EDLE 5680
Administration of the K-12 Curriculum

*Monday, October 21 – Friday, December 13*

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Educational Leadership Program

CORE VALUES AND BELIEFS

Graduates will have the knowledge, skills and motivation to:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity, and inclusion
- Develop theory to practice solutions

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COURSE OVERVIEW

This fully online course examines curriculum leadership from the perspective of what constitutes a quality curriculum and how you as a leader can ensure its effective implementation. Course activities address curriculum development, implementation, alignment, and evaluation. In addition, the course considers the interaction among curriculum, instruction, and assessment. Theoretical knowledge and practical applications make up the course content. The course promotes curriculum leadership with an emphasis on technology, innovation, critical and creative thinking, and multicultural perspectives.
COURSE REQUIRED TEXTS, MATERIALS, RESOURCES

The course assignments often require you to apply the learning to your own real-school experiences. If you are not employed in a school now, you will need to do some research and/or interview others.

Text

Other Readings (Provided in the course)
Supporting Excellence: A framework for developing, implementing, and sustaining, a high-quality curriculum (June 2017)

The course has a number of other required readings each week, and you will find links to these articles in each week. For remote access to the text and readings from the Library's subscriptions, see the EDLE 5680 Course Guide.

LEARNING OUTCOMES

As a result of your participation in this course, you will be able to:

• Identify theories and approaches for curriculum development, alignment, implementation, and evaluation.
• Evaluate these theories and approaches considering effects on student success and engagement.
• Analyze the principal’s role as a curriculum leader.
• Identify strategies that can help curriculum leaders ensure that curriculum, instruction, and assessment are aligned.
• Apply data-analysis skills to identify possible problems in curriculum alignment.
• Analyze trends and approaches for college or career readiness.
• Evaluate curriculum for its emphasis on 21st century skills and multicultural perspectives.
• Evaluate approaches for assessment of student learning.
• Explain influences on the curriculum implemented in schools—state, national, community, political, economics, etc.
• Discuss innovations and promising ideas in curriculum.
• Apply skills and concepts of the Texas Principal Competencies.
Texas Principal Domains and Competencies for the TExES Exam 268 (Fall 2019)

Principal Certification Assessment

As of August 31, 2019, the principal’s certificate is called the Principal as Instructional Leader Certificate. The TExES for Principal, 068, which was used for the Principal Certificate, is no longer available, having expired on August 31, 2019.

The Texas State Board of Education has created a new assessment process for those who want to earn the Principal as Instructional Leader Certificate. The new assessment process includes a new Texas Examination of Educator Standards (TExES) 268. In addition, as of fall 2019, applicants for the Principal as Instructional Leader Certificate are also required to complete the Performance Assessments for School Leaders (PASL), which consists of three performance tasks.

In the UNT Educational Leadership Program, we seek to prepare you for success with all 11 competencies. This course addresses many of the competencies, but the main ones addressed are Competencies 3 and 4 from Domain II. The competencies and accompanying skills are also considered Learning Outcomes for the course.

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

**Competency 003: The entry level 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

B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004: The entry level 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. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that
curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. 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

COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS

The 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 discussion, which can be directly accessed from a link on the course Home page, or by clicking the Assignments link on the course menu, then finding the title within the Discussions category. By asking questions in that centralized location, I can answer a single time and everyone can see the answer. Also, classmates routinely help each other as needed. If you have a private question not suitable for others, use the Inbox on the gray global menu on the far left of the course window.

Announcements

I'll routinely post announcements of breaking news, updates, reminders, and general feedback throughout the weeks of the course. Each time you login, 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.

EagleConnect

When I post an announcement to the course, it will also automatically be sent to you through the UNT EagleConnect email system. The course Inbox also sends email to/from your EagleConnect account. You must activate and regularly check your EagleConnect email account because it is used for official communication for the Program, University, and College.

See the link on the course Home page for How to Use Canvas Tools and Navigation to learn how to change your notification options and email address preference.
Asking for Help from our Program Teaching Assistant

Our program teaching assistant, Kira Dehnel, is available to help you. You can find her name from your course Inbox as a member of your course, and you can otherwise 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, use your Inbox to contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu.

- You can access forms and information about the Master’s in Educational Leadership and Principal Certification by clicking on the Advising and Standards resources page of the Start Here module.
- You can also find information by going to edmastersonline.unt.edu. This site has a section titled "forms," and you will see a degree/certification plan and an internship application form. You will also see a "courses" link that provides our schedule of classes for all of the 8-week sessions.

HOW ACTIVITIES ARE ORGANIZED

The course menu contains links to all areas of the course and tools you’ll use.

- The course menu is just to the left of the course content window.
- The gray global menu is on the far left and contains tools for use in all courses, such as your Inbox, Calendar, and Help.
- The Start Here module at the top of Modules holds all course overviews and syllabus info.
- Notice the course is divided by week within the Modules area, which contains links to all the needed information about each week’s assignments and discussions.

Syllabus

You can view the syllabus from two different locations in the course.

1. Within the required reading section of Week 1
2. From the Syllabus link from the course menu, which also displays all activities for a grade

Note that details of the syllabus may change to allow for corrections and additional information, so if you download or print a copy, it may become inaccurate.
Activities for a Grade

The types of activities you’ll submit for a grade include:

• Discussion participation — composing original postings and conversing with classmates
• Assignments — researching and composing original products and/or answers to questions
• Video — one you will create and submit as an Assignment

All grade-based activities are visible from four different locations within the course.

1. All are visible from the Assignments link on the course menu, which can be sorted by type or date.
2. Find links to each week’s activities within each module/week’s pages.
3. All are listed chronologically on the Syllabus page from the course menu.
4. The global Calendar displays all activities for a grade from all courses by month or day/agenda (avoid the Week display, whose display is difficult to distinguish).

Assignments

• The Week 5 Lesson-Planning Video Assignment is a lengthy one that you should work on throughout the term. In that assignment, you will create a planning-meeting video that demonstrates your ability as a leader to coach a teacher in developing a lesson plan.
• The Week 7 Scenario Response Paper will take considerable time to complete, so you should begin working on it at the beginning of the course. This assignment will require you to apply and synthesize the information from the course to review, evaluate, and make curriculum recommendations.
• We introduce these two assignments in Week 1, providing overviews, outcomes, resources, rubric, and a timeline. Then each week, we provide a reminder page of where you should be in each of the timelines.
• Please read all criteria provided to fully understand the requirements of each assignment. Both display their rubrics at the bottom of the assignment pages.

Discussions

• Each week’s discussion is open for the full duration of its week, from Monday morning at 12:01 a.m. through the close at 11:59 p.m. on Sunday evening.
• You should participate on multiple days during each week’s time period it.
• You must make your first posting as early in the week as practical and no later than Wednesday night of each week.
• Do not wait until just before the discussion closes to complete your postings. Read new postings each time you login, post and converse with classmates on different days throughout each week and complete all of the required postings by Sunday night.
• See instructions of how to locate the discussion rubric from the three dots at the top-right of each discussion page.
Grades

You can see your grades by going to the Grades link on the course menu. It displays any rubrics provided for Assignments and Discussions, along with instructor feedback on submissions. See the beginning of Week 1 for links to detailed instructions and video descriptions for full understanding of Grades.

Calendar

- We recommend you use either the Month or Agenda view of the Calendar for the best display of due dates of all required activities.
- We recommend you do NOT use the Week view because the 11:59 p.m. deadlines display at the bottom of the page and aren’t visible without scrolling.

COURSE SCHEDULE AND READINGS

You will find explanations of these topics and assignments within each of the weekly modules.

Week 1: The “Big Picture” of Curriculum

- Read the Introduction section (pages 1-8) in your textbook. Lalor, Angela Di Michele (2016). Ensuring high-quality curriculum: How to design, revise, or adopt curriculum aligned to student success. Alexandria, VA: ASCD.
- Read Part 1 — pages 1-5 of Supporting Excellence: A framework for developing, implementing, and sustaining, a high-quality curriculum (June 2017).
- Read the guiding questions of the Committee of Ten that established the school curriculum as we know it today. Pages 1-7 (stop after question 11).

Week 2: Features of a Strong, Standards-Aligned Curriculum

- Read Chapters 2 and 3 (pgs. 46-65) in your textbook.
- Read pages 12-36 of Supporting Excellence.
- Various videos and articles to view and read.

Week 3: Curriculum Design

- Read Chapter 1 in the textbook.
- Read pages 6-11 from Supporting Excellence.
- Various videos and articles to view and read.
Week 4: Purposeful Assessments

- Read Chapters 4 and 5 in your textbook.
- Read pages 43-49 of *Supporting Excellence*.
- Various videos and articles to view and read.
- Data-Driven Analysis due.

Week 5: Data Literacy

- No readings from your textbook this week.
- Various videos and articles to view and read.
- Lesson-Planning Video, Reflection Page, and Artifacts due.

Week 6: Resources that Support Instruction

- Read Chapter 7 of your textbook.
- Read Key Feature 6, pages 37-42 of *Supporting Excellence*.
- Various videos and articles to view and read.

Week 7: Multicultural and Global Perspectives

- Read three short articles on link to the Multicultural Curriculum Reform site.
  - Understanding Curriculum Transformation Q and A. with Paul C. Gorski
  - Steps toward Multicultural Transformation
  - Key Characteristics of Multicultural Curriculum
- Browse the link to see other resources for Curriculum Reform.
- Read various articles on Globally Ready Students
- Scenario Response Paper due.

Week 8: Making Learning Irresistible

- Read Chapter 8 and the Epilogue in your textbook. To expand your learning, read Appendix A and B if you so desire.
- Read *Recommendations (pgs. 50-54)* of *Supporting Excellence*.
- Read various articles on planning and preparing students for the world
- Post Lesson-Planning Video.
- Complete SPOT evaluation emailed to you.
GRADING AND FEEDBACK POLICIES

Feedback for Assignments and Discussions

• My plan is to return your assignments with feedback within one week of their due dates.
• For discussions, I will monitor the discussion while it is going on, but usually won't add postings. I will give you feedback along with your grade for the discussion. I plan to also respond to the discussions within one week of the closing of the discussion.
• Each discussion and assignment grade will be based on a rubric. Read the rubrics carefully to see expectations for assignments and discussions. You will see rubrics at the bottom of the Assignments’ pages and under the three dots at the top-right of discussions, and you can also see all rubrics before and after submissions by looking in Grades. If you have a question about your grade, you should first compare your submission to the requirements of the rubric. You can also contact me to discuss grades, but be sure you have first reviewed the rubric to see where your assignment or discussion would fall on the rubric scale.
• I will add my written feedback on most of the assignments and discussions. You will be able to see the rubric and your grade and feedback by going to Grades.
• 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.

Assignment Due Dates and Late Submissions

• It is very important that you adhere to the due dates for the assignments. You can see the due date for each assignment from both Assignments and Syllabus via the course menu, within the Calendar from the far-left global menu, and within the week’s module the assignment is due.
• If you submit an assignment late, you will lose points as specified in the rubrics.

Discussion Posting Requirements

• You must make your discussion postings throughout the week and cannot wait until the weekend or you will not receive full credit.
• You should complete your participation in each week’s discussion before it ends on Sunday night. Likewise, do not make postings before each week’s discussion begins on each Monday morning.
• You must participate in ALL of the discussions for this course.

The Final Week

• During the last week of class, adhere carefully to the due dates. Because grades are due immediately after the closing of the class, you must submit all assignments and discussions no later than their due dates. The course closes on at 11:59 p.m. on Friday, December 13, 2019, and course work cannot be submitted or accepted after that date.
**COURSE ASSIGNMENTS AND POINTS**

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>1. Getting Acquainted activity</td>
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<td>6</td>
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<tr>
<td>2. Weekly Discussions: Weeks 1, 2, 3, 4, 5, 7, 8</td>
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<td>84</td>
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<td>3. Assignment: Data-Driven Analysis: Week 4</td>
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<td>5. Lesson-Planning Video: Week 6</td>
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<td>6. Assignment: Scenario Response Paper: Week 7</td>
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<tr>
<td><strong>Total</strong></td>
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Final grades are determined as follows:

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<tr>
<td>238 - 271</td>
<td>C</td>
</tr>
<tr>
<td>204 - 237</td>
<td>D</td>
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</tbody>
</table>
ASSIGNED ACTIVITIES FOR A GRADE

1. Weekly Discussions – Weeks 1, 2, 3, 4, 5, 7, 8

We will have discussions each week during this course, except Week 6. Each of these is worth 12 points (except the Week 1 Getting Acquainted in the Student Lounge discussion, which is worth 6 points).

To get the highest grade on the discussion, you must make at least four (4) posts. However, please do not complete more than eight (8) posts (except in the Getting Acquainted activity, which doesn’t have these requirements). The quality of all of the postings must be at a high level according to the rubric.

You will Show Rubric by clicking the three vertical dots at the top-right of a discussion assignment page. You should make your original posting answering the questions early in the week and no later than 11:59 p.m. Wednesday, and then respond to other classmates’ postings on different days throughout the week.

The discussions last a full week, beginning on Monday and ending Sunday of each designated week. Do not post before a week starts, and do not post after the discussion ends. In addition, you should log in and join the discussion several times during the week and make your posts on different days of the week.

The discussions are related to the textbook readings and external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion with your learning community peers. Your contributions to the discussion forums will be graded for quality, required number of postings, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).

One major piece of advice for the discussions...

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

2. Data-Driven Analysis: Week 4 (Due Nov. 17)

The data assignment provides you with the opportunity to choose a case study and review it through the lens of the school principal. The data you need is provided as part of the activity. After reading the case study and reviewing the performance data, you will analyze the situation using the Data-Driven Implementation Plan and create a leadership plan to address the issue(s). Your plan should be approximately 2-3 pages, 12-point New Times Roman typeface, and double-spaced. Your plan should incorporate strategies and ideas from your own campus/district experience, as well as learning from the course.

You can read about the assignment in Week 4 or from Assignments on the course menu and locating the assignment Week 4 – Data-Driven Analysis.
3. **Lesson-Planning Video: Week 5 (Due Nov. 24)**

You will create a 7-10-minute Lesson-Planning Video with a co-worker. You are to serve in the role of the leader and your co-worker as the teacher. The video is to provide a demonstration of your ability to coach the teacher in planning an effective lesson. You can approach the video in one of two ways.

1. This is a new lesson you are assisting with.
2. This is a lesson you observed and believe improvements are needed based on what you saw in the classroom.

As you prepare for the meeting, you should do the following.

1. Gather previous lesson plans, unit plans, student work samples or other data, feedback from previous lessons, etc. These documents are to be submitted with your reflection and video.
2. Familiarize yourself with the standards of the lesson.
3. You are encouraged to use a “real” lesson taught by your co-worker.

*You will add a reflection as a cover sheet to your presentation addressing the guiding prompts listed in the assignment. You will also add supporting artifacts to your submission. These are also described in the assignment.*

You will submit your reflection, artifacts, and a link to your video for grading to the assignment within the Week 5 module or locate the **Week 5 – Lesson-Planning Video Assignment** in Assignments on the course menu.

In a follow-up step in **Week 8**, you will post a link to your video in a posting in the Week 8 Discussion to receive feedback from your classmates. **Please make your posting as early in the week as possible, not later than Wednesday**, so everyone will have time to view it and respond as assigned.

4. **Scenario Response Paper: Week 7 (Due December 8)**

All of the readings, activities, and discussions throughout the weekly lessons will give you information and ideas to apply in your response to the scenario.

The response to the scenario should be approximately 5-8 pages, 12-point New Times Roman typeface, and double-spaced. Your response should use resources studied in class and your own research.

You must include a title page, the paper, and a reference list, and appropriately cite sources. Use American Psychological Association (APA) style. Use this [Purdue Online Writing Lab APA resource](https://owl.purdue.edu/owl), which is also linked to from the **Week 7 - Scenario Response Paper** assignment page.

When you complete the composition, locate the **Week 7 - Scenario Response Paper** assignment and submit your paper. Turnitin plagiarism checker is integrated into the Canvas assignment and will create a report of its similarity to other existing documents to assure you have properly cited resources. After you look at the report to see if you have attributed sources correctly, you can revise, if necessary, and submit it again.
The assignment will be evaluated based on your application of specific learning from the course to the scenario and the quality of your own research into the topics addressed in the scenario. You will also need to adhere to the highest standards of written communication and academic integrity. You can view the grading rubric at the bottom of the Scenario Response Paper assignment in Week 7.

Late Submissions

If you submit any of the three major assignments later than their Sunday 11:59 pm due dates — the Week 4 Data-Driven Analysis, Week 5 Lesson-Planning Video, or Week 7 Scenario Response Paper, you will lose points, as per the rubrics. Generally, the assignments and the presentation will close for good within a few days of the required date.

INSTRUCTOR RESPONSIBILITY AND FEEDBACK

- My role is to guide, support, and assess your learning.
- I've carefully written each of the lessons to share my personal experience and knowledge, and I have inserted my personal voice into my writings as possible.
- I've designed the discussions for learner-to-learner interaction, using methods of peer learning and support. Research indicates peer learning and support are superior to one-on-one with an instructor.
- I'll read each of your discussion postings and those of your classmates, but I won't be responding to every one of them.
- I may contribute to discussions to clarify, encourage, and keep the interactions productive and collaborative.
- I’ll provide periodic announcements on important issues, reminders, or news.
- If you send me a course message, I will respond within 24 hours. In addition, I will grade and give feedback to all assignments, discussions, assessments, and other activities within seven days of their submission. If circumstances arise that interfere with these time requirements, I will notify you through a course message or an announcement.

ADVISING INFORMATION AND DEGREE AND/OR CERTIFICATION PLANS

If you have not already completed a Master’s Degree and/or Cert Plan, please complete one now.

- The university requires you to have a plan on file within a few weeks of your enrollment in our program. If you have not done a plan, please submit right away. Complete the top part of the plan and send it to marilyn.deuble@unt.edu.
- Do not fill in the courses and when you have taken them or plan to take them. We will fill those in as you complete the program.
- At the top of the plan, check off master's and/or principal certification. If you are a master's
student, it is best to also check off principal certification if you have a standard teaching certificate and at least two years of experience as the teacher of record in an accredited EC-12 school (university teaching, student teaching, substitute teaching, etc. cannot count for this requirement). You must also be able to do an internship in a Texas school. Do not check off principal certification if you cannot fulfill these criteria.

- A Principal’s Certificate will benefit you because, even if you are not specifically interested in being a principal, a number of school district positions may call for administrative certification, and, in Texas, we have only two administrative certificates: Principal and Superintendent. You have to have the Principal’s Certificate before you can earn a Superintendent's certificate.

If you already have a master's degree and are just seeking certification, you can see the courses you need to take because there is an asterisk beside the certification courses.

If you have advising questions about the Master's in Educational Leadership or the Texas Principal Certification, contact these people:

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification
  Marilyn.Deuble@unt.edu

- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification
  Linda.Stromberg@unt.edu, 940-565-3274

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**PRINCIPAL CERTIFICATION**

To earn a Texas Principal’s certificate, a candidate has to have:

- A master’s degree
- Complete a principal certification program (for UNT, seven classes, including the internship in a Texas school); 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)
- Pass the TExES 268 Principal Exam and the PASL (three performance tasks)

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**PRINCIPAL INTERNSHIP**

For the Texas Principal Certificate, you will need to participate in a one-semester principal internship after you have taken all of the AOP classes. You must apply in advance. The due dates to apply are October 1 for spring; February 1 for summer; and March 1 for fall. Send your internship application to Marilyn.deuble@unt.edu.
GRADUATION

You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. It is your responsibility to apply for graduation. You have to apply even if you are not going to participate in the ceremony. You can find the application by going to https://tsgs.unt.edu/new-current-students/graduation-information and selecting Graduation. The deadline to apply for December graduation was September 9th.

PROGRESS IN CLASS OR DROPPING A CLASS

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar’s office). 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 in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.

If you are dropping a class, you must contact the registrar. Informing your instructor or the Educational Leadership office you are dropping is not sufficient. Also, please be aware 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 of the course, but have not submitted assignments, your instructor may have to give you a failing grade.

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To access 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.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

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
  - Creating videos
Canvas Information

- Info on using Canvas
- Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- Computer specs https://community.canvaslms.com/docs/DOC-10721
- Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

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
Library — Go to the library site or ask a question

UNT Student Helpdesk

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

Email: helpdesk@unt.edu
Phone: 940.565-2324
Site: UIT Help desk
Report an Issue

Support Hours
Monday-Thursday: 8am-midnight
Friday: 8am-8pm
Saturday: 9am-5pm
Sunday: noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you’re certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- When 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 staff is unavailable, Report an Issue online.
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator’s commitment to ethical practice and to continued learning and professional development.
Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

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

**Grading and Grade Reporting:** Grading rubrics for all activities for a grade can be found as part of each discussion and assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab offers one-on-one consultation to assist students with their writing assignments. To schedule a live, virtual online tutoring appointment, see [https://writingcenter.unt.edu/online-tutoring?cta=section-highlight](https://writingcenter.unt.edu/online-tutoring?cta=section-highlight) or call 940-565-2563.

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**UNT Career Connect:** All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument.
Foliotek e-Portfolio: Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course does not require assignments to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. See the Foliotek site, view the Foliotek Tutorial video (4:13), and follow this tutorial for using Foliotek in your course.

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

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

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

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

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

Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Six Student Success Messages: The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Title IX Services: Sexual discrimination, harassment, and assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

DISTRIBUTED EDUCATION POLICY STATEMENTS

IMPORTANT NOTICE FOR F-1 STUDENTS

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation


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 a 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.