The University of Texas at TYLER

The University of Texas at Tyler College of Education and
Psychology School of Education
Educational Leadership and Policy Studies
EDLR 5337 School Building Operations

Instructor Information

Session	**Fall 2021**
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment
Instructor	Jill J. Tokumoto, Ph.D.
	jtokumotoisacson@uttyler.edu
Phone	469-288-0516 (cell)

Course 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 Objectives

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 23	*September 5* **Building Bureaucratic and Cultural Linkages* **Learning Styles Inventory*
Module 1 • Fostering Central Office Relations	September 6	*September 12* **Field Based Problem- Solving Framework*
Module 2 • Monitoring Organizational Information	September 13	*September 19* **Field Based Problem- Solving Framework*
Module 3 • Coordinating School Activities	September 20	*September 26* **Field Based Problem- Solving Framework*
Module 4 • Managing Financial Resources	September 27	*October 3* **Field Based Problem- Solving Framework*
Module 5 • Supporting School Building Maintenance	October 4	*October 17* **Field Based Problem- Solving Framework*
Module 6 • Directing School Support Services	October 18	*October 24* **Field Based Problem- Solving Framework*
Module 7 • Promoting Parent and Community Support	October 25	*October 31* **Field Based Problem- Solving Framework*
Module 8 • Creating a Learning Environment	November 1	*November 7* **Field Based Problem- Solving Framework*
Module 9 • Setting School Goals	November 8	*November 14* **Field Based Problem- Solving Framework*
Module 10 • Implementing Crisis Response	November 15	*November 28* **Field Based Problem- Solving Framework*
Wrap up: Submit missing assignments, prepare for final exam	November 29	*December 5*
Final Exam	December 7	*December 11* *Final Exam Due*

**Last day to withdraw: November 01, 2021

Evaluation & Grading
- *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 **Appendix** for instructions, format, and scoring rubric.

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 =
  - A = 90% - 100% of points available
  - B = 80% - 89% of points available
  - 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.

UNIVERSITY POLICIES

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

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: **http://www.uttyler.edu/wellness/rightsresponsibilities.php**

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at **http://www.uttyler.edu/about/campus-carry/index.php**

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit **http://www.uttyler.edu/tobacco-free**

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at **http://www.uttyler.edu/registrar**. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Withdrawal Policy
Last day to withdraw: November 01, 2021

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you or have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to **cstaples@uttyler.edu**

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the 2nd class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i)   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

UT Tyler Resources for Students

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

TEXAS ADMINISTRATIVE CODE STANDARDS FOR PRINCIPAL PREPARATION PROGRAMS

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.
Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

§149.2001. Principal Standards.

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the con-

tent, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a

variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stake-holders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two- way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19   EDUCATION
PART 7   STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2   *Purpose and Scope; Definitions*

(b) Enforceable Standards.
   (1) Professional Ethical Conduct, Practices and Performance.
      (A) *Standard 1.1.* The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
      (B) *Standard 1.2.* The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
      (C) *Standard 1.3.* The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
      (D) *Standard 1.4.* The educator shall not use institutional or professional privileges for personal or partisan advantage.
      (E) *Standard 1.5.* The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
      (F) *Standard 1.6.* The educator shall not falsify records, or direct or coerce others to do so.
      (G) *Standard 1.7.* The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) *Standard 1.8.* The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) *Standard 1.9*. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) *Standard 1.10*   The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) *Standard 1.11*. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) *Standard 1.12*.The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) *Standard 1.13*. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) *Standard 2.1.* The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 2.2.* The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) *Standard 2.3.* The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) *Standard 2.4.* The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) *Standard 2.5.* The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) *Standard 2.6.* The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) *Standard 2.7.* The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) *Standard 3.1.* The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 3.2.* The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) *Standard 3.3.* The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) *Standard 3.4.* The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) *Standard 3.5.* The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) *Standard 3.6.* The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) *Standard 3.7.* The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) *Standard 3.8.* The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I)   *Standard 3.9.* The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as

cell phone, text messaging, email, instant messaging, blogging, or other social net-
work communication. Factors that may be considered in assessing whether the com-
munication is inappropriate include, but are not limited to:

(i)   the nature, purpose, timing, and amount of the communication;
(ii)   the subject matter of the communication;
(iii)   whether the communication was made openly or the educator attempted to
        conceal the communication;
(iv)   whether the communication could be reasonably interpreted as soliciting
        sexual contact or a romantic relationship;
(v)   whether the communication was sexually explicit; and
(vi)   whether the communication involved discussion(s) of the physical or sexual
        attractiveness or the sexual history, activities, preferences, or fantasies of
        either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg
1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective De-
cember 26, 2010,
35 TexReg 11242

Appendix

Field Based Problem-Solving Framework

Instructions

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 Negotiat-
ing Techniques)* to assist you in identifying, researching, and developing your plan.

Format

The **Field Based Problem-Solving Framework** has two sections requiring written commen-
tary and gathering of artifacts (i.e., supporting documentation).
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:
    o Information <u>might</u> include a student overview, including: ethnic, social,
       economic, cultural, and geographic factors affecting the school environ-
       ment.
    o Information <u>might</u> include a faculty overview, including: career stages, teaching
       styles, diversity of staff, and leadership opportunities.

2) Research and develop a plan—your response should be no more than one page, double-spaced,
12-point font, plus sample artifacts included:

• 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)*

Eberly Center for Teaching Excellence, Carnegie Mellon University
Adapted from: Scoring Rubric for Short, Research-based Position Paper
Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon
University