COURSE OVERVIEW

This course addresses leadership for professional development and supervision directed toward improved instruction and school culture. Coaching is an important aspect of professional development and supervision.

You will learn coaching and communication skills to implement conferences/conversations promoting teacher efficacy and high levels of thinking about instruction and learning. The course also addresses feedback and the collection and use of non-judgmental instructional data.

During the course, we will study good communication skills and reflect on how you can use those skills in your profession and in your daily life. First, we will study perhaps the most important communication skill of all, listening. As the course progresses, you will discuss how you are practicing listening skills in your daily life.

The first modules of the course deal specifically with the coaching skills of listening, paraphrasing (active or reflective listening), positive presuppositions, powerful questions, and observation and feedback. For most of the course, we will also study the levers of leadership focusing on observation and feedback, professional development, and staff culture. We will learn the benefits of effective feedback that is high leverage (will make the most difference), measurable, and bite-sized (narrow enough to for a teacher to master within a week). You will also learn planning skills for teacher conferences and professional development.

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 of the assignments even if you are not working in a school at this time.
Required Materials and Resources


Our Program uses leverage Leadership 2.0 in 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 and resources that are on the DVD.

Other Readings
The course has a number of links to required readings and videos in each weekly lesson. See each lesson for those resources.

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 establish a positive staff culture
4. Identify characteristics of effective feedback
5. Gather and use descriptive (instead of evaluative) 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 provide 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 in order 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). Some of you are seeking the Master's Degree, but not certification. In that case, you will not submit the PASL tasks; however, planning professional development is an important function for any school leader. The assignments devoted to Professional Development planning are requirements for this class, even if you are not seeking certification.

In addition, the course presents information about the Texas Examination of Educator 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 addresses the Domains and Competencies, but they are also 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:** Overview of the Course and Assignments; Introduction to Leverage Leadership and the seven levers of leadership; Meeting Classmates

**Week 2:** Staff Culture, Chapter 6; Coaching/Communication Skills: Listening and Paraphrasing (Reflective or Active listening)

**Week 3:** Coaching/Communication Skills: Language Levels, Positive Presuppositions, Questioning, and Coaching Sequences, including GROW Model, Coaching Path, and Cognitive Coaching

**Week 4:** Observation and Feedback, Chapter 3 and Accompanying Videos and Handouts; 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. If you will take EDLE 5630, Organizational Change and School Improvement, you will briefly revisit Chapter 3 in that class.

**Week 5:** Teacher Feedback Conferences; Characteristics of Effective Feedback: Get Better Faster Scope and Sequence; Chapter 3 and Accompanying Videos and Handouts

**Week 6:** Professional Development Planning; Chapter 4 and Accompanying Videos and Handouts TEACHER CONFERENCE FEEDBACK ASSIGNMENT DUE

**Week 7:** Professional Development Planning and Implementation using the See it, Name It, and Do it Process; Chapter 4 and Accompanying Videos and Handouts PROFESSIONAL DEVELOPMENT PLANNING ASSIGNMENT DUE

**Week 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
COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS

Methods of Contact and Finding Answers during the Course

**Ask Questions Here Discussion**
Have a question about assignment-clarification or any other issues about the course? Ask questions and find answers in the *Ask Questions Here* forum in *Discussions* located from the *Assignments* link on the course menu. If you ask questions in this discussion, I can answer them so others in the class can also see the answer. Other classmates can help as needed. You can also use the *Inbox* tool on the gray global menu on the far left to contact others and to ask private questions of your instructor not appropriate for all classmates.

**Where and How to Use the Questions Discussion**
1. Click the *Assignments* link on the course menu on the left and locate the *Discussions* category.
2. Locate and click to enter the *Ask Questions Here* discussion topic.
3. Scan the subject lines of your classmates’ postings to see if your question has already been asked.
4. When entering a question, make your subject concise and descriptive.
5. Feel free to answer your classmates’ question when you can.

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

**Announcements**
I’ll post announcements of news, updates, reminders, and general feedback throughout the weeks of the course. Each time you log in, you’ll see the most recent announcement at the top of the *Home* page. Take the time at each login to look for and read these important updates.

**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.

**Asking for Help from our Program Teaching Assistant**
Our EDLE teaching assistant, Kira Dehnel, can also help you. You can see her name listed in your course from within your *Inbox*, but you can also contact her at Kira.Dehnel@unt.edu.

**Communicating with your advisor**
Dr. Linda Stromberg is your Advisor, and Marilyn Deuble is our Student Services Coordinator. If you have advising questions, contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu.
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 in the Start Here section on the *Advising* page. You will find important information on 
those two pages.

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 such as your *Inbox* and *Calendar*.
- The beginning pages of Week 1 hold all course overviews and syllabus info and are required reading.
- Notice, when you select *Modules* from the course menu, the course is divided by **weeks**, which contain everything required for the week without having to look elsewhere. Some Assignments are due during the week following the week when we study the topic addressed in the assignment.

Syllabus
You can locate the syllabus from two different areas of the course, which you can save or print, if desired:
1. From the *Read the Syllabus* page in the beginning pages of the Week 1 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 all are 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. All activities for a grade are 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 don’t display adequately on the *Week* view, and it’s possible to miss them.
- Note that discussion due date is Wednesdays, which is the deadline each week for your initial post.
• Each week starts on Monday and ends the following Sunday at 11:59 pm Central Time. (Weeks 1, 6, and 8 have a few slightly different date requirements. See those weeks for changes.)

Assignments
• Assignments require you to present information and ideas you learned through the reading assignments and other activities.
• Each assignment has a full description and a rubric or scoring guide giving you criteria for success.
• Most weeks of the course have one assignment or one quiz, and the assignments are due by Sunday 11:59 Central Time.
• It is very important that you adhere to the due dates for the assignments. You can see the due date for each assignment by looking at the assignment itself, the Calendar, and from both Assignments and Syllabus links on the course menu.
• If you submit an assignment late, you will lose one point for each day the assignment is late.
• There are three major assignments: The Teacher Feedback Conference, the Professional Development Planning Assignment, and the Professional Development Workshop Script and Follow Up. Be sure you read about these at the beginning of the course. Chapters 3 and 4 in Leverage Leadership 2.0 and the accompanying videos and handouts/templates can help you with these assignments. You should work on them several weeks before they are due.

Discussions
• You must complete each discussion during the weekly period for that discussion.
• The discussions open on Monday morning at 12:00 a.m. and end at 11:59 pm Central time on Sunday evening.
• You must make your first posting no later than Wednesday of each week. (For Weeks 6 and 8, you will wait until Tuesday to post. See the instructions for these discussions.)
• You must complete all posts by Sunday.
• Do not wait until just before the end of the week to do your postings. Read new postings each time you log in, converse with classmates on different days throughout each week, and complete all of a discussion’s postings by Sunday night.
• Look at the Discussion Rubric to see criteria for success.
• Once a discussion period ends on Sunday night, you will no longer be able to participate in the discussion. In addition, do not do the postings before the weekly discussion begins on each Monday morning.
• You must participate in ALL of the discussions for this course. If you do not participate at all in one or more of the discussions, the highest grade you can make in the class is a B.
• Do not post before a week starts, and do not post after the discussion is over. You must post during the assigned time for the discussion.
• Notice that, in this class, you have to make your first post before you can see what others have posted.

One major piece of advice for the discussions...
Do not wait until toward the end of the week to engage in a discussion – this should be ongoing throughout the week. You cannot receive full credit for the discussion if all or almost
all postings were done on the last day of the week; however, participating at the last part of the week is better than not participating at all.

Quizzes

- Read the instructions provided in each quiz, and note that you can return to each quiz multiple times before its due date and before you click its Submit Quiz button.
- The Quizzes are available from the Assignments section and within the weekly modules. Weeks 2, 3 and 4 have quizzes.
- The quiz is not timed, but you must finish it by the due date (Sunday at 11:59 pm Central Time).
- You can leave the quiz and come back to it. Be sure to click on Submit Quiz when you are finished. However, do not do that until you are satisfied with your responses and are ready to submit.
- You will not be able to see all of the correct or preferred answers until they are released. If you do not see those answers six days after the due date, notify your instructor.
- The quizzes close 4 days after they are due. After a quiz closes, you cannot take the quiz.
- During the course, we will study strategies for coaching and communication. One of the most important strategies is listening. On each of the quizzes, you will be asked to tell how you have used the listening behaviors we are studying. You will tell about the listening situation, the skills you used, and the results.

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. See opening pages of the Week 1 Module for links to detailed instructions for a full understanding of Grades.

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.

POLICIES ABOUT GRADING AND FEEDBACK

Feedback for Assignments and Discussions

- My plan is to return your assignments with feedback within one week of the due date.
- For discussions, I will monitor the discussion while it is going on, but, usually, 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.
- 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.

- 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.
- Quizzes do not have a rubric, but you will see feedback for each question.
- **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 very best on the remaining assignments for the class, and that will usually bring up your grade.
- If I am going to be away from my computer and not able to adhere to the process of returning the assignments within one week, I will notify the class through an announcement or email.

### Points for Course Activities

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<th>Activities</th>
<th>Points Each</th>
<th>Total Points</th>
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<td>48</td>
</tr>
<tr>
<td>3 Quizzes, Weeks 2, 3, 4</td>
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<td>120</td>
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<td>Teacher Feedback Conference Script</td>
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<td>Professional Development Plan</td>
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<tr>
<td>Professional Development Workshop Script</td>
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### Final grades are determined as follows:

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<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</table>
Minimum Technology Requirements
- Reliable internet access
- Canvas-supported computer system
- Canvas-supported browser

Minimum Technical Skills Requirements
- Navigating and using Canvas basic tools such as posting and replying to discussions, submitting assignments, reading announcements, viewing grades (see informational links below and on the course Home page when you enter the course)
- Reading and sending UNT EagleConnect email via the Canvas Inbox
- Saving files in DOC and PDF formats
- Copying and pasting text
- Participating in live-meeting applications such as Zoom your instructor may request
- Converting PDF files to editable word-processing format

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:
- Search the Canvas Guides
  Find answers to common questions
- Student Helpdesk
  Submit a ticket to the UIT Helpdesk.
- Online Student Resources
- Ask Your Instructor a Question
  Questions are submitted to your instructor
- UNT Library

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
Phone: 940.565.2324
Site: UIT Help desk
Help: Submit a Help Request
Chat: UIT Help Desk Live Chat
Hours: Subject to change

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 UIT Helpdesk
• Change or update your AMS password
• UNT my.unt Portal

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 or 940.565.3955.

ADVISING INFORMATION

Educational Leadership Master’s Degree, Principal as Instructional Leader Certification, and Texas Examination of Educator Standards (TExES)

Please read the Advising Page in the Start Here module of this class. This page has critical information and deadlines that will help you complete degree and certification requirements. You can also access our Educational Leadership Handbook from that page. You can find answers to most of your questions about our program by using the Handbook.

Degree/Certification Plan
If you have not already submitted a degree/certification plan, submit that right away. You are required to submit that within your first class, and you have to have it on file before you can take the TExES exam, do the Internship, or graduate. Fill out the top part of the plan. Do not fill in the courses you have taken or plan to take. We will fill those in as you complete the courses. At the very top of the plan, check off Principal as Instructional Leader Certification (see requirements below for Certification), Master’s Degree, or both. Sign at the bottom and send the plan to marilyn.deuble@unt.edu.

If you already have a master’s degree and are just getting principal certification, you will need to take six of our 8-week courses and one full semester internship, for a total of seven classes. The degree/certification plan has asterisks beside the ones we generally use for certification, but we can have some flexibility in course choice. If you have questions, contact your advisor at linda.stromberg@unt.edu or our Student Services Coordinator, marilyn.deuble@unt.edu. You can get a blank degree/certification plan by looking at the Advising Page in the Start Here module of this class.
PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATION

The certificate that was previously titled the Principal Certificate is now the Principal as Instructional Leader Certificate.

To earn a certificate, a candidate must fulfill the following requirements:

- Have a master’s degree
- Complete a principal certification program, including a full-semester internship in an accredited PreK-12 Texas school under the supervision of an administrator with a Principal's Certificate
- Have a Teaching Certificate
- Have at least two years as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching, and university teaching will not count for this requirement, and the school has to be accredited by TEA*)
- Pass the Texas Examination of Educator Standards (TExES) and the Performance Assessment for School Leaders (PASL)

TEA has a website listing accredited public and charter schools and a list of schools that are accredited by recognized private school accrediting agencies.

You can look on the Advising page in the Start Here module and see two videos by Dr. Cheryl Jennings where she explains information about the TExES and the PASL.

Study materials such as the comprehensive TExES Test Preparation Manual can help you with the TExES. You can also go to the ETS site to learn about the PASL.

GRADUATION

- The deadlines for application to graduate are very early each semester. It is your responsibility to apply for graduation. You have to apply even if you are not participating in any graduation ceremonies.
- You can find the application by going to the Graduation Information page of the Toulouse Graduate School and clicking on “Apply to Graduate.”
- Be sure you have submitted a degree plan. Not having a degree plan on file can delay your graduation. Remember, that you must have at least a 3.0 to graduate. If you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.
PRINCIPAL AS INSTRUCTIONAL LEADER INTERNSHIP

- For the Texas Principal as Instructional Leader Certificate, you will need to do a one-semester principal internship at the end of your Master’s classes.
- You must apply in advance. The due dates to apply are **October 1 for spring and March 1 for fall**.
- You have already missed the deadline for fall. If you want to apply for spring, the deadline is October 1, but you can submit now.
- You can get a blank internship application from the Advising page in the **Start Here** module of this course. Send your internship application to marilyn.deuble@unt.edu.

UNT AND DEPARTMENT POLICIES

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.

Student Evaluation of Courses (SPOT)
Completing the Student Perceptions of Teaching (SPOT) is expected for all students in organized classes at UNT. This brief online survey will be emailed to you near the end of the semester, providing you a chance to comment on how this class is designed and taught. Please respond when you receive it. I am very interested in the feedback I receive from students, as I work to continually 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.

Ethical Behavior and Code of Ethics
The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work
All assignments will be submitted via Canvas. Activities for a grade posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting
Grading rubrics for assignments can be found at the bottom of each assignment, and links to discussion rubrics can be found in the top-right of each discussion. You are encouraged to review the grading rubrics to guide you in successfully completing all activities.
Copyright
Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to documents, articles, slides, images, audio, video, and other resources. Materials in this course 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.

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 email messages— should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all compositions you submit 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

Foliotek e-Portfolio
Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. At this time, the only Educational Leadership course requiring Foliotek is the Internship, EDLE 5500. All students in the Internship must register for Foliotek, and students can join Foliotek before the Internship. You can find registration codes and tutorials on the Foliotek site.

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 Policy
UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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. For additional information see the ODA website.
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." 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 and investigates and takes remedial action when appropriate.

Emergency Notification and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (e.g., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please check for announcements 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 submitted via the Canvas online learning management 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.

Grade of Incomplete
The only time an instructor in our College can give an incomplete is if a student is passing the course, but has a severe illness/situation during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting our Student Services Coordinator, at marilyn.deuble@unt.edu.
Progress in Class/Dropping a Class
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 keep in touch 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 be enrolled in any classes during an 8-week period, you have to withdraw from the university. You can come back later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.

If you are dropping a class or withdrawing from all classes, be sure, you do that through the registrar. Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. 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).

Use of Student Work
A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email messages) they create within a class, and the University is not entitled to use any student work without the student’s permission unless all of 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 in order 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.

**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/). 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**

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) to get clarification before the one-week deadline.

RESOURCES

- APA Style Guide (7th Edition) and Owl at Purdue APA
- Purdue Online Writing Lab APA Formatting and Style Guide (7th Edition)
- Council of Chief State School Officers (CCSSO) Professional Standards for Educational Leaders
- 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

Changes to the syllabus may be necessary at times. Changes will be made through Announcements, the Canvas Inbox, or UNT email.