

The University of Texas at Tyler
College of Education and Psychology
School of Education
Department of Educational Leadership and Policy Studies
EDLR 5313: Critical Issues in Educational Leadership
Fall 2021

Instructor Information

Kathy Ray, Ed.D.

Cell: 254-592-9480

Email: kathyray@uttyler.edu

Course Catalog Description:

EDLR 5313 is an inquiry into critical issues in educational leadership. This course engages students in a systematic exploration of critical issues in educational leadership through a formal inquiry-based approach.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas (Principal Standards, Competencies and the Educators' Code of Ethics links can be found on page 5 of this Course Syllabus):

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i)(I-II)(ii), 4(B)(i-v),
Communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	4(A)(i)(III-V)
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
Design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)

<ul style="list-style-type: none"> • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving 	
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. <ul style="list-style-type: none"> • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills. 	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)
Understand strategic operations and systems for goal attainment, including finance, budgeting and resource allocation.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

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 educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5313 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 in the TExES required for all students who are awarded a Texas Principal’s Certificate.

Assessment Specifics and Assignments Final Grade Calculations

A = 90% - 100% of points available

B = 80% - 89% of points available

C = 70% - 79% of points available

All assignments must be completed by midnight on Sunday night. All assignments are expected to be completed at graduate level quality 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%. 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.

Evaluation and Grading

- Leadership Assignments - Students will participate in field-based assignments on their campus to diagnosis and analyze their campus in critical areas of school improvement to determine root causes, complete an equity audit, and develop principal and school actions to improve areas of need as determined by the root cause analysis for their campus.
- Discussion Boards – Students will participate in discussion board topics and will be graded by a rubric and on specific discussion boards in which peer feedback is required.
- Final Projects – Students will participate in developing a School Improvement Action Plan. Students will also select a topic and write an action research introduction with references based on the School Improvement Action Plan.

All course assignments for EDLR 5313 **must** be completed to earn a grade of “A”. In the event **any** course assignment is not finished or does not meet the graduate standards by the end of the semester, the student will earn a grade commensurate with the level and amount of work submitted.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade **only** when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F.

University policy dictates that graduate students have **one year to complete the coursework before an “F” is assigned**. In addition, EDLR students **may not proceed to Block II** classes until the incomplete work has been accepted.

University Withdrawal Dates

Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for classes which is Friday, September 3, 2021.

Last day to withdraw to receive a W or Q is Monday, November 1, 2021.

Teaching Strategies

EDLR 5313 utilizes 100% online instruction through UT Canvas. The instructor uses lecture format with group process and constructive learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge on critical issues in

Educational Leadership. The instructor will utilize online discussions, presentations, videos, independent practices, and inquiry-based strategies to explore the theory, practice, and reform of education in the United States.

Related Field Experiences

This course provides background context to support a successful internship experience.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following:

1. In order to receive a principal certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the State of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

Required Text and Related Readings Textbooks:

e-access through Muntz Library

Be sure and check about utilizing e-access for your textbooks at <https://libguides.uttyler.edu/textbooks>. Should you have questions regarding e-access or any other question regarding educational resources, please contact Vandy Dubre at vdubre@uttyler.edu.

American Psychological Association, (2020). *Publication manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association. ISBN-10: 1-4338-0561-8

Desravines, J., Aquino, J., & Fenton, B. (2016) *Breakthrough principals: A step-by-step guide to building stronger schools*. CA: Jossey-Bass - A Wiley Brand
ISBN: 9781

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.

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignment requirements; read and listen carefully; and, think critically. There are no provisions for making-up quizzes or assignments.

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.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here \(Links to an external site.\)](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <https://www.uttyler.edu/writingcenter/> (Links to an external site.)
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/> (Links to an external site.)

- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254).

College of Education and Psychology (CEP) Vision and Mission

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 through productive contributions to local and global communities and 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT Tyler School of Education

Standards for Educators' Preparation Programs

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 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 list of [Texas Education Standards \(Links to an external site.\)](#) can be accessed [here \(Links to an external site.\)](#).

Access the [Code of Ethics and Standard Practices for Texas Educators \(Links to an external site.\)](#).

The [TExES 268 Domains and Competencies](#) can be accessed [here \(Links to an external site.\)](#).

Bibliography

Journals and Periodicals

- ASCD Education Update*, Association for Supervision and Curriculum Development.
- Communicator*, National Association of Elementary School Principals.
- Educational Administration Quarterly*, University Council for Educational Administration.
- Educational Leadership*, Association for Supervision and Curriculum Development. *Educational Researcher*, American Educational Research Association.
- INSIGHT*, Texas Association of School Administrators.
- Instructional Leader*, Texas Elementary Principals and Supervisors Association. *Newsleader*, National Association of Secondary School Principals
- Phi Delta Kappan*, Phi Delta Kappa.
- Principal*, National Association of Elementary School Principals.
- Principal Leadership*, National Association of Secondary School Principals

Other Resources

- Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, Calif.: Jossey-Bass.
- Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, Calif.: Jossey-Bass.
- Daresh, J. C. (2006). *Beginning the principalship: A practical guide for new school leaders*, Third Edition. Thousand Oaks, Calif.: Corwin Press.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, Calif.: Stanford University, Stanford Educational Leadership Institute.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes and promises*, Second Edition. San Francisco, Calif.: Jossey-Bass.
- DuFour, R. & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, Ind.: Solution Tree Press.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, Calif.: Jossey-Bass.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *SuperVision and instructional leadership: A developmental approach*, Ninth Edition. New York, N.Y.: Pearson Education.

- Grogan, M. (Ed.) (2013). *The Jossey-Bass reader on educational leadership*, Third Edition. San Francisco, Calif.: Jossey-Bass.
- Hodkinson, A. (2015). *Key issues in special educational needs and inclusion*, Second Edition. Thousand Oaks, Calif.: Sage.
- Kowalski, T. J. (2011). *Case studies on educational administration*, Sixth Edition. Upper Saddle River, N.J.: Pearson.
- Martin, L. E., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (Eds.). (2015). *Handbook of professional development in education: Successful models and practices, PreK–12*. New York, N.Y.: The Guilford Press.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- McDonald, J. P. & The Cities and Schools Research Group. (2014). *American school reform: What works, what fails, and why*. Chicago, Ill.: University of Chicago.
- McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Osborne, A.G. & Russo, C.J. (2014). *Special education and the law: A guide for practitioners*, Third Edition. Thousand Oaks, Calif.: Corwin.
- Sadeghi, L. & Callahan, K. (Eds.). (2015). *Educational leadership in action: A casebook for aspiring administrators*. New York, N.Y.: Routledge.
- Schlechty, P. C. (2011). *Engaging students: The next level of working on the work*. San Francisco, Calif.: Jossey-Bass.
- Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco, Calif.: Jossey-Bass.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.
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- Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco, Calif.: Jossey-Bass.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*, Second Edition. San Francisco, Calif.: Jossey-Bass.
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- Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law*, Eighth Edition. Austin, Texas: University of Texas Press.

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- Wiggins, G. & McTighe, J. (2013). *The understanding by design guide to creating high quality units*. New York, N.Y.: Routledge.
- Zepeda, S. J. (2013). *The principal as instructional leader: A practical handbook*, Third Edition. New York, N.Y.: Routledge.

Online Resources

- Education Commission of the States — www.ecs.org
- Education Law — Guide to Education Law — www.hg.org/edu.html
- National Center on Educational Outcomes — www.cehd.umn.edu/nceo
- Texas Administrative Code — www.sos.state.tx.us/tac/index.shtml
- Texas Constitution and Statues/Texas Education Code — www.statutes.legis.state.tx.us
- Texas Education Agency — www.tea.texas.gov
- Texas Project FIRST — www.texasprojectfirst.org
- U.S. Department of Education — www.ed.gov