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## Schedule Information

**Location**:   Fairfax High School (Room N116 & N118)

**Meeting Times:**   M, W (4:45 pm – 7:45 pm)
   May 10, 2010 – June 16, 2010

## Catalogue Course Description

> Explores basic functions in financial and human resource management. Examines legalities, ethics, and politics of resource procurement and allocation. Provides experiences to help students better understand tasks typically performed by school leaders.

## Additional Course Description

> The course provides authentic experiences that help students to achieve a deeper understanding of the tasks typically performed by school leaders. Students are expected to participate actively in hands on, real world based activities, applying what they read and learn in class.

## Course Delivery

> Class sessions will consist of brief lectures, discussions, problem-based learning, role-playing, and student presentations.  Students should see themselves as my partners in creating a valuable and memorable educational experience.

## National Standards and Virginia Competencies

ELCC Standard 1.0: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
1.1 Collaboratively develop and implement a shared vision and mission

1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
1.3 Create and implement plans to achieve goals

ELCC Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations
2.7 Maximize time spent on quality instruction

ELCC Standard 3.0: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
3.1  Monitor and evaluate the management and operational systems
3.2  Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
3.5  Ensure teacher and organizational time is focused to support quality instruction and student learning

ELCC Standard 5.0: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
5.4  Consider and evaluate the potential moral and legal consequences of decision-making
5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling

This course addresses the following VDOE Competencies:

1.b. Knowledge, understanding and application of systems and organizations, including
(7) Effective communication skills including consensus building, negotiation, and mediation skills.
1.c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including
(3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
(4) Principles and issues related to fiscal operations of school management; and
(7) Technologies that support management functions.

### Student Outcomes

At the conclusion of this course, successful students should be able to:

1. apply major concepts related to financial and human resource allocation and management;
2. use a site allocation to build a budget that supports school mission and goals (required performance);
3. develop a staffing plan that is consistent with site goals and district guidelines (required performance);
4. evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines;
5. experience their efforts to mediate disputes;
6. construct a persuasive grant proposal to support school improvement;
7. use technology for learning and administrative purposes; and
8. participate in reflective practice.

In addition to the student outcomes stated above, I have the following process goals for this course:

*Teaching and Learning*:

1. Each class will mirror as much as possible the real world of a school administrator and will reflect good management. I expect that we will:
   - start and end on time;
   - maintain and follow a written agenda for each class;
   - listen first to understand, then seek to be understood; and
   - work toward common goals in a professional and cordial manner.

2. Every student product will as closely as possible reflect what would be expected from a school administrator. Consequently, students will:
   - write budget and staffing reports using Excel or some equivalent spreadsheet program;
   - present data in a clear, readable format;
   - write brief memos to support their data presentations;
   - run meetings that range in size from one-on-one to 10;
   - present information orally; and
   - participate in role playing and other interactive activities, consider the experience, and communicate about the experience.

*Classroom Climate*:

Our classroom must be a place in which we can try out new ideas and take risks free from the fear of embarrassment. We must be able to look at each other's work critically so that we may all receive valuable feedback that will help us to do our jobs better in the future. Therefore, I expect a commitment from all of us to:

- be fully prepared for each class session;
- respect and care about one another as human beings;
- work toward a common purpose;
- persevere through common challenges; and
- affirm one another's successes and help one another overcome weaknesses.

*Professional Development*:

I see this course in a context larger than the boundaries of its content. Therefore, it is important to keep in mind goals for each student's administrative career. This course is part of a larger picture of administrator training that seeks to develop the student to be:
- a thoughtful, wise administrator;
- a careful, decisive decision maker;
- the kind of person who can understand detail and the big picture simultaneously;
- a supervisor, an assistant principal, a principal, and/or a superintendent capable of visionary school leadership; and
- a strong colleague who will be a valued member of any team.

## Relationship of Course Goals to Program Goals

This course introduces students to major issues and practices in financial and human resource management as part of the Education Leadership endorsement sequence. A substantial emphasis on simulation and follow-up discussion gives students opportunities to learn and practice skills they will use in their internship experiences and administrative careers. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

- engage in reflective practice with regard to financial and human resource management.
- strengthen and improve their communication skills through simulation, class discussion, and paper writing.
- understand how resource allocation supports or inhibits cultural, economic, and learning diversity.
- reflect on the ethical implications of resource allocation choices in schools and school districts.
- use computers for communication, data analysis, and data presentation.

## Course Materials

*Readings*

Research articles will be made available to students and may be assigned at my discretion.

*Classroom Materials*

I expect all students to maintain a binder that contains all readings, reading notes, class notes, student products, and class handouts.  The binder will probably need to have at least 2-inch rings.

*Outside-of-Class Resources*

All students are required to use http://www.taskstream.com as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time.  I expect all students to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

## Grading

Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. The outcomes are weighted as described below:

| OUTCOMES | ORAL PRODUCTS | WRITTEN PRODUCTS | PORTION OF FINAL GRADE |
|---|---|---|---|
| • Students will apply major concepts related to financial and human resource allocation and management.<br><br>• Students will use a site allocation to build a budget that supports school mission and goals.<br><br>• Students will develop a staffing plan that is consistent with site goals and district guidelines. | Students will present, defend, and reflect upon resource allocation plans. | Students will display their own budgets and staffing plans in a spreadsheet format and include brief cover memos explaining their rationales for each document.<br><br><br>Finance Leader Interview | 30%<br><br><br><br><br><br><br><br>15% |
| • Students will evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines. | Students will participate in mock interviews and follow-up discussion. | Students will write a reflective essay about the interview experience. | Mock interview and reflective essay (15%) |
| • Students will seek external financial resources for their schools or districts. | | Students will prepare grant proposals for submission after the end of the course. | Grant proposals (10%) |

| OUTCOMES | ORAL PRODUCTS | WRITTEN PRODUCTS | PORTION OF FINAL GRADE |
|---|---|---|---|
| • Students will use technology for learning and administrative purposes | | Students will use TaskStream, spreadsheet, and word processing software as part of their participation in the course. | Active participation in each class, attendance, and TaskStream online discussions (30%) |
| • Students will participate in reflective practice. | The course will employ reflective practice techniques throughout | | |

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

Class participation and attendance          30 percent
Written and oral communication          70 percent

*Participation*

A large proportion of the work in this class will be done in small groups. I expect each student to take be an active, contributing member of her/his small group in every class session and outside of class. I also expect every student to contribute to TaskStream discussions as they become available. If you are absent or miss part of a class session, you may lose participation points. **If you are absent for an oral activity listed above, there will be no alternative way to engage in the activity and you will not receive credit for it.**

*Absence From Class*

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, I expect you to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. It is your responsibility to find alternative methods to submit papers due on the day you are absent.

*Late Work*

I expect students to submit their work on time.  **I will not accept any work later than 48 hours after it is due**.  Any attempt to submit work past the 48-hour deadline will result in no credit for the assignment.

*Grading Scale*

| | | |
|---|---|---|
| A+ | = | 100 points |
| A | = | 95 – 99 points |
| A- | = | 90 – 94 points |
| B+ | = | 87 – 89 points |
| B | = | 83 – 86 points |
| B- | = | 80 – 82 points |
| C | = | 75 – 79 points |
| F | = | below 75 points |

**CEHD/GSE Expectations for All Students**

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu  and click on Responsible Use of Computing at the bottom of the screen.

**Tentative Class Schedule**

| DATE | TOPICS | ASSIGNMENT |
|---|---|---|
| May 10, 2010 | • Introductions to the course and one another<br>• What do you know about budget and personnel?<br>• Education as a public good—who pays for what?<br>• Forming a group<br>• Introducing Human Resources Administration | |
| May 12, 2010 | • **Interviewing and Selection**<br>• What's important?<br>• What's Legal and What's Not<br>• Body Language | |
| May 17, 2010 | • **Recruitment** | |
| May 19, 2010 | • **Interviewing and Selection (continued)** | |
| May 24, 2010 | • Principles of staffing allocation—budget and staffing supporting one another<br>• Departments, grade levels, non-classroom staff, and FTE | • Budget allocation<br>• **Interview Reflection due (15 points)** |
| May 26, 2010 | • Q & A for staffing allocation<br>• **Staff Development** | • **Finance Leader Interview due (15 points)** |
| June 2, 2010 | • **Supervision and Evaluation** | • **Budget and Staffing allocation assignment due (30 points)** |

| | | |
|---|---|---|
| June 7, 2010 | • **Assisting the Marginal Teacher**<br>• **Collective Bargaining and Contract** | |
| June 9, 2010 | • **Continuity and Legal Issues** | • **Grant Proposal assignment due (10 points)** |
| June 14, 2010 | • **Legal Issues (continued)** | |
| June 16, 2010 | • **Future of Human Resources**<br>• Wrap up and reflection | |

**BUDGET ALLOCATION**
**15 Points**
**Due Wednesday, June 2, 2010**

Rationale:

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the allocation in a brief verbal statement, in detail using numbers, and orally to multiple constituents.

Product:

Each group is required to submit four written pieces for this assignment (Note: Every student in the group must submit all four pieces so that all can be graded through TaskStream):
1. For each school, a brief, verbal overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and serves as a cover sheet for #2 below
2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

Suggestions:

1. Your cover sheets should be as brief as possible, but they also need to be clear. They should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover sheets have a clear thesis—"My rationale for this budget allocation is _____ because _____." Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheets should be simple enough for your grandmother to be able to understand. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.

## BUDGET ALLOCATION
## ASSESSMENT RUBRIC

| | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | FALLS BELOW EXPECTATIONS |
|---|---|---|---|---|
| **Cover Memo—School Factors (20%)** (ELCC 3.1) The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement. | The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement. | The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement. | The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous. | The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident. |
| **Cover Memo—Context (5%)** (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed. | The cover memo provides clear and persuasive analysis about economic factors impacting the site budget. | The cover memo discusses important factors impacting the site budget. | The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget. | The cover memo fails to mention anything about economic factors impacting the site. |

| Spreadsheet (65%) (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency. | The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning. | The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent. | The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding. | The spreadsheet is confusing and/or is not consistent with the cover sheet. |
|---|---|---|---|---|
| **Mechanics and accuracy (10%)** Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented. | The assignment is **free** of errors— both verbal and numerical. | The assignment has a few errors. | The assignment has some errors. | The assignment has numerous errors. |

**STAFFING ALLOCATION**
**15 Points**
**Due Wednesday, June 2, 2010**

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp.

Product:

Groups are required to submit four written pieces for this assignment:
1. A brief, verbal overview of the staffing allocation for each school that includes a clear rationale explaining how each one serves the vision, mission, and goals of the school
2. For each school, a spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any "understaffing" must be indicated)

Suggestions:

1. See the budget allocation assignment.

## STAFFING ALLOCATION
## ASSESSMENT RUBRIC

| | **EXCEEDS EXPECTATIONS** | **MEETS EXPECTATIONS** | **APPROACHING EXPECTATIONS** | **FALLS BELOW EXPECTATIONS** |
|---|---|---|---|---|
| **Cover Memo— School Factors (20%)** (ELCC 3.1)The cover memo communicates the rationale for and highlights of the staffing allocation. It communicates a clear connection between the staffing allocation and student achievement. | The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of school staff. is persuasive that this particular allocation of school staff has a high probability of improving student achievement. | The cover memo conveys a plan of action for efficient allocation of school staff. Effectiveness may not be as compelling. It communicates the rationale behind staffing allocation to improve student achievement. | The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. A rationale is present, but the connection to student achievement is ambiguous. | The cover memo lacks a clear direction and the rationale for the staffing allocation is not clear. No connection between the staffing allocation and student achievement is evident. |
| **Cover Memo-- Context (5%)** (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed. | The cover memo provides clear and persuasive analysis about economic factors impacting the staffing allocation. | The cover memo discusses important factors impacting the staffing allocation. | The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the staffing plan. | The cover memo fails to mention anything about economic factors impacting the staffing plan. |

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|---|---|---|---|---|
| **<u>Spreadsheet (65%)</u>** (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency. | The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning. | The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent. | The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding. | The spreadsheet does not appear to relate to the cover memo. is It is difficult to follow and does not make proper use of the software. |
| **<u>Mechanics and accuracy (10%)</u>** Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented. | The assignment is **<u>free</u>** of errors— both verbal and numerical. | The assignment has a few errors. | The assignment has some errors. | The assignment has numerous errors. |

# REFLECTIVE ESSAY ON INTERVIEW PROCESS
## 10 points
## Due Wednesday, May 26, 2010

Rationale

Perhaps the most important activity for a school site administrator is the selection of staff—both certified and classified. Going through a mock process of teacher selection is helpful for thinking about important characteristics of prospective teachers and school needs. But, the experience is made richer by reflecting on the experience so that the student can become much clearer in her or his own mind about how to make teacher selections count toward school improvement. It is my hope that this reflection paper will help you to discover what worked well during the interview(s), what could be improved, and what you would do differently next time.

Product

You will write a coherent reflective essay that explains your reaction to the total interview experience you had in connection with this class. Your paper must contain the following:
1. A thesis that clearly describes the major insights you gained as a result of participating in preparing an interview and the actual interviews that you witnessed
2. A brief description of what happened during preparation and the interviews
3. A thorough reflection of the entire process from start to finish that demonstrates the validity of your thesis
4. A conclusion that includes what you learned from the process and how you might engage in it differently when you are working as an administrator

**REFLECTIVE ESSAY ON INTERVIEW PROCESS**
**ASSESSMENT RUBRIC**

| | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | FALLS BELOW EXPECTATIONS |
|---|---|---|---|---|
| **Thesis (20%)** The thesis establishes the burden of proof for the paper, i.e., your overall learning from the interview process. It provides structure for the paper by telling the reader what the author intends to prove. | A clear, one-sentence thesis is presented at the end of the opening paragraph and <u>establishes a burden of proof</u>. The thesis clearly states everything the author has learned as a result of the interview process. | The thesis appears in the opening paragraph and is relatively clear. The thesis is more expository than analytical. | The thesis is confusing or is strictly descriptive. | The paper contains no explicit thesis. |
| **Supporting Arguments (45%)** The author must articulate arguments in support of the thesis. These should be logical and made compelling by clear examples. | Each paragraph of the body of the paper has a direct relationship to the thesis and helps to demonstrate the validity of the thesis. The author uses persuasive arguments relevant to the thesis. | The body of the paper provides some support for the thesis, but it also contains paragraphs are not entirely persuasive. | Analysis is weak or difficult to follow. Some paragraphs are irrelevant to the thesis, not logical, or not persuasive | Analysis is largely absent from the paper. The paper may be expository rather than analytical. |

| | | | | |
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| **<u>Concluding Paragraph (25%)</u>** It is important to conclude your paper in a manner that is persuasive to the reader and that leads to broader thinking on the topic. | The conclusions the author draws are clearly stated in the final paragraph, beginning with a restatement of the thesis in new language. The concluding paragraph follows in a compelling manner from the body of the paper and explains what the author would do differently for the next interview opportunity | The conclusions the author draws are clearly stated in the final paragraph, but they may not be entirely persuasive. | Conclusions can be inferred from the body, but the thesis is not re-stated and the conclusions are not persuasive. | Conclusions are unclear or irrelevant to the thesis. |
| **<u>Grammar & Mechanics (10%)</u>** Any writing submitted for public review should be free of errors. | The paper is **<u>free</u>** of errors. | The paper contains few errors. | The paper contains some errors. | The paper contains numerous errors. |

**GRANT PROPOSAL**
**10 points**
**Due Wednesday, June 9, 2010**

Rationale

Funds are usually tight in schools and districts, making it very difficult to initiate new and innovative programs. Consequently, grant money is often the only way to reach a particular population of students in a new way. Learning how to write a grant is a vital skill for a future educational leader.

Product

1. Identify the financial needs of your SIP that cannot or will not be met through your school or district and target your grant toward meeting these needs. Alternatively, work with your principal or supervisor to identify an area of need that could be addressed through the procurement of additional funds.
2. Once you have identified a need at your site, you will explore several different sources of grant money to find one that is most appropriate to the need you have identified.
3. Following the guidelines of the grant you wish to receive, you will write a proposal that presents the need, your plan for how to meet the need, expected outcomes, how you will evaluate the success of your project, and a budget for the grant.
4. Grant proposals must be for not less than $1,000 and should probably not exceed $20,000.

# GRANT PROPOSAL
## ASSESSMENT RUBRIC

|  | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | FALLS BELOW EXPECTATIONS |
|---|---|---|---|---|
| **Statement of Need (20%)** The need for the grant money must be obvious for a funding agency to be interested in providing it to your school or district. | The need is very persuasively stated and directly tied to teaching and learning. | The need is logically presented, but may not be as persuasive as it could be. | The need is apparent, but not as clearly or persuasively presented as it might be. Critical information might be missing. | The need for the grant is unclear. |
| **Plan to Meet the Need (20%)** For a plan to gain the confidence of a funding agency, it must be clearly and directly tied to the specific need you have identified. | The plan addresses the need in detail, demonstrating numerous links that show each aspect of the need will be met through the plan. | The plan is logically and tightly linked to the identified need. | The plan seems attractive but may have some areas that do not seem to be tied to need as you have identified it. | The plan is unclear and/or not directly linked to the need as you have articulated it. |

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|---|---|---|---|---|
| **Expected Outcomes (20%)** The funding agency wants a clear picture of how the grant will help your site. | The expected outcomes are persuasively stated so that any person observing the grant in action would recognize them. Expected teaching and learning results are clear. | The expected outcomes are clearly presented and logically linked to the plan. | Expected outcomes are stated, but they are not as clear as they could be, or they seem unrelated to the plan and/or the need. | Expected outcomes are unclear or missing. |
| **Evaluation of the Project (15%)** The funding agency usually wants to know how you will know if the money was well spent. | The evaluation plan persuasively addresses all components of the plan to meet the need. Clear criteria and standards are established. | The evaluation plan addresses the plan to meet the need. Criteria and standards may not be entirely clear and/or logical. | The evaluation plan is not clearly connected to other aspects of the grant and/or lacks clear criteria and standards. | The evaluation plan is missing or difficult to understand. Criteria and/or standards may be missing. |
| **Budget (15%)** All grants require a budget so that the funding agency has a clear picture of how granted money will be spent. | The budget meets the criteria contained in the budget allocation assessment rubric. It supports all aspects of the plan to meet the need. | The budget is clear and well presented. | The budget is somewhat confusing. | The budget is missing or incomplete. |

| **Grammar & Mechanics (10%)** Any writing submitted for public review should be free of errors. | The grant proposal is **free** of errors. | The grant proposal contains a few errors. | The grant proposal contains some errors. | The grant proposal contains numerous errors. |
|---|---|---|---|---|