

GEORGE MASON UNIVERSITY
CEHD EDUCATION LEADERSHIP PROGRAM
EDLE 614—MANAGING FINANCIAL AND HUMAN RESOURCES (3 CREDITS)
Section 602, Summer 2011

Instructor: Roberto Pamas, Ed.D.
Phone: 703-658-5900
Fax: 703-658-5997
E-mail: Roberto.Pamas@fcps.edu
Website: <http://www.taskstream.com>
Address: George Mason University
4085 University Dr., MSN 4C2
Fairfax, VA 22030-4444

Schedule Information

Location: Frederick County Public Schools Administration Building
Conference Room

Meeting Times: Mondays and Wednesdays from 6/20/2011 to 7/27/2011
4:30 pm to 7:30 pm

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 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.

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.

National Standards and Virginia Competencies

ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.3 Implement a vision

1.4 Steward a vision

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.2 Provide effective instructional program

ELCC Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the organization

3.3 Manage resources

ELCC Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.2 Acts fairly

5.3 Acts ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the larger context

6.2 Respond to the larger context

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.

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

Articles will be made available.

Outside-of-Class Resources

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site where information for the course will be posted. All students are expected 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.

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/Oral communication | 30 percent |
| Written communication | 70 percent |

Participation

Some 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. Every student is also expected 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.** Such an absence will cause you to lose participation points regardless of your overall attendance record.

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, you are expected to notify me in advance by telephone or e-mail. **If you miss a class, you will lose 2 participation points.** If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent **must be submitted via TaskStream by the due date.**

Writing

There are four writing assignments for this course. All written work should be **of the highest quality**. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

Late Work

I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

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 |

CEHD/GSE Expectations for All Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

EDLE 614 Proposed Course Schedule

| DATE | TOPICS | ASSIGNMENT |
|-------------------------------------|--|--|
| 6/20/2011 6/22/2011 6/27/2011 | <ul style="list-style-type: none"> • Course Overview • Money Matters • Budget Workshop | READ: Rebell & Wardenski: "Of Course Money Matters" at http://www.schoolfunding.info/ |
| 6/29/2011 | <ul style="list-style-type: none"> • School Vision, Mission, and Goals and School Budget • Ethical/legal Issues and School Finance • Recruitment and Personnel Issues | |
| 7/6/2011 | <ul style="list-style-type: none"> • Staff Recruitment • Staffing Schools • Staff Workshop Overview | |
| 7/11/2011 | <ul style="list-style-type: none"> • Staffing • Staff Development | Finance Leader Interview due (15 points) |
| 7/13/2011 | <ul style="list-style-type: none"> • Supervision and Evaluation • Assisting the Marginal Teacher | |
| 7/18/2011 | <ul style="list-style-type: none"> • The Interview Process • What's Important? • What's legal and what's not? | Budget and Staffing Allocation Assignment due (30 points) |
| 7/20/2011 | <ul style="list-style-type: none"> • The Interview Process (Part 2) | |
| 7/25/2011 | <ul style="list-style-type: none"> • Continuity and Legal Issues | Interview Reflection Assignment due (15 points) |
| 7/27/2011 | <ul style="list-style-type: none"> • Future of Human Resources • Wrap up and Reflection | Grant Proposal due (10 points) |

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. An additional important goal is to learn how to present and discuss a budget with others who need to be persuaded as to the budget's merits. (Note: This oral portion is assessed separately from the written portion.)

All students will work with both an elementary and a high school budget in order to experience the similar and different concerns at each level. Students are thus prepared to work at any site, rather than specializing in either elementary or secondary.

Product:

Each student will submit two budgets with cover memos—one for Shirley Chisholm Elementary School (SCES) and one for Amelia Earhart High School (AEHS). Budget allocations are to be made based on the unique needs of each school as explained in the scenarios presented in class. Budgets must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the budget that includes
 - a statement of vision, mission, and/or goals that guide the budget making process;
 - a description of how the budget was developed and who will be responsible for what during its implementation;
 - a clear rationale for the allocation of funds; and
 - an explanation of why the budget makes sense in the more general budget context.The memos must be written in an acceptable memo format and may not be longer than two single-spaced pages. They serve as cover memos 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 memos 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 memos have a clear thesis that explains your logic of action—“My rationale for this budget allocation is _____ because _____.” Support your thesis with strong reasoning in the rest of the statement.
3. The memos need to deal with both the detail of the school sites and the important general factors that affect the budget. Examples of the latter include any special allocations from the superintendent and the more general budget situation.
4. Your spreadsheets should be simple enough for anyone to be able to understand. Teachers are most concerned about meeting their own needs as they perceive them and knowing who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.

Note: After individual assessments of the memos and spreadsheets have been received by all class members, groups will create one memo and spreadsheet for each school and submit these to the instructor to prepare for role-playing. Each group will determine who their principal will be and the types of teachers (i.e., grade level, specialist, department chair, etc.) to whom they wish to present their budgets. The instructor will write roles for **members from a different group** to play during an in-class role-play activity for each of the group’s two budgets. Role playing will be videotaped to allow for self-reflection, peer assessment, and instructor assessment. (Note: there will be five different role-playing scenarios during the semester, allowing each group member the opportunity to play the principal role.)

**BUDGET ALLOCATION
ASSESSMENT RUBRIC**

| | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | FALLS BELOW EXPECTATIONS |
|---|---|---|--|---|
| <p><u>Cover Memo— Steward a vision (10%)</u> (ELCC 1.4) <u>The memo helps to motivate others to participate in efforts to achieve the vision.</u></p> | The cover memo demonstrates to school stakeholders their role in helping to achieve the school vision through participation in budget making and implementation. | The cover memo explains how the budget was developed so that stakeholders will understand its rationale. | The cover memo is vague with respect to rationale and/or stakeholder participation. | The cover memo is silent on the issues of rationale and stakeholder participation. |
| <p><u>Cover Memo— Manage the organization (10%)</u> (ELCC 3.1) The cover memo communicates how the budget supports and/or enhances student achievement.</p> | The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement. | The cover memo communicates a clear explanation for why this resource allocation will help improve student achievement. | The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous. | No connection between the budget and student achievement is evident. |
| <p><u>Cover Memo— Manage Resources (10%)</u> (ELCC 3.3) The cover memo explains why the budget is both efficient and effective.</p> | The memo provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement. | The memo provides a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. | The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated | The cover memo does not communicate how criteria of efficiency and effectiveness are met. |
| <p><u>Cover Memo— Understand the Larger Context (10%)</u> (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed.</p> | 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. |
| <p><u>Cover Memo—</u></p> | The cover memo is | The cover memo | The cover memo is | The cover memo |

| | | | | |
|---|---|--|--|--|
| <p><u>Respond to the larger context (10%)</u> (ELCC 6.2) The cover memo communicates the ways in which the budget is responsive to the larger context.</p> | <p>clear and persuasive about how this particular budget is appropriate to the larger economic context in which it will be implemented.</p> | <p>explains how this particular budget is responsive to the larger economic context in which it will be implemented.</p> | <p>vague about how this particular budget fits into the larger economic context.</p> | <p>does not discuss the relationship between this particular budget and the larger economic context.</p> |
| <p><u>Spreadsheet— Implement a vision (10%)</u> (ELCC 1.3) The spreadsheet is consistent with and supports the vision.</p> | <p>The spreadsheet clearly and persuasively demonstrates how the budget will help the school to achieve its vision.</p> | <p>The spreadsheet presents a budget that logically follows from the vision.</p> | <p>It is difficult to see how the budget presented in the spreadsheet supports the vision articulated in the cover memo.</p> | <p>There are no apparent connections between the school vision and the budget.</p> |

| | | | | |
|---|--|--|--|---|
| <p><u>Spreadsheet—Acts fairly (15%)</u> (ELCC 5.2) The spreadsheet allocates resources in a manner that addresses students’ apparent needs</p> | <p>The spreadsheet demonstrates decision making that makes students’ needs the top priority.</p> | <p>The spreadsheet suggests reasonable resource allocation given students’ needs. Some evidence of non-student priorities may be apparent in the spreadsheet.</p> | <p>The spreadsheet has some positive features, but it does not place student needs as the top priority.</p> | <p>The spreadsheet is confusing and/or is not consistent with the cover memo.</p> |
| <p><u>Spreadsheet—Acts ethically (15%)</u> (ELCC 5.3) The spreadsheet is consistent with district procedures, legal requirements, and socially just decisions.</p> | <p>The spreadsheet clearly and persuasively demonstrates how resources are allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.</p> | <p>The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.</p> | <p>Special needs students are represented in the spreadsheet, but resource allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.</p> | <p>Special needs students are not represented in the spreadsheet or are inadequately addressed.</p> |
| <p><u>Mechanics and accuracy (10%)</u> Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p> | <p>The assignment is free of errors—both verbal and numerical.</p> | <p>The assignment has a few errors.</p> | <p>The assignment has some errors.</p> | <p>The assignment has numerous errors.</p> |

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.

Staffing allocations must be prepared in a fashion that is both comprehensive and clearly understood by various constituencies. The primary goal of this assignment is to help students learn how to take a site staffing allotment; allocate it among needs at the school site consistent with the school’s vision, mission, and goals; and present the school staffing in a brief verbal statement, in detail, using numbers. An additional important goal is to learn how to present and discuss a staffing allocation with others who need to be persuaded as to its merits. (Note: The oral portion is assessed separately from the written portion.)

All students will work create both an elementary and a high school staffing allocation in order to experience the similar and different concerns at each level. Students are thus prepared to work at any site, rather than specializing in either elementary or secondary.

Product:

Each student will submit two staffing allocations with cover memos—one for Shirley Chisholm Elementary School (SCES) and one for Amelia Earhart High School (AEHS). Staffing allocations are to be made based on the unique needs of each school as explained in the scenarios presented in class. Staffing must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the staffing allocation that includes
 - a statement of vision, mission, and/or goals that guide the staffing allocation process;
 - a description of how the staffing was developed and who will be responsible for what during its implementation;
 - a clear rationale for the allocation of staff; and
 - an explanation of why the staffing makes sense in the more general budget/resources context.

The memos must be written in an acceptable memo format and may not be longer than two single-spaced pages. They serve as cover memos for #2 below.

2. For each school, a spreadsheet that shows a detailed staffing allocation and the fact that the allocation does not exceed the district allotment.

Suggestions:

1. Your cover memos should be as brief as possible, but they also need to be clear. They should be written with the person who misses your staffing meeting in mind. In other words, you want to state all the important thinking that went into the staffing to avoid future arguments as much as possible.
2. Be certain your cover memos have a clear thesis that explains your logic of action—“My rationale for this staffing allocation is _____ because _____.” Support your thesis with strong reasoning in the rest of the statement.
3. The memos need to deal with both the detail of the school sites and the important general factors that affect the staffing. Examples of the latter include any special allocations from the superintendent and the more general budget situation.
4. Your spreadsheets should be simple enough for anyone to be able to understand. Teachers are most concerned about meeting their own needs as they perceive them and knowing who gets what relative to their own staffing, so you need to make certain that comparisons are easily made.

Note: After individual assessments of the memos and spreadsheets have been received by all class members, groups will create one memo and spreadsheet for each school and submit these to the instructor to prepare for role-playing. Each group will determine who their principal will be and the types of personnel (i.e., central office or school site) to whom they wish to present their staffing allocations. The instructor will write roles for **members from a different group** to play during an in-class role-play activity for each of the group’s two staffing allocations. Role playing will be videotaped to allow for self-reflection, peer assessment, and instructor assessment. (Note: there will be five different role-playing scenarios during the semester, allowing each group member the opportunity to play the principal role

**STAFFING ALLOCATION
ASSESSMENT RUBRIC**

| | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | FALLS BELOW EXPECTATIONS |
|--|---|---|--|--|
| <p><u>Cover Memo—Steward a vision (10%)</u> (ELCC 1.4) <u>The memo helps to motivate others to participate in efforts to achieve the vision.</u></p> | The cover memo demonstrates to school stakeholders their role in helping to achieve the school vision through participation in developing and implementing a staffing allocation. | The cover memo explains how the staffing allocation was developed so that stakeholders will understand its rationale. | The cover memo is vague with respect to rationale and/or stakeholder participation. | The cover memo is silent on the issues of rationale and stakeholder participation. |
| <p><u>Cover Memo—Provide effective instructional program (10%)</u> (ELCC 2.2) The cover memo communicates how the staffing allocation supports and/or enhances student achievement.</p> | The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement. | The cover memo communicates a clear explanation for why this staffing allocation will help improve student achievement. | The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous. | No connection between the staffing allocation and student achievement is evident. |
| <p><u>Cover Memo—Context (10%)</u> (ELCC 6.1) The cover memo communicates the larger context in which the staffing allocation was developed.</p> | 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 site staffing. | The cover memo fails to mention anything about economic factors impacting the site. |
| <p><u>Spreadsheet—Implement a vision (15%)</u> (ELCC 1.3) The spreadsheet is consistent with and supports the vision.</p> | The spreadsheet clearly and persuasively demonstrates how the staffing allocation will help the school to achieve its vision. | The spreadsheet presents a staffing allocation that logically follows from the vision. | It is difficult to see how the staffing allocation presented in the spreadsheet supports the vision articulated in the cover memo. | There are no apparent connections between the school vision and the staffing allocation. |

| | | | | |
|---|--|--|--|---|
| <p><u>Spreadsheet—Manage resources (15%)</u> (ELCC 3.3) The spreadsheet demonstrates that human resources have been maximized to support teaching and learning..</p> | <p>The spreadsheet persuasively supports the cover memo and demonstrates creative and effective use of the district allocation of human resources.</p> | <p>The spreadsheet is consistent with the cover memo and shows that all district-allocated human resources are put to good use..</p> | <p>The spreadsheet has some positive features, but it either does not fully utilize the district staffing allotment and/or it contains questionable staffing choices.</p> | <p>The spreadsheet does not adequately allocate district-allotted human resources.</p> |
| <p><u>Spreadsheet—Acts fairly (15%)</u> (ELCC 5.2) The spreadsheet allocates staffing in a manner that addresses students’ apparent needs</p> | <p>The spreadsheet demonstrates decision making that makes students’ needs the top priority.</p> | <p>The spreadsheet suggests reasonable staffing allocation given students’ needs. Some evidence of non-student priorities may be apparent in the spreadsheet.</p> | <p>The spreadsheet has some positive features, but it does not place student needs as the top priority.</p> | <p>The spreadsheet is confusing and/or is not consistent with the cover memo.</p> |
| <p><u>Spreadsheet—Acts ethically (15%)</u> (ELCC 5.3) The spreadsheet is consistent with district procedures, legal requirements, and socially just decisions.</p> | <p>The spreadsheet clearly and persuasively demonstrates how staffing is allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.</p> | <p>The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.</p> | <p>Special needs students are represented in the spreadsheet, but staffing allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.</p> | <p>Special needs students are not represented in the spreadsheet or are inadequately addressed.</p> |
| <p><u>Mechanics and accuracy (10%)</u> Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p> | <p>The assignment is free of errors—both verbal and numerical.</p> | <p>The assignment has a few errors.</p> | <p>The assignment has some errors.</p> | <p>The assignment has numerous errors.</p> |

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 reflection so that the student can become much clearer in her or his own mind about how to make teacher selections count toward school improvement. 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 |
|---|---|---|---|--|
| <p><u>Supporting Arguments</u> (45%) The author must articulate arguments in support of the thesis. These should be logical and made compelling by clear examples.</p> | 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 that 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. |
| <p><u>Concluding Paragraph</u> (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.</p> | 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. |
| <p><u>Grammar & Mechanics</u> (10%) Any writing submitted for public review should be free of errors.</p> | The paper is free of errors. | The paper contains few errors. | The paper contains some errors. | The paper contains numerous errors. |

ASSIGNMENT #4—GRANT PROPOSAL
20 points

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 education leader. The ideal way to approach this assignment is to pursue a grant that will support the School Improvement Project proposal you created in EDLE 690.

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 |
|--|--|---|---|--|
| <p><u>Plan to Meet the Need (20%)</u> 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.</p> | 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. |
| <p><u>Expected Outcomes (20%)</u> The funding agency wants a clear picture of how the grant will help your site.</p> | 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. |
| <p><u>Evaluation of the Project (15%)</u> The funding agency usually wants to know how you will know if the money was well spent.</p> | 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. |
| <p><u>Budget (15%)</u> All grants require a budget so that the funding agency has a clear picture of how granted money will be spent.</p> | 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. |

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

CLASS PARTICIPATION ASSESSMENT RUBRIC

| <i>Levels:</i> | exceeds expectations | meets expectations | approaching expectations | falls below expectations |
|--|--|---|---|---|
| <i>Criteria:</i> | | | | |
| Attendance | Exemplary attendance, no tardies | Near perfect attendance, few tardies | Occasional (1-3) absences or tardies | Frequent (>3) absences or tardies |
| Quality of Questions, Interaction | Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning. | Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base. | Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas. | Rarely asks questions of any quality. |
| Effort | Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others. | Willingly participates when asked. Takes on group tasks. Engages others. | Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others. | Actively avoids involvement when possible. Complains about others. Has large set of excuses. |
| Engagement | Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is. | Sometimes initiates discussion and always works well with direction. Generally knows what's going on. | Seeks direction, but does not initiate discussion. May know where class or group is. | Waits for direction. Knows little of what is going on. Cannot describe where class or group is. |