



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

Instructor Information

Session	Summer I 2025
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment
Instructor	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.

Course Schedule		
Available	Module Topics	Assignments Due
	Start Here Module <u>Individual Assignments:</u> <ul style="list-style-type: none"> Class Orientation Introduction Quiz 	Tues, May 6 Sun, May 11
Mon, May 5	Module 1 - Instructional Leadership & Supervision <u>Individual Assignments:</u> <ul style="list-style-type: none"> Discussion Board Reflection #1 Module 1 Quiz 	Sun, May 11 Sun, May 18 Sun, May 18
Mon, May 19 (3 Weeks)	Module 2 - School Accountability & Strategic Planning <u>Individual Assignments:</u> <ul style="list-style-type: none"> Principal Data Questions Teacher Interview Questions Module 2 Quiz <u>Group Assignments:</u> <ul style="list-style-type: none"> Group – Collaboration Discussion – Accountability Exercise Group – Accountability Exercise Group – Collaboration Discussion – Campus Improvement Plan <p><i>Note – The Campus Improvement Plan assignment will be due in Module 3</i></p>	Sun, May 25 Sun, Jun 1 Sun, Jun 8 Sun, May 25 Sun, Jun 8 Sun, Jun 8
Mon, Jun 9	Module 3 - Decision-Making & Problem Solving <u>Individual Assignments:</u> <ul style="list-style-type: none"> Reflection #2 Decision-Making Memo Module 3 Quiz <u>Group Assignments:</u> <ul style="list-style-type: none"> Group – Campus Improvement Plan Due 	Sun, Jun 15 Fri, Jun 20 Fri, Jun 20 Fri, Jun 20

** Please note that collaboration due dates represent required date for initial post*

Last Day to Withdraw from this course: **June 5, 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. 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**– Quizzes 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	30%
Individual Assignments & Quizzes	40%
Group Assignments	30%

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

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](#).