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	**Fall 2023**
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment

Instructor	Jill J. Tokumoto, Ph.D.
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Communication

If you have questions, concerns, and/or conflicts that will affect your overall performance in class, please don't hesitate to contact me. I prefer communicating by text or phone. You can leave me a message and I will typically respond within 24 hours.

<u>**Course Catalog Description**</u>
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.

<u>**Student Learning Objectives:**</u> **Upon completing this course, the student will:**

Objective	Texas Principal Standard
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)

Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module • Faculty Information • Course Syllabus • Building Bureaucratic and Cultural Linkages • Learning Styles Inventory	August 14	*September 3* **Building Bureaucratic and Cultural Linkages* **Learning Styles Inventory*
Module 1 • Fostering Central Office Relations	September 4	*September 10* **Field Based Problem- Solving Framework*
Module 2 • Monitoring Organizational Information	September 11	*September 17* **Field Based Problem- Solving Framework*
Module 3 • Coordinating School Activities	September 18	*September 24* **Field Based Problem- Solving Framework*
Module 4 • Managing Financial Resources	September 25	*October 1* **Field Based Problem- Solving Framework*
Module 5 • Supporting School Building Maintenance	October 2	*October 8* **Field Based Problem- Solving Framework*
Module 6 • Directing School Support Services	October 9	*October 15* **Field Based Problem- Solving Framework*
Module 7 • Promoting Parent and Community Support	October 16	*October 22* **Field Based Problem- Solving Framework*
Module 8 • Creating a Learning Environment	October 23	*October 29* **Field Based Problem- Solving Framework*
Module 9 • Setting School Goals	October 30	*November 5* **Field Based Problem- Solving Framework*
Module 10 • Implementing Crisis Response	November 6	*November12* **Field Based Problem- Solving Framework*
Wrap up: Submit missing assignments, prepare for final exam	November 13	*November 26*
Thanksgiving Holiday	November 20	*November 24*
Study for final exam – review readings	November 27	*December 3*
Final Exams	December 4	*December 8*

**Last day to withdraw: October 30, 2023

Evaluation & Grading

- **Field Based Problem-Solving Framework** - *The framework will be used for every assignment*
  - o Each of the 10 *Field Based Problem-Solving Frameworks* requires the student 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.
  - o Refer to the "Field Based Problem-Solving Framework" in **Appendix** for instructions, format, and scoring rubric.
- **Final Exam** – The final exam will test a student's understanding of covered course content.

Assessment Specifics & Assignments

- *Field Based Problem-Solving Framework*   100 points: 10 tasks @ 10 points each
- Late assignments will receive a minimum 10% deduction
- Lowest grade possible for a late assignment = 50%

Final Grade Calculations

- Total Points =
  - o A = 90% - 100% of points available
  - o B = 80% - 89% of points available
  - o C = 70% - 79% of points available

Teaching Strategies

- *Canvas* is the primary online learning management system used to teach and manage course assignments for School Building Operations EDLR 5337.

Related Field Experiences

- Students will have the opportunity to interview campus and district personnel in the identification and resolution to a problem or challenge affecting school building operations.

Required Text & Related Readings

- No textbook is required

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), **writingcenter@uttyler.edu**, **http://www.uttyler.edu/writingcenter/**
- UT Tyler Tutoring Center (903.565.5964), **tutoring@uttyler.edu**, **https://www.uttyler.edu/tutoring/**
- 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) **https://www.uttyler.edu/counseling/**

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 EDUCAITON 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's faculty uses 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

Appendix

Field Based Problem-Solving Framework

<u>Instructions</u>

For each module activity, you will identify and propose a resolution to a problem or challenge in your school that affects school building operations relating to **Enter Module Topic** (e.g., *Fostering Central Office Relations)*. Read the assigned material **Enter Document** (e.g., *Liaison and Negotiating Techniques)* to assist you in identifying, researching, and developing your plan.

<u>Format</u>

The **Field Based Problem-Solving Framework** has two sections requiring written commentary and gathering of artifacts (i.e., supporting documentation). **Total assignment submission should be no more than two pages (not including artifacts).**

Section 1) Identify a problem or challenge related to the week's topic on school building operations—your response should be **no more than one page, double-spaced, 12-point font:**
- Describe the problem or challenge.
- Discuss why is it significant.
- Provide relevant information about the environmental factors influencing the topic:
  - Information <u>might</u> include a student overview, including: ethnic, social, economic, cultural, and geographic factors affecting the school environment.
  - Information <u>might</u> include a faculty overview, including: career stages, teaching styles, diversity of staff, and leadership opportunities.

Section 2) Research and develop a plan—your response should be **no more than one page, double-spaced, 12-point font:**
- Describe the plan you developed.
- List personnel helping implement the plan describing what roles they would they play, and why.
- Provide examples of artifacts you would collect and explain why appropriate.
- Discuss how you would assess the results of the plan and its impact on school building operations.

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. **All items in sections 1 and 2 are included.** *(Value: 4-5 points)*	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. *(Value: 2-3 points)*	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. *(Value: 0-1 points)*
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. **All items in sections 1 and 2 are discussed.** *(Value: 4-5 points)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 2-3 points)*	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. *(Value: 0-1 points)*