



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

Instructor Information

Session	Summer 2023
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment

Instructor	Forrest Kaiser, Ed.D. fkaiser@uttyler.edu 903.780.8860 (cell)
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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 <ul style="list-style-type: none"> • Building Bureaucratic and Cultural Linkages • Learning Styles Inventory 	Sun, May 14
Mon, May 8 (2 weeks)	Module 1 - Fostering Central Office Relations <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, May 21
Mon, May 22	Module 2 - Monitoring Organizational Information <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, May 28
Mon, May 29	Module 3 - Coordinating School Activities <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jun 4
Mon, Jun 5	Module 4 - Managing Financial Resources <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jun 11
Mon, June 12	Module 5 - Supporting School Building Maintenance <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jun 18
Mon, Jun 19 (2 weeks)	Module 6 - Directing School Support Services <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jul 2
Mon, Jul 3	Module 7 - Promoting Parent and Community Support <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jul 9
Mon, Jul 10	Module 8 - Creating a Learning Environment <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jul 16
Mon, Jul 17	Module 9 - Setting School Goals <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jul 23
Mon, Jul 24	Module 10 - Implementing Crisis Response <ul style="list-style-type: none"> • Field Based Problem- Solving Framework 	Sun, Jul 30
Mon, Jul 31	Wrap up - Resubmission of assignments	
	Oral Final Exam <ul style="list-style-type: none"> • Window: Mon, Jul 24 through Fri, Jul 28 	

Last Day to Withdraw from this course: **July 7, 2023**

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](#).