

UNT DALLAS University of North Texas at Dallas
Spring 2014- COURSE SYLLABUS

EDAD 5300D.090: Introduction to Educational Leadership 3Hrs			
Department of	Educational Administration	Division of	Education & Human Sciences
Instructor Name:	L. Kay Forsythe, Ph.D.		
Office Location:	Building 1 Office 201C		
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Email Address:	kay.forsythe@unt.edu		
Office Hours:	Tuesday 2pm - 5pm; Wednesday 1pm - 4pm; Thursday 2pm - 5pm; and by appointment		
Virtual Office Hours:	<i>Emails/texts received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 515-835-1860 (mobile) are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>		
Classroom Location:	DAL 1 Rm 274		
Class Meeting Days & Times:	Wednesday - 5:30-8:20 PM		
Course Catalog Description:	This course presents an overview of the requirements and standards of the Master's Degree in Educational Administration and the Principal's Certificate. Students participate in the Instructional Leadership Development (ILD) training developed by the Texas Educational Agency. The goal of the training is to prepare future principals to be instructional leaders focused on student achievement. The course introduces a framework for school improvement that emphasizes collaboration, high expectations, ethical behavior, and continuous improvement. Upon successful completion of the course, students receive their ILD Certificate. In addition, students complete a degree/certification plan and learn about educational leadership course sequence, content, and requirements.		
Prerequisites:	Admission to Graduate College; Admission to M.Ed. Educational Leadership Principal Certification Program		
Required Text:	Texas Education Agency, Instructional Leadership Development: <i>Moving Texas Forward</i> , 2002.		
Recommended Text and References:	American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association (6th Ed.)</i> . Washington, D.C.: Author. Other materials provided by instructor and in Blackboard		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm		

	<p>UNT Dallas Bookstore: <u>Location:</u> 7300 University Hills Blvd., Dallas, TX 75241 Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> 1012mgr@fhcg.follett.com <u>Website:</u> untdallas.bkstr.com Texas Education Agency Website http://www.tea.state.tx.us/ Blackboard Learn https://learn.unt.edu ILD Online Region XIII https://ecampus.esc13.net/login.html Other ONLINE resources (TBA)</p>
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Course Goals or Overview:

	<p>The goals of this course provide the student an opportunity to...</p> <ol style="list-style-type: none"> 1. Recognize that all decisions should lead to quality learning for all students to support student achievement and a vision that assures "Learning for All." 2. Recognize the importance of utilizing systems thinking to make decisions. 3. Understand the role as an instructional leader in the education system. 4. Apply a framework for continuous improvement to school organization and individuals in order to promote student success. 5. Identify and utilize four critical elements in understand and making decisions about Teaching and Learning. 6. Develop a course of study and degree/certification plan. 7. Develop and demonstrate academic scholarship knowledge and skills for successful graduate study.
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Learning Objectives/Outcomes At the conclusion of this course, the student will be able to...

1	Analyze the relationship between decisions made in a school and quality learning for all students. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
2	Evaluate strategies to support student achievement and create a vision that assures "Learning for All." <i>[Aligns with Texas Principal Certificate Standards: Competency 001]</i>
3	Illustrate systems thinking and implement systems thinking to make decisions. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.]</i>
4	Interpret the role of an instructional leader in supporting continuous improvement for the campus and individuals in the system. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.]</i>
5	Apply a framework of continuous improvement to a school organization and individuals in order to promote student success. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.]</i>
6	Differentiate four critical elements in understanding and making decisions about Teaching and Learning. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>
7	Evaluate, select, and implement best practices in curriculum, instruction, and assessment;

	supervision; professional development; communications and community partnerships; and organizational management. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007.]</i>
8	Explain and apply skills and knowledge of the Principal's and Assistant Principal's role. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>
9	Integrate knowledge of the ILD framework to future professional growth, prior knowledge, and real world experiences. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>
10	Identify the course sequence and requirements for the Masters' degree in Educational Administration and the Principal's Certificate and use this knowledge to prepare a degree and/or certification plan. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>
11	Apply high standards of written expression, oral expression, and collaborative skills. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]</i>
12	Use American Psychological Association (APA) style and cite resources using APA style. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003.]</i>

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read & adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates & acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal & policy trends & requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others & adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience & flexibility</p> <p>Identifies professional and personal strengths & weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results & plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

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		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Entrepreneurial Innovative Vision		<p>Actively seeks cultural diversity</p> <p>Articulates a vision of inclusion & equity</p> <p>All inclusive vision</p> <p>Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures</p> <p>Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities</p> <p>Seeks and responds to feedback</p> <p>Results oriented</p> <p>Willing to take calculated risks in order to improve</p> <p>Embraces contradictions in problem solving</p> <p>Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all student & staff</p> <p>Articulates & demonstrates equity</p> <p>Articulates an all-inclusive vision framed by emancipatory leadership</p> <p>Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students</p> <p>Ensures access to all school services (i.e Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details & the bigger picture</p> <p>Shows a balance between confidence & humility</p> <p>Sets challenging goals & takes initiative</p> <p>Has a history of personal success & excellence in achievement</p> <p>Drive to achieve results/success</p> <p>Models culturally responsive and emancipatory leadership</p> <p>Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome</p> <p>Knowledge and skill in what is necessary to achieve high levels of student learning</p> <p>Sets high expectations for all students</p> <p>Develops and communicates a vision that includes the need for urgent change</p> <p>Measures excellence in academic curriculum through multiple modalities</p> <p>Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary)</p> <p>Leads improvement in literacy and numeracy for all students</p> <p>Facilitates engagement of all students</p>

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LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Communication	<p>Language (oral & written) is free of cultural bias</p> <p>Active & Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully promotes the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language & actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models & encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, & respectful relationships</p> <p>Demonstrates honesty & integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage & increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>

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LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Technology & Other Resources	<p>Creates open access through a variety of technology portals</p> <p>Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)</p>	<p>Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence)</p> <p>Accesses current research and databases</p> <p>Uses technology for data analysis</p> <p>Stays current and updated in technology advancements (hardware and software)</p> <p>Evaluates information and sources critically</p>	<p>Actively ensures access to technology for all students & families</p> <p>Matches technology expectations to students' specific resources and/or community resources</p> <p>Bridges technology gaps for students by acquiring technologies in the school</p> <p>Coordinates with community resources to provide access outside the school</p> <p>Effectively secures & manages resources to ensure access to all students and families</p>	<p>Understands & models appropriate/effective use of social networking tools and other technologies</p> <p>Socially responsible with technology (email content; text content; internet usage)</p> <p>Secures necessary resources through grant writing, advocacy, and effective management</p> <p>Uses public resources and funds appropriately and effectively</p>	<p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives)</p> <p>Uses technology to access and analyze achievement data</p> <p>Utilizes technologies to engage all stakeholders in learning</p>

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LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Collaboration/ Team Building		<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in & facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness & achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts & recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds & sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement, through email notification, and posted in BlackBoard.

TOPICS	TIMELINE
Introductions, Overview of Course, Syllabus, Required Materials, ILD Certification Information, Degree and Certification Planning. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Wednesday, January 15, 2014
Professional Writing –Accessing resources, selecting a topic, etc. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 003]</i> [UNTD Competency Matrix Self-Assessment due in class]	Wednesday, January 22, 2014
Professional Writing – Information and work session <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 003]</i>	Wednesday, January 29, 2014 Location to be determined
Professional Writing – APA formatting, professional style, Types of writing assignments, etc. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 003]</i>	Wednesday, February 5, 2014
Guidelines—ILD Training—Foundations <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Wednesday, February 12, 2014
ILD Training—Foundations <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Wednesday, February 19, 2014 ONLINE CLASS
ILD Training – Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i> [Degree/Certification Plan and Teacher Service Record Due]	Wednesday, February 26, 2014
ILD Training – Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	Wednesday, March 5, 2014 ONLINE CLASS
SPRING BREAK - No Class	Week of March 12, 2014
ILD Training – Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	Wednesday, March 19, 2014
ILD Training – Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i> [Journal Comparison Due in Blackboard Learn]	Wednesday, March 26, 2014 ONLINE CLASS
ILD Training – Curriculum/Instruction/Assessment and Developmental Supervision <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007.]</i> [Leadership Issue Paper Due in TurnItIn (Optional)]	Wednesday, April 2, 2014
ILD Training – Developmental Supervision <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007.]</i>	Wednesday, April 9, 2014 ONLINE CLASS

ILD Training - Developmental Supervision and Professional Development <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007.]</i> [Leadership Issue Paper Due in Blackboard]	Wednesday, April 16, 2014
ILD Training - Professional Development <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	Wednesday, April 23, 2014 ONLINE
ILD Training - Communication and Community Partnerships <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003.]</i>	Wednesday, April 30, 2014
ILD Training - Organizational Management <i>[Aligns with Texas Principal Certificate Standards: Competency 007; Competency 008; Competency 009.]</i> [Self-Reflection Due]	Wednesday, May 7, 2014

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Reflections and Papers -

- UNT Dallas Educational Leadership Competency Matrix Self-Assessment** - Download a copy of the competency matrix rubrics from Blackboard. Using a highlighter, identify each of those elements within the matrix that you believe reflect your *CURRENT* level of performance. *BE HONEST* with yourself; there will be *NO PENALTY* for areas of growth but it is important to identify those areas for effective focus as you move through the masters/certification program. For each line in the matrix, place an *F13* in the lower right corner of the box that holistically describes your current performance. You will return to this rubric at least twice in your program to document your progress and continue to develop plans to ensure success as a school leader. **Due Wednesday, January 22 in Blackboard - Keep a copy of your completed self-assessment so that you can follow your progress through the program.**
- Degree/Certification Plan and Teacher Service Record**- Completion of the degree/certification plan is a critical step in meeting the requirements for the masters' degree and achieving certification as a principal from the Texas State Board of Educator Certification (SBEC). In addition to completing the UNT Dallas degree plan form, each student will be required to provide a copy of the Texas Teacher Service Record form from the employing school district. **Due Wednesday, February 26 in Class. NOTE: this assignment is not submitted in Blackboard as original documents must be provided.**
- Comparison of Journals Activity** - Using the matrix provided in Blackboard, complete a review of 3 types of professional literature (Research journal, Professional Journal, Trade journal). *NOTE: that you are comparing the journals (not single issues or specific articles) which will require you to preview multiple issues of each journal in order to provide an accurate assessment of each type of journal. However, you will select one specific publication for each type of journal. For example, you might select Educational Leadership, the professional journal for the Association for Supervision and Curriculum Development, and you would look at multiple issues of Ed Leadership to complete the matrix for that journal. Complete the detail in the matrix for each type of reference. A list of potential journals is provided in Blackboard. **Completed matrix Due in Blackboard Wednesday, March 26.***

- **Leadership/Issue Paper** - Select a topic that is relevant to instructional leadership and of interest to you. Choose a problem or issue that your school is facing or that you think is especially important for educational leaders to address. This topic will form a foundation for further writing and study through the program. The body of the paper should be five or six pages (double-spaced) in length. Possible problems or issues will be discussed in class Sessions 2 and 3. The paper should have the following sections:
 - A. *The problem or issue: A description of the leadership problem/issue and why it is important for your school, or schools in general, to address.*
 - B. *A literature review: A discussion of the research and important ideas about this issue/problem. Include recent research and writing. We will discuss these time requirements in class. Research should be within the last 10 years (unless citing foundational research for the topic which can older) and at least seven sources must be cited.*
 - C. *How this problem affects or is affected by other systems and aspects of systems: the school district as a whole, government, families, etc. You will use some information from your literature review and from your own experience*
 - D. *Relationship of the problem and your recommendations to concepts of ethics, integrity, and fairness.*
 - E. *A conclusion and recommendations: At the end of the paper, summarize and make recommendations for your school or schools in general and tell how you plan to apply this information.*

Use American Psychological Association (APA—6th edition) style for the paper, include an abstract, and provide a reference list with at least seven sources. The paper must demonstrate the highest standards of written expression. Use APA Style consistently in this paper. Be sure you apply the requirements of APA carefully. You may use the websites below in addition to the APA Manual (6th ed.) to ensure that you use APA correctly. In addition to the content of your paper, you will be graded on the use of APA, grammar, punctuation, and flow as well as for your synthesis of the sources and analysis of the relevant importance to educational leadership. Please see the rubric in Blackboard.

APA Style Guides

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

John Daniels Tutorial:

<http://www.unt.edu/unt-dallas/campuslife/tutor.htm>

Turning in Leadership Problem/Issue Paper - You may (optional) submit this paper to the TurnItIn website included in the Blackboard course. Be sure you have used your own words and attributed all sources.

- **OPTIONAL:** By the week of March 26 you *MAY* turn in your paper to the Turnitin website. (You can turn it in earlier.) The one you turn in should be the finished version except for the revisions you might make based on the originality report. (See instructions below) The link is on the home page of the course. After you submit your paper, wait a few minutes, and you will be able to see the "originality report." You can click on the report and look at your paper. Any information that has not been attributed properly will be highlighted in various colors. The submission is set to exclude material that is with quotation marks and attributed.
- When you get the originality report, you will be able to see the amount that is not attributed

- correctly. The percent will be in red, and you would want that percent to be zero or very low.
- Be sure that, when you are attributing direct quotations in your paper, you include the page number.
- Make sure your ideas are attributed correctly and revise the paper. Submit the revised version to the Blackboard Assignment NOTE: this is a different location in Blackboard than the TurnItIn option. **Due Wednesday, April 16, in Blackboard.**

- **Self-Assessment/Reflection**

*Throughout the course at the conclusion of each ILD module, you will be instructed to write a brief response to the sections listed on the final Self-Assessment/Reflection page found in the beginning section of the ILD Manual. This will be turned in during the last class period at the conclusion of the ILD training. **Due Wednesday, May 7, in class.***

Projects and Participation -

- **Class Participation** - *In order to receive the ILD certificate, you must attend all of the sessions of the course and complete all online assignments. Requirements of the Texas Education Agency do not permit awarding the certificate to anyone who has missed any part of the training. Tardiness that results in missing parts of the training will be considered absences in awarding the certificate. **The ILD certificate is the prerequisite for certification in the Professional Development and Appraisal System (PDAS) of Texas.** If you have to miss one class or have missed a part of a class, you will be required to complete additional online activities that are related to the class/information that you missed. **Missing and not completing make-up work for any class will result in failure to successfully complete the ILD Training component of the class.***

Each class absence will result in a deduction of 2 Participation points and may affect your course grade. However, completing the online makeup work required for the ILD certificate will be considered make-up for the missed points as well. Also, tardiness, leaving early, leaving class to take an extensive cell phone call, etc. will result in your missing part of the ILD training, a deduction in attendance credit, and may result in your needing to complete online activities with the same information as a make-up.

Following verification that you have completed the required ILD training and paid the \$75 certificate fee to the financial services office, you may apply for your ILD certificate from the Educational Service Center (ESC) Region 13 website. Instructions on how to retrieve your ILD certificate will be provided in class.

- **Class Assignments** - *In addition to participation in class activities and discussions, there will be online assignments in the ILD online course venue and, at times, you will be asked to bring in written summaries or reflections. You may be asked to do extra reading or visit websites related to the ILD assignments. **Due as assigned either in class or in Online ILD website.***

Grading Matrix:

Instrument	Value (points)	Percentage
Competency Matrix Self-Assessment	5	5
Completed Degree/Certification Plan, Teacher Service Record	5	5
Journal Comparison Matrix	15	15
Class participation: reading assignments, informed participation in class discussions and activities, completion of online assignments	30	30
Leadership Paper	40	40
Self-Assessment/Reflection	5	5
Total:		100

Grade Determination:

A = 100 - 90 pts; i.e. 90% or better

B = 89 - 80 pts; i.e. 80 - 89 %

C = 79 - 70 pts; i.e. 70 - 79 %

D = 69 - 60 pts; i.e. 60 - 69 %

F = 59 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to

continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font and double spaced. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Work that is submitted on time will be reviewed and returned for revision at the author's discretion. Work that is resubmitted following revision will be awarded credit at the revised level. There is no penalty for late submission of work, but late work cannot be resubmitted for an improved grade.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

*The University attendance policy is in effect for this course. Class attendance and participation is essential because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is necessary to the integration of course material and your ability to demonstrate proficiency. Additionally, **awarding of the ILD certification of completion requires attendance at every session.** Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences with proper documentation.) Students are also responsible to make up any work covered in class and **may be required to attend another section of this course for the ILD content missed.** It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

Cell Phone Use: *Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences and the attendance policy will be applied.*

Laptop Use: *The use of laptop or tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to shut down the technology if inappropriate use becomes an issue.*

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. In the interest of ensuring a safe learning environment, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.