



The University of Texas at Tyler
School of Education
EDLR 5311.060 - Instructional Leadership & Supervision

Instructor Information

Session	Fall 2026
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By appointment
Instructor	Cynthia Woody, Ed.D. cwoody@uttyler.edu 903.641.2979 (cell)

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.

Last day to withdraw from this course: **October 30, 2026**

Graded Course Requirements – *Full descriptions of each assignment provide in course module. A list of course assignments and due dates will be provided on the first day of class.*

- **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 should build a bridge between course concepts, personal goals, and future learning. Students will develop a personal connection based on recent learning. Additionally, EDLR 5311 students will be analyzing and providing feedback on lesson plans created by current UT Tyler undergraduate students majoring in Education. EDLR 5311 students will be asked to consider giving permission to voluntarily share their reflections on this process as part of proposed research study. There is no penalty if a student does not wish to share their reflection. The instructor will provide more information within the course.
- **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.
- **Research Pool** – The research requirement for this course can be satisfied in one of two ways: 1) volunteering to participate in approved research studies (primarily surveys) offered by the School of Education, or 2) by completing alternative assignments that are equal in time and effort to the research opportunities.

Course Requirements

Discussion and Participation	25%
Assignments & Quizzes	25%
Midterm Exam	25%
Final Exam and Research Pool	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

This course uses no-cost materials provided by the instructor.

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. This course is designed with generous deadlines for all assignments. No **late work** is accepted without making prior arrangements with your instructor.

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 at cwoody@uttyler.edu as your first line of communication. I will work with your other professors to determine when to hold optional class Zoom meetings.

Additionally, we can visit by email, set up virtual office hours, talk on the phone, or meet in person as needed at a time that works with your schedule.

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.

Remember that you are always welcome and encouraged to reach out to classmates, too. You can use the “People” tab on your Canvas courses to contact classmates. Please be respectful of this privilege and keep all communication professional.

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.

Artificial Intelligence

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.

AI Guidelines: For this course, students are allowed to enlist AI tools for limited purposes, such as light revision of written work, idea generation, and support with formatting citations, improving tone, and similar purposes. Students should not rely on AI to generate their original thoughts and content. Students will be held accountable for any inaccurate or erroneous content, inappropriate or poorly constructed communication, and misappropriation of others' work (plagiarism) and thus should always be careful with the use of AI support. When an assignment asks the student to share personal experiences or carry out activities such as an interview, students are expected to submit original work that accurately reflects their real-life experiences for the assignment. When in doubt, seek clarification from the instructor regarding AI tool usage.

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](#).

UNIVERSITY POLICIES and STUDENT RESOURCES

A list of student resources will be provided in the Canvas course or can be accessed here: <https://www.uttyler.edu/current-students/>

A list of University policies will be provided in the Canvas course or can be accessed here: <https://lms-media.uttyler.edu/fileman/ODL/Resource/Policies.html>