



# EDLE 5650: Professional Development and Supervision, Section 485 Spring 2026

## Professor Contact Information

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**Office Hours:**

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Online: Schedule when needed [Book time to meet with me](#)

I would love to visit with you! Your success is important to me. Connect with me through email, Canvas, by attending office hours, or use the link above to schedule a Teams meeting with me. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow-up email. A gentle nudge is always appreciated.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](#)) (<https://policy.unt.edu/policy/07-012>).

## Course Overview

This course explores leadership practices that support professional development and instructional supervision, with the goal of enhancing teaching effectiveness and fostering a positive school culture. A central focus is the role of coaching in professional growth and supervision.

You will develop coaching and communication skills essential for conducting effective conferences and conversations that promote teacher efficacy and reflective thinking about instruction and learning. The course emphasizes the use of non-judgmental instructional data and the delivery of constructive, actionable feedback.

We will begin by examining foundational communication skills, with a particular emphasis on listening—the most critical skill for effective leadership. Throughout the course, you will reflect on and apply these skills in both your professional and personal life.

The first modules will focus on core coaching techniques, including:

- Active and reflective listening
- Paraphrasing
- Positive presuppositions
- Powerful questioning
- Observation and feedback

As the course progresses, we will delve into key leadership levers such as:

- Observation and feedback
- Professional development planning
- Cultivating a strong staff culture

You will learn how to provide high-leverage (will make the most difference), measurable, and bite-sized feedback (focused enough for a teacher to master within a week). Additionally, you will gain strategies for planning effective teacher conferences and professional development sessions.

## Prerequisites for this Course

This course assumes that you are currently working in a school or have knowledge of EC-12 Schools. If this does not apply to you, it will be necessary to do research and interview people who have knowledge about EC-12 schools. For success in the course, you need basic information about instruction, curriculum, and assessment. **You will need to submit all the assignments even if you are not working in a school at this time.**

## Required Materials and Resources

Bambrick-Santoyo, P. (2018). [\*Leverage Leadership 2.0: A practical guide to building exceptional schools\*](#). San Francisco, CA: Jossey Bass.

Note: Our Program uses *Leverage Leadership 2.0* in the following two classes:

- EDLE 5650, Professional Development and Supervision and
- EDLE 5630, Organizational Change and School Improvement.

The book has an accompanying DVD, **but you do not need a DVD player. The weekly modules have links to videos that are on the DVD. However, you need to have your own textbook so you can log in to the links within the course.**

### Other Readings

The course has links to required readings and videos in each weekly lesson. See each lesson for those resources.

**Technology Requirements:**

This course has digital components. To participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

## Learning Outcomes

**You will be able to**

1. Use coaching skills, including listening, paraphrasing, questioning, assuming positive intent (positive presuppositions), and giving feedback.
2. Name and describe the seven levers of Leverage Leadership.
3. Identify actions that will assist you in establishing a positive staff culture.
4. Identify characteristics of effective feedback.
5. Identify observation data as descriptive or evaluative and explain the value of using descriptive data.
6. Develop a Teacher Feedback Conference using the See it, Name It, Do It, and Reflect Process.
7. Identify the steps of an Accountability Conversation.
8. Design a Professional Development Plan.
9. Plan a Professional Development Session using the See it, Name It, Do It, and Reflect Process.
10. Develop methods to follow up on professional development.
11. Identify your own strengths in the areas of professional development, supervision, and coaching and plan for your own future professional learning.

## Learning Outcomes from the Texas Principal Domains and Competencies

The course addresses the Texas Principal as Instructional Leader Domains and Competencies that guide all Principal Preparation Programs and provides the content and skills of the Texas Examination of Educator Standards (TExES) 268. The course has an emphasis on Domain III, Human Capital, Competencies 5 and 6, Domain I, School Culture, Competency 1, and Domain II, Leading Learning, Competencies 3 and 4. For out-of-state students, national standards guided the development of these Domains and Competencies, so they align with most other state standards.

For the Domains and Competencies listed below, I have omitted descriptors and parts of descriptors that do not apply to this course. You can read all the Domains and Competencies through links in the course.

## **DOMAIN I—SCHOOL CULTURE**

**Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders.**

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

## **DOMAIN II—LEADING LEARNING**

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

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

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

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade level, department, or team meetings to provide evidence-based feedback to improve instruction

- B. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- C. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- D. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

### **DOMAIN III—HUMAN CAPITAL**

**Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on personal practice, and strives to grow professionally.**

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walkthroughs, teacher and student data, and other sources) to give evidence-based feedback to all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

**Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective and appropriate strategies for the development, evaluation, and retention of campus staff

## Certification and Course Assignments

This course has assignments focused on Professional Development planning, which is the subject of Task 2 on the Professional Assessment of School Leaders (PASL).

**What is PASL?** The PASL, Professional Assessment of School Leaders (PASL), is one of two assessments required to earn the Principal as Instructional Leader Certification in Texas. It requires three tasks that involved the following: written commentary, submission of artifacts (meeting agendas, student work samples, lesson plans, etc.), and a 15-minute video for Task 3 only. The PASL is a statewide portfolio-based evaluation for aspiring principals in Texas. Administered by ETS and required by the Texas Education Agency (TEA) since 2019, it sits alongside the TExES Principal 268 exam as one of the two major certification components. Some of you are seeking the master's degree, but not certification. In that case, you will not submit the PASL tasks to the state; however, planning professional development is a significant role for any school leader. The assignments devoted to Professional Development planning are requirements for this class, even if you are not seeking certification.

**What is the Texas Examination of Educator Standards (TExES) 268 exam?** This course presents standards (TExES) 268 for Principal Certification. If you are not seeking certification, you will not be taking this test. However, all Educational Leadership courses in Texas, including this one, emphasize the Texas Principal Domains and Competencies. The TExES 268 exam addresses the Domains and Competencies, and they are excellent guiding principles for any educational leadership role. In addition, these Domains and Competencies mirror the standards of national educational leadership accrediting organizations.

## Course Schedule and Textbook Chapters

You will find explanations of these topics and assignments within each week's lesson.

**Week 1: Mar. 16 - Mar. 21** = Overview of the Course and Assignments; Introduction to Leverage Leadership and the seven levers of leadership; Meeting Classmates **Week 1 Quiz Due.**

**Week 2: Mar. 23 – Mar. 28** = Staff Culture, **Chapter 6**; Coaching/Communication Skills: Listening and Paraphrasing (Reflective or Active listening) **Week 2 Quiz Due.**

**Week 3: Mar. 30 - Apr. 3** = Coaching/Communication Skills: Language Levels, Positive Presuppositions, Questioning, and Coaching Sequences, including GROW Model, Coaching Path, Cognitive Coaching, and Leverage Leadership Sequence with See it, Name It, and Do it. **Week 3 Quiz Due.**

**Week 4: Apr. 6 – Apr. 11** = Observation and Feedback, Chapter 3 and Accompanying Videos. Descriptive and Evaluative Data; Teacher Feedback Conferences with See it, Name It, and Do it Process; Characteristics of Effective Feedback; *Get Better Faster* Scope and Sequence. You will also study Chapter 3 in EDLE 5630, Organizational Change and School Improvement. **Week 4 Quiz Due.**

**Week 5: Apr. 13 – 18** = Teacher Feedback Conferences; Characteristics of Effective Feedback: *Get Better Faster* Scope and Sequence; Leverage Leadership Sequence with See it, Name it, and Do it process, **Chapter 3** and **Accompanying Videos. TEACHER CONFERENCE FEEDBACK ASSIGNMENT DUE.**

**Week 6: Apr. 20 - 25** = Professional Development Planning using the Planning template requirements from PASL Task 2. **Chapter 4** and **Accompanying Videos. PROFESSIONAL DEVELOPMENT PLANNING ASSIGNMENT DUE.**

**Week 7: Apr. 27 – May 1** = Professional Development Planning and Implementation using the See it, Name It, and Do it Process; Chapter 4 and Accompanying Videos. **Week 7 Quiz Due.**

**Week 8: May 4 – May 8** = Professional Development Planning and Implementation, **Chapter 4** and **Accompanying Videos and Handouts** Identification of Strengths and Plans for Personal Professional Development; Review of Course. **PROFESSIONAL DEVELOPMENT WORKSHOP SCRIPT AND FOLLOW-UP ASSIGNMENT DUE. All are due by Friday, May 8.**

## Communication with Your Instructor and Asking Questions

### ? Asking Questions

Have a question about assignment clarification or any other issues about the course? Please contact me via Canvas. You can use **the Inbox tool** on the gray global menu on the far left to contact me and others in the class. When your question is deemed to benefit the entire class, I may send out a general announcement so others in the class can also see the answer. Other classmates can help as needed.

### Communicating with your advisor

Dr. Todd Duncan is your Advisor, and Marilyn Deuble (formerly Marilyn Kocurek) is our Student Services Coordinator. If you have advising questions, contact [todd.duncan@unt.edu](mailto:todd.duncan@unt.edu) or [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu).

### Announcements

I will post announcements of news, updates, reminders, and general feedback throughout the weeks of the course. Each time you log in, you will see the most recent announcement at the top of the *Home* page. **VERY IMPORTANT: Take time during each login to look for and read any important updates. Occasionally, changes are made, and you will be notified in Announcements.**

## Course Communication via EagleConnect

When I post an announcement or send you email using the Canvas *Inbox* tool, it will also automatically go to you through the EagleConnect Email System. Replies you make to email sent from the course will also return and display in your course *Inbox*. You must activate and regularly check your EagleConnect email account. EagleConnect is used for official communication from the University to students and many important announcements are sent to you via EagleConnect. See the [EagleConnect site](#) for full information including how to activate an account and how to forward it to another email address.

## Master's and Principal Certification Handbook

You can access forms and information about the Master's in Educational Leadership and Principal as Instructional Leader Certification by reading the *Educational Leadership Handbook*, located on the *Advising* page in the Module—Introduction—in this class.

## Activities and Grades

**The course menu contains links to all weekly modules and tools you will use in this course.**

- The course menu is just to the left of the course content window and has a white background.
- The gray global menu is on the far left and contains tools for use in all courses, such as your *Inbox* and *Calendar*.
- Notice, when you select *Modules* from the course menu, each weekly lesson contains everything required for the week, so you always know where to find information about each week's assignments and discussions.

## Syllabus

You can locate the syllabus from two different areas of the course, which you can save or print, if desired:

1. From the *Course Syllabus* page in Introduction—Required Reading module.
2. From the *Syllabus* link on the course menu, which also displays all activities for a grade

## Activities for a Grade

The types of activities you will submit for a grade in this course include:

- Discussions
- Assignments
- Quizzes

You can locate these activities from several locations within the course.

1. They are all visible from the *Assignments* link on the course menu, categorized by type.
2. Within each weekly module pages, you will find links to each week's activities



3. You can find all activities for a grade listed on the *Syllabus* page from the course menu.
4. The global *Calendar* displays all activities for a grade from all courses by several views.

## Calendar

We recommend you use the *Month* view of the *Calendar* for the best display of due dates of all required activities. The 11:59 pm Central time deadlines do not display adequately on the *Week* view, and it is possible to miss them. Note that discussion due date is Wednesdays, which is the deadline each week for your initial post. Each discussion starts on Monday and ends the following **Sunday at 11:59 pm Central Time**. For Week 1, your initial post is due on Friday instead of Wednesday, and, for Week 8, you must make all posts by Friday.

## Assignments

- **Purpose:**  
Assignments give you a chance to show what you've learned from the readings and other course activities.
- **Instructions & Grading:**  
Each assignment includes a full description and a **rubric** (scoring guide) that explains how your work will be graded.
- **Schedule & Deadlines:**  
Most weeks include **either one assignment or one quiz**.  
Assignments are typically **due on Sunday by 11:59 p.m. (Central Time)**.
- **Exception:**  
In **Week 8**, the assignment is due **Wednesday at 11:59 p.m.**, since it's the last week of the course.
- **Due Dates Matter:**  
It's very important to meet deadlines. You can find each assignment's due date in the **assignment itself**, on the **Calendar**, and through the **Assignments** and **Syllabus** links in the course menu.
- **Late Work Policy:**  
Late submissions will lose **2 points for each day** they are late.

## Major Assignments:

There are **three major assignments** in this course: **Teacher Feedback Conference, Professional Development Planning Assignment, Professional Development Workshop Script and Follow-Up** (Be sure to review the details of these early in the course.) **Chapters 3 and 4 of *Leverage Leadership 2.0*, along with the videos and handouts/templates, will help you complete them.** **Start working on these several weeks before they are due.**

## Discussions

- **Complete each discussion during its scheduled week.**  
You must participate within the assigned time frame for each discussion.
- **Discussion Schedule:**  
Discussions open **Monday at 12:00 a.m. (Central Time)** and close **Sunday at 11:59 p.m., except for Week 8**, which ends **Friday at 11:59 p.m.** (the last day of the course).
- **First Post Deadline:**  
You must make your **first post by Wednesday** each week.  
*Note:* You **won't see other students' posts until after you post your own response.**
- **Final Post Deadline:**  
All responses must be completed by **Sunday at 11:59 p.m.**
- **Don't wait until the last minute.**  
Log in regularly, read new posts, and participate in the discussion on multiple days. Aim to finish by **Sunday night**.
- **Review the Discussion Rubric**  
Check the rubric to understand how your discussion posts will be graded.
- **Posting Time Limits:**
  - You **cannot post before** the discussion opens on Monday.
  - You **cannot post after** it closes on Sunday (or Friday for Week 8).
  - Once the discussion period ends, you will lose access to it.
- **Participation Requirement:**  
You must take part in **all** discussions.  
Missing even one may result in your highest possible grade being a **B**.
- **Important:**  
You must **submit your first post** before you can view or reply to other students' posts

## Quizzes

- **Read the Instructions Carefully.** Each quiz includes instructions. Make sure to read them before starting.
- **Where to Find Quizzes:** Quizzes are located in the Assignments section and within the weekly modules. Quizzes are assigned during Weeks 1, 2, 3, 4, and 7.
- **Timing & Deadlines:**
  - Quizzes are not timed, but they must be completed by Sunday at 11:59 p.m. (Central Time) on their due week.
  - Quizzes will remain open for 3 days after the due date, but you cannot submit them after they close.
- **Saving and Submitting:** You can start a quiz, save your progress, and return later. Only click "Submit Quiz" when you are fully satisfied with your answers. Once submitted, it cannot be changed.

- **Viewing Answers:** You will not be able to see the correct or preferred answers until they are released. If you still have not seen them 4 days after the due date, please let me know.
- **Special Quiz Content – Listening Reflection:** In the quizzes for Weeks 2, 3, 4, and 7, you will reflect on your use of listening skills we study in the course. You will be asked to:
  - Describe a listening situation
  - Explain the listening skills you used
  - Share the results of your interaction

## Grades

You can see your grades by going to the *Grades* link on the course menu. It also displays any rubrics or grading forms provided for *Assignments* and *Discussions*, along with instructor feedback.

## Accessibility

It is my goal to create a learning experience that is accessible to all. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately, so we can determine what design changes are possible.

# Artificial Intelligence (AI) Use in This Course

### Permitted Use

In this course, the use of Generative AI (GenAI) tools is generally welcomed and even encouraged when cited appropriately, provided the final product reflects the student's creative input and decision-making. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification.

I use GenAI to streamline tasks, generate prompts, create scenarios, draft syllabi, and build study guides. I will always disclose how I use GenAI, and I expect the same from you. In line with the UNT Honor Code, all work you submit must be your own. **Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy.**

There will be certain assignments in this course where the use of AI is not permitted. These will be clearly marked, and using AI on them will be considered academic dishonesty under the University's Academic Integrity Policy. This policy is not only about compliance, but it is also about protecting your own learning. Over-reliance on AI can limit your ability to practice critical thinking, communication, and other skills this course is designed to develop.

*Course policy is adapted from [Watkins, 2025](#).*

# Policies About Grading & Feedback

## Feedback on Assignments and Discussions

1. My plan is to return your assignments with feedback within one week of the due date.
2. For discussions, I will monitor the discussion while it is going on, but, in most discussions, I will not add postings. I will give you feedback as part of your grade for the discussion. I also plan to respond to the discussions within one week.
3. Each discussion and assignment grade will be based on a rubric or grading form. Read the rubric or grading form carefully to see expectations for assignments and discussions. You can see these at the bottom of the assignments and under the **three dots at the top-right of discussions**, and you can see the rubric or grading form by looking in *Grades*. If you have a question about your grade, you can compare your submission to the requirements of the rubric or grading form. You can also contact me to discuss grades but be sure you have first looked at the rubric to see where your assignment or discussion would fall on the rubric scale.
4. In addition to the rubric or grading form, 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 *Grades* on the course menu.
5. Quizzes do not have a rubric, but you will see feedback for each question.
6. **This class does not offer extra credit.** If you are not doing well with the assignments, you cannot raise your grade with extra credit. You should do your best on the remaining assignments for the class, and that will usually bring up your grade.

Points for Course Activities	Points Each	Total Points
6 Discussions, Weeks 1, 2, 3, 4, 6, 8	25	150
Week 1 Quiz	35	35
4 Quizzes, Weeks 2, 3, 4, 7	40	120
Teacher Feedback Conference Script	60	60
Professional Development Plan	70	70
Professional Development Workshop Script,	60	60
<b>TOTAL</b>		495

## Grades:

A = 90-100%    B = 80-89%    C = 70-79%    F = 0-69%

# Technical Info and Other Support Services

## Access and Log-in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To start in the course, please go to: <https://canvas.unt.edu>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

## Minimum Technical Skills Needed

- Navigating and using basic tools of Canvas
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Converting PDF files to editable word-processing format
- Creating videos
- Use of Zoom for synchronous class meetings or office hours

## Canvas Information

- [Canvas student guide](#) featuring text and video instructions for look-up or learning
- Technical requirements and information on [browser compatibility, mobile app resources, and mobile device compatibility](#)

## Student Technical Support

After logging into your Canvas course, click the *Help* icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources: *Student Helpdesk* — See [contact details](#) or submit a ticket.

- *Online [Student Resources](#)*
- *Ask Your Instructor a Question* — Questions are emailed to your instructor
- *Search the Canvas Guides* — Find [guides](#) and look up answers

## UNT Student Helpdesk

Make a note of this information now in case of a situation where you cannot login to the course.

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

Chat: [UIT Help Desk Live Chat](#)

Site: [UIT Help desk](#)

Help: [Submit a Help Request](#)

### Support Hours

Monday-Thursday 8 am-9 pm

Friday 8 am-5 pm

Saturday 11am-3pm

Sunday Closed

## Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you are certain of its reliability.

- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- When at all possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.
- Should you encounter **technical problems affecting your ability to access or complete a task**, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, they will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When UIT staff is unavailable, [Report an Issue](#) online.

## Additional Support Resources

- [Graduate Student Support Services](#) of the Toulouse Graduate School
- CLEAR [Online Student Resources](#)
- UNT [UNT Helpdesk](#)
- Change or update your [AMS password](#)
- [UNT my.unt Portal](#)
- [Student Academic Integrity policy](#) Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success. An academic integrity violation could result in loss of points, a failing grade for the assignment or course, suspension or even expulsion depending on the severity. It's not worth a chance, so do your own work and ask for an extension if you need more time on an assignment.
- [Spring 2026 Registration Deadlines](#). It may be helpful to make note of important drop/add deadlines, etc.

## UNT Library Information

### [On and Off-Campus Users](#)

Retrieve articles from UNT's [electronic library resources](#). For additional assistance, please contact our College of Education librarian, Jo Monahan at [Jo.Monahan@unt.edu](mailto:Jo.Monahan@unt.edu) or 940.565.3955.

## Advising Information

### **Educational Leadership Master's Degree, Principal as Instructional Leader Certification, Texas Examination of Educator Standards (TExES), and Performance Assessment for School leaders (PASL)**

Please read the *Advising* Page in the *Introduction* to the course. You can find the *Educational Leadership Master's Handbook* there. The *Handbook* and the *Introduction* have information and deadlines that will help you complete degree and certification requirements.

## Degree/Certification Plan

If you have not already submitted a degree/certification plan, submit that right away. You can find a link on the Advising page. You must submit it during your first class, and you must have it on file before you can take the TExES exam, do the practicum, or graduate. Send the plan to [Marilyn.deuble@unt.edu](mailto:Marilyn.deuble@unt.edu).

If you already have a master's degree and are only seeking Principal as Instructional Leader certification, you will need to take five regular courses and two full semester practicum classes, for a total of seven classes. To discuss the classes you need to take, contact your advisor [todd.duncan@unt.edu](mailto:todd.duncan@unt.edu), or our Student Services Coordinator, [Marilyn.deuble@unt.edu](mailto:Marilyn.deuble@unt.edu).

You can get a blank degree/certification plan on the *Advising* page in the *Introductory Module of this Class*.

**Principal as Instructional Leader Certification** requirements for certification are as follows:

- Master's degree
- Completion of an internship or practicum in an accredited PreK-12 Texas school **under the supervision of an administrator with a Principal's Certificate.**
- Valid Standard Teaching Certificate
- At least two years of experience as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching, or university teaching will not count for this requirement).
- Passing score on the TExES 268 Exam.
- Passing Score on the three tasks of the TExES 368, Performance Assessment for School Leaders (PASL).

See the [TExES](#) site, where you can learn about the TExES 268 for Principal as Instructional Leader certification.

See the [ETS PASL overview](#) site for information about the PASL.

## Graduation

Deadlines for application to graduate are early each semester. It is your responsibility to apply for graduation.

You must apply even if you are not going to attend the ceremony. The deadline to apply for is always early in the semester. You can find the application by going [here](#) and clicking on the link under "Apply to Graduate." You can also find contact information on this page.

See the information above about submitting a degree plan. If you are ready to graduate and have not submitted a degree plan, you could be delaying your graduation. Remember that you must have

at least a 3.0 to graduate. In addition, if you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.

You can graduate once you have completed the ten courses for the master's degree. You can do the advanced practicum during your master's or after you have graduated.

### **Practicum in Educational Leadership (EDLE 5720) and Advanced Practicum in Educational Leadership (EDLE 5730)**

For the Texas Principal as Instructional Leader Certificate, you will need to do a two-semester practicum. You must apply in advance. The due dates to apply are **October 1 for spring and March 15 for fall**. Both of the practicum classes are three-hour classes with tuition.

The maximum number of other classes you can take with the practicum classes is two: one each 8 weeks. The practicum is very time-consuming, and it is important that you have time to devote yourself to it.

The Texas Education Agency (TEA) **requires that the person who supervises you in your school must have a Principal's Certificate, and you must do the practicum in an accredited EC-12 school**. If your principal does not have a principal's certificate, please find someone in your school to supervise you who does have certification. The school where you are doing the internship must have accreditation through TEA or, for private schools, one of the private school accrediting agencies recognized by TEA. **In addition, you must do the practicum in a brick-and-mortar school, not a virtual school.**

The practicum requires you to perform 160 hours of administrative tasks spread over two semesters. Most of the time, your principal is the site supervisor, and you will work with the site supervisor and your university supervisor to plan the tasks you will complete during your practicum. These tasks will demonstrate your application of the Texas Principal Competencies, and you will work on the PASL tasks. You will need to complete a log of your efforts and do reports about those efforts. Be sure that you are working on the PASL tasks throughout your program here at UNT. **You will not have time to finish the PASL tasks completely if you wait until the last semester of the practicum to start.** However, you can continue to work on them after you finish the internship.

If you graduate with your degree before the last semester of the practicum, you become a certification-only student, and you are not eligible for regular financial aid. However, UNT has a Graduate Academic Certificate Program you can apply for that can make you eligible for financial aid during the last semester of the practicum. Contact [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu) to learn about that. However, as with all financial aid, you must take two classes, and you might only have the second semester of the practicum left to finish your certification.

You can read more about the practicum and get a blank practicum application by looking in our *Educational Leadership Handbook*. Send your application to [Marilyn.deuble@unt.edu](mailto:Marilyn.deuble@unt.edu).



# UNT & Department Policies

## **Ethical Behavior and Code of Ethics**

The Teacher Education & Administration Department expects students to abide by the Code of Ethics and Standard Practices for Texas Educators and as 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**

You must submit all assignments via Canvas. Assignments posted after the deadline are late, and you will lose points on your grade.

## **Writing Policy**

Teachers and principals must produce accurate written communication at all times, whether it is a letter to parents, an email to a colleague, or a memorandum to the 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. The Writing Center has some online writing assistance.

## **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.

## **Academic Integrity Policy**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

## **ADA Accommodation**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

### **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 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." Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct, investigates it, and takes remedial action when appropriate.

### **Emergency Notification and Procedures**

UNT uses a system called Eagle Alert to notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have a right to view their individual record.

Information about a student's records will not be divulged to other individuals without proper written consent.

Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10 records Management and Retention.

### **Student Evaluation of Courses (SPOT)**

Completing the Student Perceptions of Teaching (SPOT) is important for all students in organized classes at UNT. You will receive this brief online survey through email near the end of the semester, providing you with a chance to comment on how this class, including design and teaching methods. Please respond when you receive it. I am interested in the feedback I receive from students, as I work to improve my teaching and online course design. I consider the SPOT to be an important part of your participation in this class. You will receive an invitation to complete the SPOT toward the end of the course. The message will come through your UNT EagleConnect mail account.

### **Grade of Incomplete**

An Incomplete Grade ("I") is a non-punitive grade given only during the last **one-fourth of a term/semester and only if a student (1) is passing the course** and (2) has a justifiable and **documented reason**, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. Contact your instructor for information about receiving an Incomplete.

### **Progress in Class/Dropping a Class/Withdrawal**

You may add a course or withdraw in accordance with the University's policy currently in effect. If you are having difficulties with assignments or the pace of the class, please stay connected with your instructor through the course Inbox. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class. You can find these dates on the [UNT Registrar's site](#). If, by dropping a class, you will not have any classes during an 8-week period, you must withdraw from the university. You can come back later. To withdraw, you must contact the Dean of Students, [deanofstudents@unt.edu](mailto:deanofstudents@unt.edu).

Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. If you are dropping a class or withdrawing from all classes, you must do that through the [registrar](#). Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor will have to give you a failing grade.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

## **Use of Student Work**

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) they create within a class and the University is not entitled to use any student work without the student's permission unless all the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all the above criteria, then the University office or department using the work must obtain the student's written permission.

## **Transmission and Recording of Student Images in Electronically Delivered Courses**

1. No permission is needed from a student for their image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, they must obtain permission from the student using a signed release to use the recording for future classes in accordance with the Use of Student Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **Class Recordings and Student Likenesses**

Any synchronous (live) sessions in this course may be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## **Copyright Protection**

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to documents, slides, images, audio, and video. Materials in this course Web site are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the UNT Policy Office or [Copyright.gov](http://Copyright.gov).

## **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

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

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about their need to participate in an on-campus experiential component for this course, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## Resources

- [APA Style Guide \(7<sup>th</sup> Edition\) and Owl at Purdue APA](#)
- [Purdue Online Writing Lab APA Formatting and Style Guide \(7<sup>th</sup> Edition\)](#)
- [Texas Association of School Administrators \(TASA\)](#)
- [Texas Education Agency \(TEA\)](#)
- [Texas Principal as Instructional Leader Preparation Manual with Texas Domains and Competencies](#)
- [University of North Texas Library](#)
- UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services \(https://clear.unt.edu/student-support-services-policies\)](https://clear.unt.edu/student-support-services-policies), visit [unt.edu/success](https://unt.edu/success), and explore [unt.edu/wellness](https://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](https://scrappysays.unt.edu).

Changes to the syllabus may be necessary at times. I will publish changes through Announcements or the Canvas Inbox.