

The University of Texas at Tyler

School of Education

EDLR 5310: Educational Leadership Theory and Practice

Instructor Information

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Last day to withdraw:	March 28, 2022

Course Catalog Description

An introduction to school administration, including the theoretical and historical development of school administration as an academic discipline, an examination of organizational behavior and theory, an exploration of political and legal structures which impact schools and school administration, and the development of the concepts and practices associated with successful leadership and decision making.

Student Learning Objectives

Upon completing this course, the student will ...

Objective	Texas Principal Standard
Understand historical management and leadership theories and how they have influenced current schools.	2(A)(ii), 3(B)(i)
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)
Identify positive attributes of exemplary teachers.	1(A)(i)(I),
Reflect upon areas in which they personally must improve to take leadership positions.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide strategies for doing so.	3(A)(i)(VII)
Recognize the importance of hiring great teachers exemplifying the traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V),
Reflect upon the role of standardized testing within our schools.	1(A)(ii), 3(A)(i)(III)
Understand ways in which to improve standardized test scores through using the role of the principal to influence teacher performance.	2(B)(iv), 2(B)(ii), 5(A)(i)(II)
Recognize and define the school characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Compose a T-PESS pre-conference self-evaluation synthesizing educational leadership theory.	ALL

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

Required Texts:

Whitaker, T. (2012). *What Great Principals Do Differently: Eighteen Things That Matter Most* (2nd ed.). Routledge.

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.

Course Requirements

Related Field Experiences

The course does not have a formal field experience component, but it is expected that the student utilizes personal educational experience to bring unique perspectives to the discussions.

Teaching Strategies

The course will be taught using lecture, group discussion, presentations, and Canvas assignments.

Communication Plan

The primary means of communication will occur through email. Please use the email address located in the instructor contact information section of this syllabus. I will typically respond to an email within 24 hours of receiving it, but please remember we are all educational professionals outside of this course.

If you need immediate assistance, I encourage you to call or text my personal cell phone at the number located in the instructor contact information section of this syllabus.

Class Participation

Given the constructivist design of the class and the online delivery format, it is imperative that this course is interactive. It is my expectation - and I am certain yours as well - that all students participate fully in all activities and assignments in order to maximize their learning experience.

For this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be:

- conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- self-disciplined (spending time to be fully prepared),
- eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Course Activities / Assignments

Discussion Boards	The student will actively engage in written and/or video dialogue with their colleagues on the course content.
Current Events	The student will respond to topical assignments to exhibit depth of understanding about the subject through written and/or video response.
Quizzes	The student will complete quizzes that are intended to check for understanding of course content. The quizzes will use a variety of question styles: multiple choice, short answer, fill in the blank, etc.
Observational Exercises	The student will observe individuals in leadership positions and report their findings in a written document.
Projects / Papers	The student will complete projects and formal papers designed to address collegial relationship building, personal leadership philosophy, and an application of leadership theories with connections to the Texas Principal Evaluation & Support System.

The above information is intended to familiarize the student with the types of course activities / assignments. It is not meant as an exhaustive description. Detailed information related to course activities / assignments will be provided in course module.

Grading

Assignment Type	# of Assignments	% of Course Grade
Discussion Boards	9	10%
Current Events	4	10%
Quizzes	8	15%
Observational Exercises	4	15%
Personal Philosophy & Style of Leadership Paper	1	10%
T-PESS Leadership Assignment	1	20%
Leadership Book Review	1	20%

Assignment Rubrics

Assignment rubrics are included in the Canvas course rubrics.

Assignment Due Dates

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 the date listed on the assignment schedule. **No late work is accepted.**

Course Grading

Overall Letter Grade	Required Final %	Level of Performance
A	90% - 100%	Excellent
B	80% - 89%	Average
C	70% - 79%	Poor
D	60% - 69%	Failing
F	< 60%	Failing

****All assignments must be completed to earn an "A" in this course****

Course Schedule

Available	Module Topics	Assignments Due
01/10/2022	Module #1 – It’s People, Not Programs <ul style="list-style-type: none"> • Introduction Video • Discussion Board • Current Event • Academic Dishonesty Quiz 	01/16/2022
01/17/2022	Module #2 – Introduction to Leadership <ul style="list-style-type: none"> • Discussion Board • Observational Exercise • Quiz 	01/30/2022
01/31/2022	Module #3 – Leadership Philosophy & Style <ul style="list-style-type: none"> • Discussion Board • Current Event • Quiz • Personal Philosophy and Style of Leadership 	02/13/2022
02/14/2022	Module #4 – Leadership Skills <ul style="list-style-type: none"> • Discussion Board • Observational Exercise • Quiz 	02/27/2022
02/28/2022	Module #5 – Leadership and Change <ul style="list-style-type: none"> • Discussion Board • Current Event • Quiz 	03/13/2022
03/14/2022	Module #6 - Vision <ul style="list-style-type: none"> • Discussion Board • Observational Exercise • Quiz 	03/27/2022
03/28/2022	Module #7 – How your Leadership Affects Others <ul style="list-style-type: none"> • Discussion Board • Observational Exercise • Quiz 	04/10/2022
04/11/2022	Module #8 – Ethics in Leadership <ul style="list-style-type: none"> • Discussion Board • Current Event • Quiz 	04/24/2022
04/11/2022	Final Assignments <ul style="list-style-type: none"> • Leadership Book Review • T-PESS Leadership Assignment/Goal Setting 	04/28/2022

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/>

[University Guidelines, Links and Policies](#)

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 21st 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.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards:](#) The School of Education are 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.

The list of [Texas Education Standards](#) can be accessed [here](#).

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