

UNT DALLAS University of North Texas at Dallas
Fall 2012 - COURSE SYLLABUS

EDAD 5300.091: Introduction to Educational Administration 3Hrs			
Department of	Educational Administration	Division of	Education & Human Sciences
Instructor Name:	L. Kay Forsythe, Ph.D.		
Office Location:	Building 7300 Office 201C		
Office Phone:	972-338-1336		
Email Address:	kay.forsythe@unt.edu		
Office Hours:	Tuesday 1pm - 4pm; Wednesday 2pm - 5pm; Thursday 1pm - 4pm; 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:	UNT-Dallas DAL1 Room 308		
Class Meeting Days & Times:	Tuesdays 5:00-7:50pm		
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:	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 UNT Dallas Bookstore: <u>Location:</u> 7300 University Hills Blvd., Dallas, TX 75241		

	Building 1 (north side of campus) / First Floor Phone: 972-780-3652 Fax: 972-780-3689 Email: 1012mgr@fhcg.follett.com Website: 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)
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Course Goals or Overview:

- The goals of this course provide the student an opportunity to...
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.

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;</i>

	<i>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>

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>	September 4, 2012
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>	September 11, 2012
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>	September 18, 2012
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>	September 25, 2012 -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 Due]	October 2, 2012
ILD Training - Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	October 9, 2012 - ONLINE CLASS
ILD Training - Curriculum/Instruction/Assessment <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	October 16, 2012
ILD Training - Curriculum/Instruction/Assessment <i>[Aligns with Texas</i>	October 23, 2012 - ONLINE

<i>Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.] [Principal Interview Due in Blackboard Learn]</i>	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>	October 30, 2012
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> [Leadership Issue Paper Due in TurnItIn (Optional)]	November 6, 2012
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>	November 13, 2012 - ONLINE CLASS
ILD Training - Professional Development <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i> [Leadership Issue Paper Due in Blackboard]	November 20, 2012
ILD Training - Professional Development <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.]</i>	November 27, 2012
ILD Training - Communication and Community Partnerships <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003.]</i>	December 4, 2012
ILD Training - Organizational Management <i>[Aligns with Texas Principal Certificate Standards: Competency 007; Competency 008; Competency 009.]</i> [Self-Reflection Due]	December 11, 2012

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 -

- **Degree/Certification Plan** - 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). **Due October 2, 2012, in class.**
- **Principal Interview** - Interview a practicing principal regarding the elements of instructional leadership, preparation for the role of principal, and strategies for success as a principal. Write a brief summary and reflection based on the interview. A protocol for this interview will be developed collaboratively in class prior to the interview. A rubric for the interview reflection is posted in BlackBoard. **Due October 23, 2012 in Blackboard.**
- **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. The body of the paper should be five or six pages (double-spaced) in length. Possible problems or issues will be discussed in class. 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. *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.*
- E. *Relationship of the problem and your recommendations to concepts of ethics, integrity, and fairness.*

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. Please use the websites below to ensure that you use APA correctly. 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 submit this paper to the TurnItIn website included in the Blackboard course. Be sure you have used your own words and attributed all sources.

1. *OPTIONAL: By **November 6 at 11:30 p.m.**, 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.*
2. *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.*
3. *Be sure that, when you are attributing direct quotations in your paper, you include the page number.*
4. *Make sure your ideas are attributed correctly and revise the paper. Submit the revised version to the Blackboard Assignment section by November 20, 11:30 p.m. **Due November 20, 2012, 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 December 11, 2012 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 absence will result in a deduction of 2 participation points. Also, tardiness, leaving early, leaving class to take a 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)	Total
Completed Degree or Certification Plan and any other requirements for admission to Masters and/or Principal Certification Programs.	5	5
Class participation: reading assignments, informed participation in class discussions and activities, completion of online assignments	30	30
Principal Interview Paper	20	20
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. 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. Corrected work that is resubmitted on the class date immediately following the original due date (or the next class session after work is returned to the student) will receive no deduction for late submission.

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 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 close the laptop 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.