GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MANAGING FINANCIAL AND HUMAN RESOURCES
Course #:EDLE 614 / Section #: 603
June 21, 2010 to July 28, 2010

Instructor: Craig Rowland
Phone: 703-237-7000
Fax: 703-237-7097
E-mail: crowland@gmu.edu
            craig.rowland@fcps.edu

Address: 4104 Wynnwood Drive
              Annandale, VA 22003

<u>**Schedule Information**</u>

Location: Garfield High School, Room 2006

Meeting Times: Mondays and Wednesdays, 4:30 p.m. - 7:30 p.m.

<u>**Course Description**</u>
Catalog 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.

<u>**Additional Course Description**</u>
This course is required for the Virginia principal's endorsement. The course explores basic school site- and district-level functions in financial and human resource management. Students are expected to participate actively in hands on, real world based activities that bring them as close as possible to the tasks typically performed by education leaders. Students are expected to apply what they read and learn in class to their writing and oral participation.

Student Outcomes

Note: The outcomes below are related to both suggested and required performances. All instructors are required to include the budget allocation and staffing plan performances, but could choose additional performances if they wish.

Students will focus on major issues in financial and human resource management at the school and district levels. During this course, students will:

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 vision, mission, goals, research based and best practices (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 (suggested performance).
5. experience their efforts to mediate disputes.
6. identify and pursue financial resources outside of their districts (suggested performance).
7. use technology for learning and administrative purposes.
8. participate in reflective practice

Relationship of Student Outcomes 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.

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.

<u>**Internship in Education Leadership—EDLE 791**</u>

> The skills and knowledge students develop in this course are directly related to ELCC Standard 3, which focuses on managing schools and districts. As a result, what students learn in this course should serve them well in some responsibilities required in their internships. Attendance at scheduled internship seminars each semester is required of all students (a minimum of one seminar each term will be scheduled). During the spring term, students are expected to attend the annual EDLE Leadership Conference. University Internship Supervisors will determine if other seminars are needed during the spring term.

<u>**Course Materials**</u>

> Textbook: Odden and Picus (2008). School Finance: A Policy Perspective, 4th edition.

<u>**Course Procedures**</u>

> *Participation*
> A large proportion of the work in this class will be done in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session and outside of class.
>
> *Absence From Class*
> Adult learners learn through independent opportunities and participation in professional dialogue with peers in a cooperative way which mirrors our future roles in educational leadership. Your learning is your responsibility.
>
> 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. However, notification of an absence does not equate to an excused absence.
>
> 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. <u>If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit for it</u>.
>
> Papers due on a day you are absent **must be submitted via TaskStream by the due date.**
>
> *Late Work*
> Students are expected to submit their work on time. <u>No work will be accepted later than 48 hours after it is due</u>.
>
> *Honor Code*
> Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

CEHD Syllabus Statements of Expectations

The Graduate School of Education expects that all students abide by the following: Students are expected to exhibit **professional behavior and dispositions.** The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

• Commitment to the profession
• Commitment to honoring professional ethical standards
• Commitment to key elements of professional practice
• Commitment to being a member of a learning community
• Commitment to democratic values and social justice

See http://www.gse.gmu.edu/facultystaffres/profdisp.htm for a description of these dispositions.

How to Avoid Plagiarism **Give Credit Where Credit's Due from College Board.Com, Inc. (2005) How to Avoid Plagiarism. Available Online at:** http://www.collegeboard.com/student/plan/college-success/10314.html

Students with Disabilities

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Outside-of-Class Resources

All students are required to use http://blackboard.gmu.edu and TaskStream https://www.taskstream.com/pub/

Right to modify syllabus

Although every effort has been made in this syllabus to accurately portray all class activities and requirements, proposed course topics, readings, individual and group work, and written and oral assignments and assessments may be modified as deemed necessary.

Grading

Students' grades are based on their proficiency with respect to the student outcomes. Outcomes typically have class participation and a written component.

Grading Scale

A+	=	100 percent
A	=	95 - 99 percent
A-	=	90 - 94 percent
B+	=	86 - 89 percent
B	=	83 - 85 percent
B-	=	80 - 82 percent
C	=	75 - 79 percent
F	=	74 percent or below

Course Topics

1. Revenues, expenditures, and resources—federal, state, local, and other

2. The ethics and politics of resource allocation at the school site and school division levels

3. Resource allocation linked to vision, mission, goals, and student outcome data

4. Resource allocation—staffing and budget

5. Resource allocation adjustment in the face of changing circumstances: How do you cut the budget and/or staffing without ignoring vision, mission, and goals?

6. Communicating accurately and persuasively about budget and staffing priorities and decisions

7. Legal issues in school finance

8. Position and budget control

9. Recruiting certificated staff

10. Interviewing processes, techniques, and constraints (both legal and otherwise)

11. Progressive discipline, reprimands, and the grievance procedure; releasing substandard faculty

12. Work place climate, including mediation, and dispute resolution

<u>Tentative Calendar</u>

June 21   Introductory Activities (Chapter 1)
                     Review of Syllabus
                     Review Expectations for Chapter Assignments, Article Presentations and
                     Action Research

June 23   Resources for School (Chapters 4 and 7)
                     Practice Simulation, please bring calculator or laptop to class

June 28   Debrief Practice Simulation
                     Review Expectations for Budget and Staffing Project
                     Assign Budget and Staffing Project
                     Assign Chapter Presentations

June 30   Legal Framework for Equal Employment
                     Interview Module
                     Begin Article Presentations

July 5   No class – Fourth of July Holiday

July 7   Continue Interview Module

July 12   Complete Interview Module
                     Review Expectations for Interview Reflection
                     Action Research Due

July 14   Legal Issues in School Finance (Chapters 2 and 3)

July19   Virginia Funding Model
                     Submit Interview Module Reflection via Taskstream

July 21   Comparing Virginia to Other States
                     "Like" Chapter Workshop
                     Submit Budget and Staffing Allocation via Taskstream

July 26   School-Based Fund Management (Chapter 6)
                     Course Wrap Up and Reflection/Course Evaluation

June 28   Budget and Staffing Presentations

Bibliography

Congressional Hearing (1998). Lessons learned in the D.C. Public Schools. March 9, 2 – 19.

Department of Legislative Services (1997). Structure of school finance in Maryland. July, 3 – 42.

Lewis, S. et al. (1999). Reform and results: An analysis of Title I in the Great City Schools. March, 3 – 19.

McLoone, E. (1995) School finance in Maryland. U.S. Department of Education, 2 – 5.

Odden, A. and Clune, W. (1995). Improving educational productivity and school finance. *Educational Researcher*, December, 6 – 9.

Odden, A. (1994). Decentralized management and school finance. *Theory Into Practice*, Spring, 104 – 110.

Office of the Under Secretary, Planning and Evaluation Service, U.S. Department of Education (1999). Promising results, continuing challenges: The final report of the national assessment of Title I., 7 – 84.

Parrish, T. (1996). Special education finance: past, present and future. *Journal of Education Finance*, Spring, 451 – 476.

Temple, J. Recent Clinton urban education initiatives and the role of school quality in metropolitan finance. *National Tax Journal*, LI, 3, 517 – 528.

Verstegen, D. (1997). Equity and public education in Virginia. *Educational Considerations*, Fall, 48 – 51.

Verstegen, D. (1996). Integrating services and resources for children under the Individuals with Disabilities Education Act (IDEA): Federal perspectives and issues. *Journal of Education Finance*, Spring, 477 – 505.

Verstegen, D. (1998). Judicial analysis during the new wave of school finance litigation: The New Adequacy in education. *Journal of Education Finance*, Summer, 51 – 68.

Wenglinsky, H. (1998). Finance equalization and within-school equity: The relationship between education spending and the social distribution of achievement. *Education Evaluation and Policy Analysis*, Winter, 269 – 280.

Assessment

Students' grades are based on their proficiency with respect to the student outcomes. 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. • Students will use a site allocation to build a budget that supports school mission and goals. • 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.	Each oral presentation, discussion, and reflection is worth 10 points. Each written report is worth 15 points. (50 points)
• 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 participation is worth 5 points. The reflective essay is worth 15 points. (20 points)
• Students will participate in reflective practice. • Students will use technology for learning and administrative purposes	The course will employ reflective practice techniques throughout.	Students will use TaskStream, spreadsheet, and word processing software as part of their participation in the course.	Active participation in each class, completion of "in-class" assignments and TaskStream online discussions are worth 30 points. (30 points)

The budget and staffing assignments must be completed as a group of three to five (depending on the size of the class). One grade will be assigned to the final product. The same grade will be assigned to each group member. **Students will work in the same groups for both the budget allocation and the staffing allocation.**

WRITING ASSIGNMENT # 1—BUDGET ALLOCATION
15 Points

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. (Note: The oral portion is not part of this assignment sheet, but will occur during class.)

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.
4. Remember, this is a group project. Whining about unequal workload is not permitted and will not be heard. Before you begin, be certain to get clear agreements and understanding on the following:
   - How and when will you communicate and/or meet with one another while working on the project?
   - What work will be divided up and how?
   - What work requires approval from the whole group before going forward?
   - What deadlines will you need to meet along the way to insure that your assignment is ready on September 16?

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.

WRITING ASSIGNMENT # 2—STAFFING ALLOCATION
15 Points

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. It persuades the reader 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.

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 does not appear to relate to the cover memo. is It is difficult to follow and does not make proper use of the software.
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.

ASSIGNMENT #3—REFLECTIVE ESSAY ON INTERVIEW PROCESS
15 points

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.

Concluding Paragraph (25%) 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.
Grammar & Mechanics (10%) Any writing submitted for public review should be free of errors.	The paper is **free** of errors.	The paper contains few errors.	The paper contains some errors.	The paper contains numerous errors.