environment.

- Analyze and apply political influences to benefit the educational organization.
Course Organization

Each of these areas of the course are accessed through links on the course menu.

<table>
<thead>
<tr>
<th>Course Menu link</th>
<th>What you'll find there</th>
<th>How you'll use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>This is where you begin — with a detailed description of the course overview.</td>
<td>Read everything in the syllabus thoroughly and return to it as needed.</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>The course is divided by week. You'll find links to everything you need for each week in separate folders.</td>
<td>Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner</td>
</tr>
<tr>
<td>Announcements</td>
<td>Each time you log in, the course opens to Announcements.</td>
<td>Each announcement is also emailed to you (be sure it goes to your preferred address). Watch for and carefully read every announcement for breaking news, changes, and reminders.</td>
</tr>
<tr>
<td>Discussions</td>
<td>This is where you'll participate in rich conversations with classmates in the classroom.</td>
<td>Pay attention during class discussions as this is how we share information about this topic.</td>
</tr>
<tr>
<td>Messages</td>
<td>Your instructor may communicate with you through this internal messaging system.</td>
<td>Watch for announcements alerting you to new mail.</td>
</tr>
<tr>
<td>External Email</td>
<td>This tool automatically uses your UNT email system to send messages outside of the course.</td>
<td>Use this feature to save time when you want to send regular email to a classmate or instructor.</td>
</tr>
<tr>
<td>My Grades</td>
<td>This link displays your total points earned, grades on assignments, and feedback from your instructor.</td>
<td>Watch for announcements from your instructor when new grades are posted.</td>
</tr>
</tbody>
</table>

TECHNICAL REQUIREMENTS AND ASSISTANCE

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

UNT Student Resources
As a student, you will have access to these resources.
- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
Blackboard's On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Blackboard Learn Specifications
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/1IsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous audio and video calls)
A word processing application that can save as a DOC file

Student Technical Support
The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard Learn 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
Hours are:
* Monday-Thursday 8am-midnight
* Friday 8am-8pm
* Saturday 9am-5pm
* Sunday 8am-midnight

UNT POLICIES

Student Support Resources
Use the “Academic Support” tab located at the top of the Blackboard Learn window to view Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab, Math Tutor Lab, and more.

UNT Portal: http://my.unt.edu
UNT Blackboard Learn Student Resources: Technical Support http://www.unt.edu/helpdesk/
UNT Library Information for Off-Campus Users http://www.library.unt.edu/services/facilities-and-systems/campus-access
UNT Computing and Information Technology Center http://citc.unt.edu/services-solutions/students
UNT Academic Resources for Students: http://www.unt.edu/academics.htm

Copyrighted Materials Notice
Some or all of the materials on this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the
ADA Policy for Students with Disabilities
As per the Office of Disability Accommodation, a syllabus for a course SHALL include the following statement:

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/](http://disability.unt.edu/). You may also contact them by phone at **940.565.4323**.

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.

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 [www.sbec.state.tx.us](http://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).

**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](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](https://deanofstudents.unt.edu/conduct).

**Collection of Student Work Samples Policy**
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.

**Eagle Connect**
All students must activate and regularly check their Eagle Connect email account. Eagle Connect is how the University communicates all official and important communication from to students. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, see [http://eagleconnect.unt.edu/](http://eagleconnect.unt.edu/).

**National Council for the Accreditation of Teacher Education (NCATE)**
UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The
program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

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.

Important Notice For F-1 Students Taking Online 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.

Important Information for Principal Certification Students
If you are enrolled in Educational Administration classes as a non-degree seeking or certification-only student and decide to change to degree seeking, you must do that change before you have taken 12 hours. **If you take over 12 hours as a non-degree or certification-only student, you will not be able to use those hours to attain a degree.** In order to change to degree seeking, you also have to fulfill all of the requirements for admission to the Educational Administration Doctoral Program. See your instructor or contact your advisor to determine what you need to do to make this change.
DEPARTMENTAL POLICIES

Writing Policy
Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. 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 (Auditorium Building, 105) 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.

SPOT
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT, implemented in summer 2015, to comply with the State of Texas House Bill 2504. Developed and offered by the University of Washington (IASystem®), this proven system offers both online and paper administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio). This system also offers many benefits to obtain an overall assessment of the course and instructor. Below are just a few of the highlights of the system:
• Offers 14 different forms to provide feedback on specific aspects of each course type;
• Allows faculty members to add their own questions;
• Includes FOUR summative global questions to allow cross-class and cross-instructor comparisons;
• Reports are available within three days after grades are posted; and
• Intuitive interface which sends students a direct link to their evaluations for each class.

Fall 2016 SPOT Administration Dates: November 21 - December 8 (2016)
Faculty Portal: https://unt.iasystem.org/faculty
If you have any questions, please email spot@unt.edu.

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

Technology Integration Policy
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.
TExES Test Preparation
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/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 www.texas.ets.org.

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

Six Student Success Messages. The Department of Teacher Education & 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.

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.

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 and 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 Teacher Proficiencies 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.

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