The University of Texas at Tyler

The University of Texas at Tyler
College of Education and Psychology
School of Education
EDLR 5337 - School Building Operations

Instructor Information

Session	Summer 2024
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment

Instructor	Forrest Kaiser, Ed.D.
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Catalog Description
The expertise required by campus leadership to effectively operate a school will be addressed, emphasizing applied skills and practical applications relating to school building operations. Students will identify problems or challenges that affect school building operations and propose resolutions using a field based problem-solving framework.

Student Learning Outcomes
The student will be able to:

- Reflect upon personal growth and leadership development in administering building operations. *2(A)(i)(VI), 3(A)(i)(III)*
- Understand current legal issues relevant to building operations and ways to influence through leadership. *4(B)(iv), 4(B)(v)*
- Describe what it means to support building operations and provide collaborative structures for leadership opportunities. *2(B)(iii), 3(A)(i)(VII)*
- Understand the dynamics of change from the perspective of a campus leader. *3(A)(i)(V)*
- Recognize and define characteristics of building operations focusing 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)*
- Recognize the need to monitor multiple data points to evaluate progress toward building operations goals. *5(A)(i)(II)*
- Understand the importance of aligning building operations resources with school priorities and goals. *5(A)(i)(IV)*

[Click here](#) for a copy of the Texas Principal Standards.

Course Schedule		
Available	**Module Topics**	**Assignments Due**
	Introduction Module • Learning Styles Inventory • Class Orientation Session *(Date is in Announcements of Canvas)*	Sun, May 19
Mon, May 13 *(extra week)*	**Module 1:** **Parent Involvement, Community Support, and School Activities** • Part 1 – Individual Research • Part 2a – Collaboration Meeting • Part 2b – Field Based Problem-Solving Framework • Part 3a – Peer Reviews • Part 3b – Reflection	Sun, May 26 Sun, Jun 2 Sun, Jun 2 Sun, Jun 9 Sun, Jun 9
Mon, Jun 10	**Module 2:** **Goal Setting and Financial Planning** • Part 1 – Individual Research • Part 2a – Collaboration Meeting • Part 2b – Field Based Problem-Solving Framework • Part 3a – Peer Reviews • Part 3b – Reflection	Sun, Jun 16 Sun, Jun 23 Sun, Jun 23 Sun, Jun 30 Sun, Jun 30
Mon, Jul 1	**Module 3:** **Central Office Connections, Building Maintenance, and Crisis Response** • Part 1 – Individual Research • Part 2a – Collaboration Meeting • Part 2b – Field Based Problem-Solving Framework • Part 3a – Peer Reviews • Part 3b – Reflection	Sun, Jul 7 Sun, Jul 14 Sun, Jul 14 Sun, Jul 21 Sun, Jul 21
Mon, Jul 22	**Module 4:** **Student Support, Data Monitoring, and the Learning Environment** • Part 1 – Individual Research • Part 2a – Collaboration Meeting • Part 2b – Field Based Problem-Solving Framework • Part 3a – Peer Reviews • Part 3b – Reflection	Sun, Jul 28 Sun, Aug 4 Sun, Aug 4 **Fri**, Aug 9 **Fri**, Aug 9
*Last day to withdraw from this course: **July 12th, 2024***		

Graded Course Requirements

- **Individual Research.** Students will be presented with a general area of school building operations in each module and will individually research this area within their own school or district to identify a potential issue to address. Students will then share their findings with others in their group in a Canvas discussion and schedule a collaboration meeting. Prior to the meeting, students will review and comment on the findings of others in the group.
- **Collaboration Meeting.** During the collaboration meeting, students will present their potential issues, share implications, and make a case for its significance. The group will then weigh the options and select an issue to address together. Groups will suggest, explore, and examine potential solutions and develop a final report. This meeting will be recorded and shared with the entire cohort in a Canvas discussion.
- **Field Based Problem-Solving Framework.** Each of the 4 Field Based Problem-Solving Frameworks require student teams to gather artifacts and write a report that identifies and proposes a resolution to a problem or challenge in their school that affects school building operations relating to the topic presented in the module.
- **Peer Reviews.** Students will be randomly assigned two reports from other groups for peer review and feedback.
- **Reflection.** Individual students will review the feedback received and write a personal reflection on the learning while sharing possible revisions to both process and product.

Course Requirements

Part 1: Research, Identification, Planning   *(30% of final grade)*
Part 2: Discussion, Development, Proposal   *(40% of final grade)*
Part 3: Evaluation, Feedback, Reflection   *(30% of final grade)*

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

Related Field Experiences
Students will have the opportunity to interview campus and district personnel in the identification and resolution to a problem or challenge presented in the module.

Required Textbooks
No textbook is required.

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. No late work is accepted.

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

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at fkaiser@uttyler.edu

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. 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.

Written Assignments

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the discussion grade.

Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

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.

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**.