



**The University of Texas at Tyler**  
College of Education and Psychology  
School of Education  
**EDLR 5330 – The Principalship**

**Instructor Information**

<b>Session</b>	Spring 2022
<b>Credit</b>	3 hours
<b>Course Meeting/Room</b>	Online
<b>Office Hours</b>	By Appointment
<b>Instructor</b>	Forrest Kaiser, Ed.D. fkaiser@uttyler.edu 903.780.8860 (cell)

**Catalog Description**

An examination of the role and responsibilities of the principal as a leader in the elementary, middle, and/or secondary school.

**Student Learning Outcomes**

The student will be able to:

- Shape the campus culture by establishing a shared vision and culture of high expectations. *(Texas Principal Standard 4)*
- Recognize effective instructional models to establish and sustain an instructional program to ensure every student receives high-quality instruction. *(Texas Principal Standard 1)*
- Understand the importance of developing human capital by establishing systems that support teachers' professional growth through observation and instructional coaching. *(Texas Principal Standard 2)*
- Understand the state accountability system in order to utilize the data to inform instructional and intervention decisions. *(Texas Principal Standards 1 & 5)*
- Use a wide range of data sources to monitor student achievement and drive instructional decisions. *(Texas Principal Standards 1 & 5)*
- Understand the decision-making process to ensure all decisions are made in alignment to the campus vision and goals. *(Texas Principal Standards 4 & 5)*
- Develop a student management plan to monitor attendance, behavior and student achievement, while implementing intervention plans that meet the needs of diverse students. *(Texas Principal Standards 4 & 5)*
- Strategically identify candidates whose beliefs align to the school's vision and needs. *(Texas Principal Standard 2)*

**[Click here](#) for a copy of the Texas Principal Standards.**

<b>Course Schedule</b>		
<b>Available</b>	<b>Module Topics</b>	<b>Assignments Due</b>
	<b>Start Here Module</b> <ul style="list-style-type: none"> <li>• Getting to Know You Discussion Board</li> <li>• Introduction Quiz</li> </ul>	Sun, Jan 16
Mon, Jan 10	<b>Module 1 - Introduction to Instructional Leadership</b> <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Module 1 Quiz</li> </ul>	Sun, Jan 16 Sun, Jan 23
Mon, Jan 24	<b>Module 2 - Instructional Supervision &amp; Teacher Evaluation</b> <ul style="list-style-type: none"> <li>• Reflection #1</li> <li>• Module 2 Quiz</li> </ul>	Sun, Jan 30 Sun, Feb 6
Mon, Feb 7	<b>Module 3 - School Accountability</b> <ul style="list-style-type: none"> <li>• <b>Group</b> – Collaboration</li> <li>• <b>Group</b> – Accountability Exercise</li> <li>• Module 3 Quiz</li> </ul>	Sun, Feb 13 Sun, Feb 20 Sun, Feb 20
Mon, Feb 21  (3 weeks)	<b>Module 4 - Strategic Planning</b> <ul style="list-style-type: none"> <li>• <b>Group</b> – Collaboration</li> <li>• Principal Questions</li> <li>• <b>Group</b> – Campus Improvement Plan</li> <li>• Module 4 Quiz</li> </ul>	Sun, Feb 27 Sun, Mar 6 Sun, Mar 20 Sun, Mar 20
<b>UT Tyler Spring Break</b> – Mon, Mar 7 through Sat, Mar 12		
Mon, Mar 21	<b>Module 5 - Decision-Making &amp; Problem Solving</b> <ul style="list-style-type: none"> <li>• <b>Group</b> – Collaboration</li> <li>• Reflection #2</li> <li>• Problem Solving Memo</li> <li>• Module 5 Quiz</li> </ul>	Sun, Mar 27 Sun, Apr 3 Sun, Apr 3 Sun, Apr 3
Mon, Apr 4  (3 weeks)	<b>Module 6 - Student &amp; Personnel Management</b> <ul style="list-style-type: none"> <li>• <b>Group</b> – Collaboration</li> <li>• Teacher Interview Questions</li> <li>• <b>Group</b> – Student Academic Management Plan</li> <li>• Module 6 Quiz</li> </ul>	Sun, Apr 10 Sun, Apr 17 Sun, Apr 24 Sun, Apr 24
	<b>Final Exam</b> <ul style="list-style-type: none"> <li>• Window: Mon, Apr 25 through Fri, Apr 29</li> </ul>	<b>Fri, Apr 29</b>

Last Day to Withdraw from this course: **March 28, 2022**

**Graded Course Requirements**

- **Discussion Boards** – Discussion boards encourage students to communicate and explore open-ended prompts that require, evaluation, and reflection. Students will respond to a given prompt and provide peer feedback.
- **Reflections** – Reflections build student ownership in their learning. Reflections should build a bridge between course concepts, personal goals, and future learning. Student will develop a personal connection based on recent learning.
- **Individual Projects** – Individual assignments allow student do demonstrate learning by applying concepts in real world situations.
- **Group Projects** – Small group activities engage students in multiple levels of critical thinking. These include multi-day projects that require analysis, collaboration, and the development of a final artifact that demonstrates understanding.
- **Quizzes and Exams** – Quizzes and exams test a student’s understanding of covered course content.

*Full descriptions of each assignment will be provided within the course module.*

**Course Requirements**

Discussion and Participation	25%
Assignments & Quizzes	50%
Final Exam	25%

**Course Grading**

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59.9% of total points

**Recommended Textbooks**

Fullan, M. (2014). *The Principal Three Keys to Maximizing Impact*. San Francisco, California: Jossey-Bass.

## COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. All assignments must be submitted by date listed on the assignment schedule. No late work is accepted.

**Participation** and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. The due date listed in Canvas is for your first post while your peer responses will be due before the next module opens. This structure will ensure we can engage in meaningful conversations about instructional supervision.

### Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at [fkaiser@uttyler.edu](mailto:fkaiser@uttyler.edu)

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to emails within 24 hours during the workweek. I generally do not work on Sunday so I will return emails at the start of the week.

My preferred method of communication is email. However, I am accessible via phone, text or zoom.

### Written Assignments, Quizzes & Exams

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

## **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

### **Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

### **Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## **SCHOOL OF EDUCATION PROGRAM STANDARDS**

### **Texas Education Standards**

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the [Texas Education Standards for Principals](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).