Educational Leadership Theory and Practice

EDLR 5310, Educational Leadership Theory and Practice

Instructor Information
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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 …

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Principal Standard</th>
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<tbody>
<tr>
<td>Understand historical management and leadership theories and how they have influenced current schools.</td>
<td>2(A)(ii), 3(B)(i)</td>
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<tr>
<td>Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.</td>
<td>2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)</td>
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<tr>
<td>Identify positive attributes of exemplary teachers.</td>
<td>1(A)(i)(I),</td>
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<td>Reflect upon areas in which they personally must improve to take leadership positions.</td>
<td>2(A)(i)(VI), 3(A)(i)(III)</td>
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<td>Understand current legal issues and ways to influence through leadership.</td>
<td>4(B)(iv), 4(B)(v)</td>
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<td>Describe what it means to support teachers and provide strategies for doing so.</td>
<td>3(A)(i)(VII)</td>
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<td>Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.</td>
<td>1(B)(ii), 2(A)(i)(III), 2(B)(i)</td>
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<td>Understand the dynamics of change from the perspective of a campus leader.</td>
<td>3(A)(i)(V),</td>
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<td>Reflect upon the role of standardized testing within our schools.</td>
<td>1(A)(ii), 3(A)(i)(III)</td>
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<tr>
<td>Understand ways in which to improve standardized test scores through using the role of the principal to influence teacher performance.</td>
<td>2(B)(iv), 2(B)(ii), 5(A)(i)(II)</td>
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<td>Recognize and define the school characteristics that focus on student achievement.</td>
<td>3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)</td>
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<td>Recognize the importance of expectations among</td>
<td>1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)</td>
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Develop a resume and interview packet for a principal position. | 3(B)(iii)
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Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES. | 3(A)(i)(III)
Identify messages that the school sends from appearance and signs. | 3(B)(iii)

**Principal Standards**

1. Standard 1—Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

   (A) Knowledge and skills.

   (i) Effective instructional leaders:

      (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

      (II) implement a rigorous curriculum aligned with state standards;

      (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

      (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

      (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal’s focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

   (B) Indicators.

   (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

   (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.
(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to
support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

**Evaluation and Grading**

Leadership quizzes/discussion boards – The student will complete quizzes that are intended to check for understanding of particular roles of a superintendent.

Simulations – The student will respond to topical assignments to exhibit depth of understanding about the subject.

Leadership and the Law quizzes – The student will complete quizzes related to videos and other documents.

TExES Patterns – The student will complete questions based on principal competencies.

Current Events – The student will watch videos on current events and complete related quizzes.

Final exam

Grading:

- Leadership quizzes: 5 to 10 points each
- Discussion boards: 10 points for semester
Simulations 10 points each
Leadership and the law quizzes 1 point per question
Current events quizzes 1 point per question
TExES Patterns 1 point per question
Final exam 50 points

Course Grading

90% - 100% of points A
80% - 89% of points B
70% - 79% of points C

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

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.

Required Texts:

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.

University Policies

Code of Conduct
UT Tyler Academic Dishonesty Policy:

At the University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintains a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

“Cheating” includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an unadministered examination or work assignment.
“Plagiarism” includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

“Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

**Grade Replacement/Forgiveness**
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Disability/Accessibility Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**College of Education and Psychology**

**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, to make significant contributions to local and global communities, and to work 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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Policies

Student Travel Policy
Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.