



The University of Texas at Tyler

School of Education

EDLR 5337 - School Building Operations

Instructor Information

Session	Fall 2026
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 • Learning Styles Inventory • Class Orientation Session (<i>Date is in Announcements of Canvas</i>)	Sun, Aug 30
Mon, Aug 24 <i>(4 weeks)</i>	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, Sep 6 Sun, Sep 13 Sun, Sep 13 Sun, Sep 20 Sun, Sep 20
Mon, Sep 21 <i>(4 weeks)</i>	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, Oct 4 Sun, Oct 11 Sun, Oct 11 Sun, Oct 18 Sun, Oct 18
Mon, Oct 19 <i>(3 weeks)</i>	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, Oct 25 Sun, Nov 1 Sun, Nov 1 Sun, Nov 8 Sun, Nov 8
Mon, Nov 9 <i>(3 weeks + Fall Break Nov 23-27)</i>	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, Nov 15 Sun, Nov 22 Sun, Nov 22 Sun, Dec 6 Sun, Dec 6
<i>Last day to withdraw from this course: October 30, 2026</i>		

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	<i>(30% of final grade)</i>
Part 2: Discussion, Development, Proposal	<i>(40% of final grade)</i>
Part 3: Evaluation, Feedback, Reflection	<i>(30% of final grade)</i>

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 CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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](#).