



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

Instructor Information

Session	Fall 2025
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment
Instructor	David Simmons, Ph.D. davidsimmons@uttyler.edu 903.780.8323 (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.

Course Schedule		
Available	Module Topics	Assignments Due
	Start Here Module - Getting to Know You Discussion Board - Introduction Quiz	Sun, Aug 24
Sun, Aug 24	Module 1 - Introduction to Instructional Leadership - Discussion Board - Module 1 Quiz	Sun, Sept 7
Sun, Sept 7	Module 2 - Instructional Supervision & Teacher Evaluation - Reflection #1 - Module 2 Quiz	Sun, Sept 21
Sun, Sept 21	Module 3 - School Accountability Group – Collaboration Group – Accountability Exercise - Module 3 Quiz	Sun, Oct 12
Sun, Oct 12	Module 4 - Strategic Planning Group – Collaboration - Principal Questions - Module 4 Quiz Group – Campus Improvement Plan <i>(note extra week)</i>	Sun, Nov 2
Sun, Nov 2	Module 5 - Decision-Making & Problem Solving Group – Collaboration - Reflection #2 - Problem Solving Memo - Module 5 Quiz	Sun, Nov 16
Sun, Nov 16	Module 6 - Student & Personnel Management Group – Collaboration - Teacher Interview Questions Group – Student Academic Management Plan - Module 6 Quiz	Sun, Dec 7
	Final Exam Window: Mon, Dec 8 through Fri, Dec 12	

Last Day to Withdraw from this course: **November 3, 2025**

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. Students 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

Please email me directly at davidsimmons@uttyler.edu or text/call 903-780-8323.

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.

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 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)

Core Purpose of College of Education and Psychology

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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](#).