



EDLR 5330.560 The Principalship

Term: Summer 2026

Office Hours: By appointment

Professor: Dr. Cindy Woody

Course Dates: May 11, 2026 – August 8, 2026

Office Phone: 903-565-5639

Classroom: Canvas

Email: cwoody@uttyler.edu

Course Times: Online

Last Day to Withdraw: July 10, 2026

Course Catalog Description:

EDLR 5313 offers an examination of the role and responsibilities of the principal as a leader in the elementary, middle, and/or secondary school.

Student Learning Outcomes & Assessments:

Upon completing this course, students will be able to demonstrate mastery in the following areas, based on the [Texas Principal Standards](#):

- 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*)

Course Expectations

Preparing for Leadership: Students will be encouraged to take ownership in their own learning through critical and reflective thinking regarding the roles and responsibilities of effective principals. Students will explore the roles and responsibilities of school principals in varied settings. The assignments and discussions in this course are designed to help you develop your own leadership style while preparing for the demands of real-world leadership.

Preparing for Leadership Exams: EDLR 5330 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5313 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed on the TExES 268 PIL Exam and TExES 368 PASL required for all certification candidates who are awarded a Texas Principal's Certificate. For assistance with preparing for your certification exams, check out my free test prep videos by visiting [Dr. Cindy Woody on YouTube](#).

Evaluation and Grading:

A =	90% - 100% of points available	D =	60% - 69% of points available
B =	80% - 89% of points available	F =	0% - 59% of points available
C =	70% - 79% of points available		

Required Text and Related Readings Textbooks:

In this course, all learning materials are provided for free. The instructor will share these materials in each module under the tab labeled "Assigned Readings and Resources."

Assignments:

In this course, you can expect a range of assignments. Your instructor will provide you with a schedule and list of all assignments and due dates 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 build student ownership in their learning. Reflections should build a bridge between course concepts, personal goals, and future learning. Students will develop a personal connection based on recent learning.
- **Assignments/projects** – Course assignments allow students to demonstrate learning by applying concepts in real world situations.
- **Quizzes and Exams** – Quizzes and exams test a student's understanding of covered course content and provide feedback to assist your instructor in monitoring your

Course Policies:

- **Due Dates:** A schedule of assignments and due dates will be available in your Canvas course on the first day of class. All assignments should be completed by midnight of the due date.
- **Late work:** Contact Dr. Woody as soon as possible if you are experiencing issues with submitting assignments on time. Reasonable exceptions will be made for emergencies and

unexpected schedule conflicts as you maintain timely communication and gain written instructor approval. **My goal is for you to be SUCCESSFUL in this course and as a school leader.**

- **Quality of Assignments:** All assignments are expected to demonstrate graduate level quality work and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10% unless otherwise noted by the instructor.
- **Related Field Experiences:** This course provides background context to support a successful internship experience. This course helps prepare you to work collaboratively with your site supervisor.

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. In this course, all of your assignments should be your own, original work.

Please refrain from using AI tools in place of your own thoughts, ideas, data, plans, and/or written content. Doing so can result in a failing grade.

Tips for Success in this Course

1. **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.
2. **Manage your time.** I get it! Students usually juggle a lot, and I know you've got commitments beyond this class: work, life, family, personal time, etc. Still, doing your best in graduate school means carving out enough dedicated time for coursework.
3. **Login regularly.** I recommend that you log in to Canvas weekly to stay active with the course even if you have gotten ahead. I use both the announcement feature and class emails to ensure you do not overlook or miss anything. I encourage you to forward your UT Tyler emails to your most frequently checked email account if you are not in the habit of checking it often.
4. **Do not fall behind.** We will have a course assignment calendar that will help you plan ahead for due dates and prep work required for completing assignments and projects. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together.

5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a concept, reach out to me for support. We can jump on Zoom, talk by email, talk on the phone, or text. I will provide my cell phone number in the Canvas course. If it seems like I have missed an email from you, please feel free to call or text. Your success is my priority. I am available and happy to help.
7. **Seize this opportunity!** You only have one opportunity to be an intern and hopefully need only one opportunity to take this course. Seize this opportunity to really get out there in terms of asking questions, shadowing leaders, volunteering and leading boldly on your campus, and turning what you are learning into actionable steps for real life instead of just one more completed assignment. You will be in the hot seat as a leader very soon, and you will want to look and feel as if you know what you are doing. Make this semester count!

University Policies & Student Resources:

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

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

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

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.

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.

UT Tyler School of Education

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty uses the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (In TASC) standards used by educator

preparation programs throughout the United States. The following resources link to external sites.

Texas Education Standards:

The Texas Education Standards (TAC 241.55) can be accessed [here](#).

Standards for Educators' Preparation Program:

The TExES 268 Domains and Competencies (TAC 241.15) can be accessed [here](#).

Effective Schools Framework:

The TEA Effective Schools Framework can be accessed [here](#).

Educator Code of Ethics:

The Code of Ethics and Standard Practices for Texas Educators (TAC 247) can be accessed [here](#).