



## EDLR 5310.460: Leadership Theory and Practice

**Term:** Second 7 Week Session Summer 2026

**Office Hours:** By appointment

Tyler One Cohort

**Course Dates:** June 29 – August 15, 2026

**Professor:** Dr. Cindy Woody

**Course Times:** Online

**Office Phone:** 903-566-6334

**Classroom:** Canvas

**Email:** [cwoody@uttyler.edu](mailto:cwoody@uttyler.edu)

### Course Overview

This course is 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 Outcomes

**Texas Principal Standards:** [Access the Texas Principal Standards here](#)

*The student will be able to:*

Objective	Texas Principal Standard
Understand historical management and leadership theories and how they have influenced leadership development.	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)(1),
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 self-evaluation and goal-setting, synthesizing educational leadership theory.	ALL

## Required Textbooks and Readings

- APA Manual, 7<sup>th</sup> Edition. (program requirement). This text is available for free as an e-text from the UT Tyler Library. Access is available in Canvas.
- Whitaker, T. (2020). *What Great Principals Do Differently: 20 Things That Matter Most* (3rd ed.). Routledge. This text is available for free as an e-text from the UT Tyler Library. Access is available in Canvas.
- Total Estimated costs of required course materials: \$0

## Course Structure

This course is designed to support your leadership development in moving from theory to practice and place you in the driver's seat to critically assess and problem-solve approaches to leadership, grounded in leadership and organizational theories. Through each module, you will read, engage in discussion with your Virtual Learning Community, explore various leadership and organizational theories through lectures, apply your learning through a variety of simulation activities or observational exercises (experiential learning), and work toward responsive and strategic goal setting reflecting professional leadership and organizational leadership.

**Discussions:** This course will include some reading assignments, discussion boards, and activities designed to encourage deep thinking and active learning. Generally, you will make one original post and engage in conversation with at least two peers for discussions. We will have at least one optional Zoom meeting to help launch the course and ensure your understanding and success in this class.

**Simulation Activities and Observational Exercises (Experiential Learning):** As an additional learning activity in each module, we will engage in experiential learning through various simulation activities and/or observational exercises. Simulation is designed to put you in the driver's seat in a risk-free environment and facilitate moving from theory to practice in your learning.

**Personal Philosophy and Style of Leadership Paper:** This formal writing exercise is designed to give you an opportunity to begin refining your own perspectives and philosophy about leadership.

**T-PESS Leadership Assignment:** Through the course, we will explore two lanes to support your leadership identity development: 1) self-evaluation/growth as a leader and 2) leadership actions, practice, and planning. Through this culminating assignment, you will utilize previous simulation activities in root cause analysis and strategic planning to simulate the development of two goals: 1) Professional Growth Goal and 2) Student/Campus Growth Goal.

## Tips for Success in this Course

**Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your learning community. You can learn a great deal from discussing ideas and perspectives with your peers, as you all have different perspectives you bring to the table through your educator experiences. I am more than happy to help you via email, text, phone, or Zoom. That's why I am here!

**Manage your time.** You will have a course assignment schedule to help you keep up with this fast-paced summer course. If you have some struggles with deadlines or schedule conflicts, please reach out to Dr. Woody so I can help you find a way to finish strong. You can do it!

**Login regularly.** I recommend that you log in to Canvas several times a week to stay active with the course. In general, if I post a course announcement, I also send out an email with the same information in case you check email more often than the Canvas course.

## Grading Structure

Assignment	Percentage %
Discussion Board and Participation	35%
Simulations and Related Activities	35%
Personal Philosophy and Style of Leadership Paper	10%
T-PESS Leadership Assignment	10%
Final Exam	10%
<b>Total</b>	<b>100%</b>

### Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

## University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”.

- [University Policy](#)
- [Student Resources](#)

## Artificial Intelligence Statement:

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

## Calendar of Topics, Readings, and Due Dates

A calendar of topics, readings, and due dates will be provided on the first day of the course.

## The UT Tyler College of Education and Psychology Mission and Vision

### CEP 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.

### 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.

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