



The University of Texas at Tyler
 College of Education and Psychology
 School of Education
EDLR 5311 - Instructional Leadership & Supervision

Instructor Information

Session	Fall 2024
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment

Instructor	Forrest Kaiser, Ed.D. fkaiser@uttyler.edu 903.780.8860 (cell)
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Catalog Description

Aspiring school principals examine instructional leadership, professional development, and methods of supervision. The course includes the study of the observation and coaching cycle to promote teacher growth, and research-based instructional practices to expand the aspiring principals' instructional leadership skills.

Student Learning Outcomes

The student will be able to:

- Identify the components of an effective professional development plan. *(Texas Principal Standards 1 & 5)*
- Differentiate between evaluation and supervision and how to use the supervision process to enhance the faculty's instructional practices. *(Texas Principal Standard 2)*
- Design supervisory conferences to support teachers in their professional growth while using observation data to reinforce and refine teachers' craft. *(Texas Principal Standards 1 & 2)*
- Identify best instructional practices through the study of multiple instructional models. *(Texas Principal Standards 1 & 5)*
- Understand their own instructional beliefs and advocate for the implementation of instructional models conducive to student learning. *(Texas Principal Standards 1 & 2)*
- Analyze and utilize data to drive their decisions as instructional leaders. *(Texas Principal Standards 1 & 2)*

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

Course Schedule		
Available	Module Topics	Assignments Due
	Start Here Module <ul style="list-style-type: none"> Getting to Know You Discussion Board Introduction Quiz 	Sun, Sep 1
Mon, Aug 26	Module 1 - Introduction to Instructional Supervision <ul style="list-style-type: none"> Discussion Board Module 1 Quiz 	Sun, Sep 1 Sun, Sep 8
Mon, Sep 9	Module 2 - Supervisory Conferences & Data Collection <ul style="list-style-type: none"> Individual Observation Form Reflection #1 Group - Supervisory Conference Plan 	Sun, Sep 15 Sun, Sep 22 Sun, Sep 22
Mon, Sep 23	Module 3 - Instructional Supervision, Standards, & Student Engagement <ul style="list-style-type: none"> Discussion Board Reflection #2 	Sun, Sep 29 Sun, Oct 6
Mon, Oct 7	Module 4 - Rigor & Relevance of Learning <ul style="list-style-type: none"> Prepare for Mid-Term Exam 	None
	Mid-Term Exam <ul style="list-style-type: none"> Window: Mon, Oct 14 through Sun, Oct 20 	
Mon, Oct 21 <i>(3 weeks)</i>	Module 5 - Differentiated Supervision & Learning <ul style="list-style-type: none"> Individual Observation Form Discussion Board Module 5 Quiz Group - Conference Plan & Goal Setting 	Sun, Oct 27 Sun, Oct 27 Sun, Nov 10 Sun, Nov 10
Mon, Nov 11	Module 6 - Trust, Lesson Cycle, & Collaborative Learning <ul style="list-style-type: none"> Discussion Board Reflection #3 	Sun, Nov 17 Sun, Nov 24
Mon, Nov 25 <i>(3 weeks)</i>	Module 7 - Data Informed Instructional Leadership <ul style="list-style-type: none"> Module 7 Quiz Final Reflection 	Fri, Dec 13
	Final Exam <ul style="list-style-type: none"> Window: Mon, Dec 9 through Fri, Dec 13 	

Discussion board due dates are for the first post – replies are due before the next module opens.

Last day to withdraw from this course: **November 4, 2024**

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.
- **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	25%
Midterm Exam	25%
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

Required Textbooks

Hickey, W., Oliveras, Y., and Kaiser, F. (2023). *The distinguished Texas teacher: Strategies for making a difference in the classroom*. Kendall Hunt.

Zepeda, S. (2017). *Instructional supervision: Applying tools and concepts*. 4th Edition. Routledge.

Recommended Textbooks

Knight, J. (2018). *The impact cycle*. Corwin Press.

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

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 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](#).