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

Instructor Information

Session	Spring 2023
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 • Building Bureaucratic and Cultural Linkages • Learning Styles Inventory	Sun, Jan 15
Mon, Jan 9 *(2 weeks)*	**Module 1 - Fostering Central Office Relations** • Field Based Problem- Solving Framework	Sun, Jan 22
Mon, Jan 23	**Module 2 - Monitoring Organizational Information** • Field Based Problem- Solving Framework	Sun, Jan 29
Mon, Jan 30	**Module 3 - Coordinating School Activities** • Field Based Problem- Solving Framework	Sun, Feb 5
Mon, Feb 6	**Module 4 - Managing Financial Resources** • Field Based Problem- Solving Framework	Sun, Feb 12
Mon, Feb 13	**Module 5 - Supporting School Building Maintenance** • Field Based Problem- Solving Framework	Sun, Feb 19
Mon, Feb 20 *(2 weeks)*	**Module 6 - Directing School Support Services** • Field Based Problem- Solving Framework	Sun, Mar 5
Mon, Mar 6 *(2 weeks with spring break)*	**Module 7 - Promoting Parent and Community Support** • Field Based Problem- Solving Framework	Sun, Mar 19
Mon, Mar 20	**Module 8 - Creating a Learning Environment** • Field Based Problem- Solving Framework	Sun, Mar 26
Mon, Mar 27	**Module 9 - Setting School Goals** • Field Based Problem- Solving Framework	Sun, Apr 2
Mon, Apr 3	**Module 10 - Implementing Crisis Response** • Field Based Problem- Solving Framework	Sun, Apr 9
Mon, Apr 10	**Wrap up -** Prepare for final exam – Resubmission of assignments	
	Oral Final Exam • Window: Mon, Apr 17 through Fri, Apr 21	**Fri, Apr 21**

Last Day to Withdraw from this course: **March 23, 2023**

UT Tyler Spring Break: **Mon, Mar 13 through Sat, Mar 18**
Graded Course Requirements

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

Full descriptions of each assignment will be provided within the course module.

Course Requirements

Field Based Problem-Solving	100 points: 10 tasks @ 10 points each
Final Exam	50 points

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 affecting school building operations.

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, Quizzes & Exams

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

All other written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. 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**.