



College of Education and Psychology
School of Education
Department of Educational Leadership and Policy Studies
EDLR 5370 Practicum in Principalship I
Fall 2025

Instructor Information

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Course Description:

A minimum of 120 clock hours of practical experience as a school administrator conducting an applied research study on a critical issue in educational leadership. The principal practicum provides practical application of knowledge and skills in educational leadership. This practicum is an extension of EDLR 5313 with a formal disciplined inquiry, action research project, into a campus-based issue. In addition, EDLR 5370 provides practical application experiences of knowledge through Blocks II and III.

Student Learning Outcomes & Assessments:

Upon completing this course, students will be able to demonstrate mastery in the following areas:

Objective

Texas Principal Standard

Understanding the importance for the leader to focus on and commit to improving student learning.

3(A)(i)(ii), 3(B)(i-iv)

Communicate and collaborate with all members of the school community, responds

4(A)(i)(III-V)

to diverse interests and needs, and mobilizes resources to promote student success.

Act with integrity, fairness, and in an ethical and legal manner.

3(A)(i, iii), 3(B)(i)

Design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- facilitate the use of sound, research-based practice
- facilitate the use of technology, telecommunications, and information systems
- promote the use of creative thinking, critical thinking, and problem-solving

1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)

Advocate, sustain instructional program conducive to student learning, staff evaluation, and professional development.

2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV, V)(ii)(B)(i)(iii)

Apply effective principles of both leadership and management.

- implement procedures for gathering, analyzing, and using data
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)

Understand strategic operations and systems for goal attainment.

5(A)(i)(I-II, IV, V)(ii)(B)(i)(iii)

Recognize the importance of action research for school improvement.

3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

Students will be encouraged to take ownership of their own learning through critical and reflective thinking regarding the roles and responsibilities of effective principals. Students will explore

educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5370 is an integral component of the Educational Leadership Program. Student Learning Outcomes for EDLR 5370 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES exam required for all students who are awarded a Texas Principal's Certificate.

Evaluation and Grading

Course Grading:

All course assignments for EDLR 5370 must be completed to earn a grade of "A". In the event **any** course assignment is not finished or does not meet the graduate standards by the end of the semester, the student will earn a grade commensurate with the level and amount of work submitted.

Incomplete Grade Policy:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the student may request an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student requesting an Incomplete grade is to submit a written request, to the course instructor, detailing the assignments needing to be completed, the original due dates of the respective missing assignments and the date by which the work will be completed. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the designated due dates, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F.

University Withdrawal Dates:

Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for classes which is **Monday, September 8, 2025.**

Last day to withdraw to receive a W or Q is **Tuesday, November 4, 2025.**

Artificial Intelligence Statement for Course Syllabi

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course:

AI is not permitted in this course at all.

To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

Teaching Strategies:

EDLR 5370 utilizes 100% online instruction through UT Canvas. The instructor uses lecture module format and a constructivist learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge and skills for the successful completion of the practicum experience.

Related Field Experiences:

This course is an application of EDLR 5313 on the local campus through research data collection, analysis, and reporting of data in the Action Research Project.

Required Text and Related Readings:

Course Textbooks

e-access through Muntz Library

Be sure and check about utilizing e-access for your textbooks at <https://libguides.uttyler.edu/textbooks>. Should you have questions regarding e-access, or any other question regarding educational resources, please contact Vandy Dubre at vdubre@uttyler.edu

Textbooks:

American Psychological Association, (2020). *Publication manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association.

Knight, J. (2018). *The impact cycle: What instructional coaches do to foster powerful improvements in teaching*. Thousand Oaks, CA; Corwin Press, Inc. (ISBN 978-1-5063-0686-5)

Text Statement:

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Scholar Works:

There is an opportunity to add your paper to the UT Tyler's institutional repository: Scholar Works:

You agree to have your paper (or, action research paper) included in Scholar Works, UT Tyler's institutional repository. As the author, you hold all copyright control over your work, and can opt-out of adding your paper to Scholar Works by notifying your professor.

Adding your paper to UT Tyler's institutional repository, Scholar Works, is an opportunity to showcase your scholarship as a student to researchers worldwide. This not only seeks to confirm your consent for submitting your paper to Scholar Works for online publication. You, the author, still hold all copyright control over your work. If you prefer not to have your paper added, you must notify your professor.

As part of this course, your faculty may submit your paper to Scholar Works at UT Tyler on your behalf. Scholar Works at UT Tyler digitally preserves and provides worldwide access to the scholarship and artistic output of the UT Tyler community. As the author, you still retain the copyright to your paper and are only granting UT Tyler the non-exclusive right to publish your paper in Scholar Works.

Course Policies:

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, **be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up quizzes or assignments.**

Student Travel Policy:

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive a principal certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

For more information, see [Preliminary Criminal History Evaluation \(Links to an external site.\)](#).

University Policies

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services

- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

College of Education and Psychology (CEP) Vision and Mission

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.

CEP 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.

UT Tyler School of Education

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty uses the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (In TASC) standards used by educator preparation programs throughout the United States. The following resources link to external sites.

Texas Education Standards:

The Texas Education Standards (TAC 241.55) can be accessed [here](#).

Standards for Educators' Preparation Program:

The TExES 268 Domains and Competencies (TAC 241.15) can be accessed [here](#).

Effective Schools Framework:

The TEA Effective Schools Framework can be accessed [here](#).

Code of Ethics:

The Code of Ethics and Standard Practices for Texas Educators (TAC 247) can be accessed [here](#).

Bibliography**Journals and Periodicals:**

ASCD Education Update, Association for Supervision and Curriculum Development. *Communicator*, National Association of Elementary School Principals. *Educational Administration Quarterly*, University Council for Educational Administration. *Educational Leadership*, Association for Supervision and Curriculum Development. *Educational Researcher*, American Educational Research Association. *INSIGHT*, Texas Association of School Administrators. *Instructional Leader*, Texas Elementary Principals and Supervisors Association. *Newsleader*, National Association of Secondary School Principals. *Phi Delta Kappan*, Phi Delta Kappa. *Principal*, National Association of Elementary School Principals. *Principal Leadership*, National Association of Secondary School Principals.

Other Resources:

- Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, Calif.: Jossey-Bass.
- Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, Calif.: Jossey-Bass.
- Daresh, J. C. (2006). *Beginning the principalship: A practical guide for new school leaders*, Third Edition. Thousand Oaks, Calif.: Corwin Press.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, Calif.: Stanford University, Stanford Educational Leadership Institute.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes and promises*, Second Edition. San Francisco, Calif.: Jossey-Bass.
- DuFour, R. & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, Ind.: Solution Tree Press.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, Calif.: Jossey-Bass.

- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *SuperVision and instructional leadership: A developmental approach*, Ninth Edition. New York, N.Y.: Pearson Education.
- Grogan, M. (Ed.) (2013). *The Jossey-Bass reader on educational leadership*, Third Edition. San Francisco, Calif.: Jossey-Bass.
- Hodkinson, A. (2015). *Key issues in special educational needs and inclusion*, Second Edition. Thousand Oaks, Calif.: Sage.
- Kowalski, T. J. (2011). *Case studies on educational administration*, Sixth Edition. Upper Saddle River, N.J.: Pearson.
- Martin, L. E., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (Eds.). (2015). *Handbook of professional development in education: Successful models and practices*, PreK–12. New York, N.Y.: The Guilford Press.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- McDonald, J. P. & The Cities and Schools Research Group. (2014). *American school reform: What works, what fails, and why*. Chicago, Ill.: University of Chicago.
- McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Osborne, A.G. & Russo, C.J. (2014). *Special education and the law: A guide for practitioners*, Third Edition. Thousand Oaks, Calif.: Corwin.
- Sadeghi, L. & Callahan, K. (Eds.). (2015). *Educational leadership in action: A casebook for aspiring administrators*. New York, N.Y.: Routledge.
- Schlechty, P. C. (2011). *Engaging students: The next level of working on the work*. San Francisco, Calif.: Jossey-Bass.
- Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco, Calif.: Jossey-Bass.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles*, Second Edition. Thousand Oaks, Calif.: Corwin Press.

- Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco, Calif.: Jossey-Bass.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*, Second Edition. San Francisco, Calif.: Jossey-Bass.
- Ubben, G. C., Hughes, L. W., Norris, C. J. (2015). *The principal: Creative leadership for excellence in schools*, Eighth Edition. Upper Saddle River, N.J.: Pearson.
- Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law*, Eighth Edition. Austin, Texas: University of Texas Press.
- Whitaker, T. (2002). *What great principals do differently: Eighteen things that matter most*, Second Edition. Larchmont, N.Y.: Eye on Education.
- Wiggins, G. & McTighe, J. (2013). *The understanding by design guide to creating high quality units*. New York, N.Y.: Routledge.
- Zepeda, S. J. (2013). *The principal as instructional leader: A practical handbook*, Third Edition. New York, N.Y.: Routledge.

Online Resources:

- Education Commission of the States — www.ecs.org
- Education Law — Guide to Education Law — www.hg.org/edu.html
- National Center on Educational Outcomes — www.cehd.umn.edu/nceo
- Texas Administrative Code — www.sos.state.tx.us/tac/index.shtml
- Texas Constitution and Statutes/Texas Education Code — www.statutes.legis.state.tx.us
- Texas Education Agency — www.tea.texas.gov
- Texas Project FIRST — www.texasprojectfirst.org ([Links to an external site.](#))
- U.S. Department of Education — www.ed.gov