The University of Texas at Tyler
College of Education and Psychology
Department of Educational Leadership and Policy Studies

Course Prefix, Number, Section   EDLR 5337.060
Course Title                    School Building Operations
Session                        Fall, Spring, Long Summer
Credit                         3 hours

Days, Time and Location        100% Online

Instructor Information         Vance Vaughn, Ed.D.
                                HPR 108
                                Office: 903.565.5851
                                Home: 903.675.2908
                                Cell: 903.203.5210
                                Fax: 903.565.5527
                                vvaughn@uttyler.edu

Office Hours:                  By appointment only
Course Description:

The skills required of principals and assistant principals to effectively operate a school will be addressed. Skills will include the managerial responsibilities required in the day-to-day functioning of a school. The associated laws and their practical application to these functions will be stressed. Emphasis will be on applied skills and practical applications.

Student Learning Objectives

Upon completing this course, the student will ...

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Principal Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape campus culture by developing a shared vision.</td>
<td>4(A)(i) I and II</td>
</tr>
<tr>
<td>Engage in effective decision making and problem solving</td>
<td>All 5 Standards</td>
</tr>
<tr>
<td>Communicate and collaborate with stakeholders to promote student success</td>
<td>3(A) I (vi.vii.and viii)</td>
</tr>
<tr>
<td>Apply leadership and management principles.</td>
<td>4(B) (v);</td>
</tr>
<tr>
<td>Act with integrity, fairness and in an ethical and legal manner.</td>
<td>3(B)lv</td>
</tr>
<tr>
<td>Shape campus culture by creating a shared vision</td>
<td>4(A) (i) I and II</td>
</tr>
<tr>
<td>Design curriculum, instruction, and assessment for student performance</td>
<td>1(A) all of A; 1(B) all of B</td>
</tr>
<tr>
<td>Advocate, sustain instructional program conducive to student learning</td>
<td>1(A) all of A; 1 (B) all of B</td>
</tr>
<tr>
<td>and professional development.</td>
<td></td>
</tr>
<tr>
<td>Implement staff evaluation and development system.</td>
<td>1(A) all of A; 1(B) all of B</td>
</tr>
<tr>
<td>Promote safe physical plant</td>
<td>4(B)(iv and v)</td>
</tr>
</tbody>
</table>
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 content, 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 stakeholders 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.

*Note: The above student learning outcomes comprise Texas Examination of Educator Standards (TExES) for standard principal certification.
## Online Expectations, Responsibilities and Accountability

<table>
<thead>
<tr>
<th>Action</th>
<th>Professor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical/computer issues</td>
<td>I cannot address individual hardware/software issues established by single students. My recommendation is to begin your studies in ample time so that the due date is not pressing against you.</td>
<td>Irrespective of your technical problems, your assignments are due on time. There are no provisions in this course for late work or make-up work.</td>
</tr>
<tr>
<td>Tests, Quizzes and Online Assessments</td>
<td>Professor expects a high level of integrity, morality and professionalism from students.</td>
<td>Students are trusted to not copy these assessments for future students.</td>
</tr>
<tr>
<td>Emails</td>
<td>I will attempt to answer emails within 24 hours of receipt.</td>
<td>Students must understand that I am not online 24/7, neither is it possible. In addition, the student/teacher ratio is high.</td>
</tr>
<tr>
<td>Online submissions</td>
<td>My intentions are to have students submitted assignments returned within 48 hours of submissions. Understand though that a major crisis might delay returns.</td>
<td>Early submissions enjoy a thorough assessment as opposed to those suffering from procrastination.</td>
</tr>
<tr>
<td>Out of Town</td>
<td>Online instruction should not be interrupted by being out of town. Internet should be available wherever I travel. In case it is not, I will make provisions so that class is not interrupted.</td>
<td>Student class responsibility should not be altered by student travel. Professor will still hold students accountability for the learning.</td>
</tr>
<tr>
<td>Avenues of Communication</td>
<td>Emails are the quickest way to reach me. I prefer students to not call me on my personal cell phone, however, if there is a pressing issue, then please call me at any time on my personal cellular phone. My office telephone is not a good way to reach me as my classes are online.</td>
<td>It is up to students to call.</td>
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</table>
Topical Outline

The principal, in general, leads and manages in a way so as to change the nature of schools from the interior, letting go of the traditional philosophical beliefs and actions along with the understandings of brick and mortar and structural changes to the organization and processes. The principal, specifically, rethinks continuously of ways to improve teaching and learning with the ultimate goal being to improve student achievement individually and collectively. Specifically, changing today’s schools so that students are future ready when they graduate.

7 Critical Success Factors

- Academic Performance
- Quality Data to Drive Instruction
- Leadership Effectiveness
- Increased Learning Time
- Family/Community Engagement
- School Climate
- Teacher Quality

Assessments

EDLR 5337 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5337 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the Modules Quizzes which are written as TExES practice.

Quizzes. There are 10 quizzes. The quizzes are designed to assess understanding of the content, and to assure students are participating in the online modules. In addition, the quizzes are good practice for the TExES examination.
Assignments. There are 10 assignments. The assignments are decision-making sets designed to engage students in the types of managerial situations principals have to deal with in their daily practice.

Discussion Board. Discussion Board. We will use the book *Case Studies in 21st Century School Administration* for Discussion Board. The ISBN-13:978-1-4129-2752-9 will help you locate the book for purchase. The book is not listed on the department’s book list. The cases in this book are not set, but will be chosen at random depending on the flow of the class. Principals need good analytical and problem-solving skills to be effective in their jobs. These discussions should present different perspectives on certain issues. Discussion Board might be used by any social media outlet (not just Blackboard). All students *must* participate in discussions. There will be a discussion in each of the modules. The total point value for Discussion Board is 100 points. The professor reserves the right to treat the points as he sees fit. Point totals are strictly controlled, assigned, calculated, maintained, and otherwise calculated in the students’ final grad

Final Examination. The Final Project/Examination will be the last assessment for this course. The final examination is a Multiple Choice examination written by the department, and is comprehensive over the entire program. It is TExES based.

Evaluation and Grading

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (10 at 50 points each)</td>
<td>500</td>
</tr>
<tr>
<td>Assignments (10 at 50 points each)</td>
<td>500</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
</tbody>
</table>

The following grading scale will be used to determine grades:

- A = 1,080 – 1,200
- B = 960 - 1,079
- C = 840 - 959
Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Teaching Strategies

This course will be taught 100% online.

Related Field Experiences

This course provides background context and skills necessary to achieve a successful internship experience.

Required Text and Related Readings

Textbooks:


A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Policies**

All assignments must be submitted on time.

**University Policies**

Selected University Policies:

**Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Disability Services**

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive
information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 3150. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.utttyler.edu/disabilityservices.

**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 second 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.

**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 instructor 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, homework 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 U. T. 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.

College of Education and Psychology Mission and Vision

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.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.
The End!