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Schedule Information:	June 20, 2012 – August 1, 2012
Location:	Kelly Center
	14715 Bristow Road
	Manassas, VA 20112
Meeting Times:	Mondays and Wednesdays, 4:30 – 7:45 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.

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.
1.1 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: 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.
2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations
2.2 Provide effective instructional program
2.7 Maximize time spent on quality instruction

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 that promotes a safe, efficient, and effective learning environment.
3.1 Manage the organization
3.2 Manage operations
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
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

ELCC 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.

Learner Outcomes

At the conclusion of this course, successful students will emerge from the course with the ability 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. Develop a teacher talent acquisition process that will withstand labor market competitiveness and generate human capital consistent with school improvement plan needs;
5. Construct a persuasive grant proposal to support school improvement;
6. Use technology for learning and administrative purposes; and
7. Participate in reflective practice.

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.

Internship in Education Leadership EDLE 791

All students should be making progress on their internship during the semester in which they are enrolled in EDLE 614. Consequently, we will bring up issues related to the internship. Students should be seeking internship opportunities that provide practice with budget allocation, staffing planning, and personnel management.

Course Materials

Required Texts
Odden, A.R. (2012). *Improving Student Learning When Budgets Are Tight.* Thousand Oaks, California: Corwin.

Readings
Some research articles will be made available to students and may be assigned.

Recommended Text
The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

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. Furthermore, it is expected that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time, and do not leave early.

General Expectations
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:
1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation (20 points)
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 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. Papers due on a day you are absent **must be submitted via TaskStream by the due date.**

Written assignments (80 points)
Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: All students must submit their work on time, meaning no later than by midnight of the due date as reflected on the syllabus. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

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 performance outcome expectations and grading scale are presented in Tables 1 and 2 respectively.

Table 1   Performance Outcome Expectations

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 present, defend, and reflect upon resource allocation plans.	Students will display their own budgets in a spreadsheet format and develop a corresponding cover memo explaining their rationales for each document.	20%
Students will develop a staffing plan that is consistent with site goals and district guidelines.		Students will display their own staffing plans in a spreadsheet format and develop a corresponding cover memo explaining their rationales for each document.	20%
Students will develop a teacher recruitment plan that is consistent with site goals and district guidelines.	Students will analyze and reflect upon communication practices critical to the acquisition, management, and evaluation of teacher talent	Finance/HR Leader Interview Human Capital Needs Assessment Teacher Interview Protocol	20%
Students will seek supplemental external resources for their schools or districts.	Students will act as critical friends to classmates providing constructive feedback on ideas presented	Students will construct a persuasive grant proposal to support school improvement.	15%
Students will use technology for learning and administrative purposes.	Group decisions regarding roles, goals, and procedures for completion of assignments	Students will use TaskStream, spreadsheet, and word processing software to produce course work products	Percentage incorporated with written work product evaluations
Students will initiate and participate in reflective practices	The course will employ reflective practice techniques throughout and requires active participation in each class		25%

Table 2   Grading scale

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

College of Education and Human Development Expectations

• 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.

Campus Resources

• The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
• The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
• For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

Tentative Class Schedule*

DATE	TOPICS	ASSIGNMENT DUE
6/20	• Course Overview • Ethical and Legal Issues • Equity and Adequacy	Odden, A.R., Goetz, M., & Picus. (2008) How Much Will It Cost? Achieving School Finance Adequacy using National Average Expenditure Per Pupil.
6/25	• School Vision, Mission, Goals, and School Budget • Analyzing Data • Identification of Prime Objectives	Saunders, W.M., Goldenberg, C. N. & Gallimore, R. (2009).Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal, 46* (4), 1006–1033. Chapter 1. Required Text Bring school demographic and performance data
6/27	• Action Plan Development • Develop Leader (Finance/HR) Interview Protocols	Chapter 2. Required Text
7/2	• Findings from the field • Aligning Resources & Student Learning Needs	Chapter 3. Required Text Interview Transcripts and Findings • Finance Leader (Group 1) • Human Resource Leader (Group 2)
7/4	HOLIDAY	
7/9	• Teacher Recruitment & Compensation • Teacher Interview Protocol	Chapter 4. Required Text Assigned Reading: Taskstream **Budget Allocation Assignment Due**
7/11	• Development, and Management of Talent	Assigned Reading: Taskstream Gaurino, C.M., Santibañez, L. & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research, 76,* 173–208.
7/16	• Staff Interview and Selection • The Interview Process	Assigned Reading: Taskstream **Staffing Allocation Assignment Due**
7/18	• Grant Writing • Identifying Supplemental Funding Sources	
7/23	• Grant Proposal Development	Assigned Reading:Taskstream **Talent Acquisition Essay Due**
7/25	• Instructional Technology • Direct & Indirect Costs	Chapter 5. Required Text
7/30	• Strategic Budget Cuts	Chapter 6. Required Text
8/1	• Wrap up and Reflections	**Grant Proposal Assignment Due** Course Evaluations

* NOTE: *The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.*

WRITING ASSIGNMENT # 1—BUDGET ALLOCATION
20 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. Using a list of assumptions to inform the decision making process. 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.

Product:

The following is required 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 one single-spaced page. 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.

BUDGET ALLOCATION
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Cover Memo— **Steward a vision (10%)** (ELCC 1.4) The memo helps to motivate others to participate in efforts to achieve the vision.	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.
Cover Memo— **Manage the organization (10%)** (ELCC 3.1) The cover memo communicates how the budget supports and/or enhances student achievement.	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.
Cover Memo— **Manage Resources (10%)** (ELCC 3.3) The cover memo explains why the budget is both efficient and effective.	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 leaves open questions of effectiveness and efficiency, but intent is communicated
Cover Memo— **Understand the Larger Context (10%)** (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.
Cover Memo— **Respond to the larger context (10%)** (ELCC 6.2) The cover memo communicates the ways in which the budget is responsive to the larger context.	The cover memo is clear and persuasive about how this particular budget is appropriate to the larger economic context in which it will be implemented.	The cover memo explains how this particular budget is responsive to the larger economic context in which it will be implemented.	The cover memo is vague about how this particular budget fits into the larger economic context.	The cover memo does not discuss the relationship between this particular budget and the larger economic context.

BUDGET ALLOCATION
ASSESSMENT RUBRIC -- continued

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Spreadsheet— Implement a vision (10%) (ELCC 1.3) The spreadsheet is consistent with and supports the vision.	The spreadsheet clearly and persuasively demonstrates how the budget will help the school to achieve its vision.	The spreadsheet presents a budget that logically follows from the vision.	It is difficult to see how the budget presented in the spreadsheet supports the vision articulated in the cover memo.	There are no apparent connections between the school vision and the budget.
Spreadsheet—Acts fairly (15%) (ELCC 5.2) The spreadsheet allocates resources in a manner that addresses students' apparent needs.	The spreadsheet demonstrates decision making that makes students' needs the top priority.	The spreadsheet suggests reasonable resource allocation given students' needs. Some evidence of non-student priorities may be apparent in the spreadsheet.	The spreadsheet has some positive features, but it does not place student needs as the top priority.	The spreadsheet is confusing and/or is not consistent with the cover memo.
Spreadsheet—Acts ethically (15%) (ELCC 5.3) The spreadsheet is consistent with district procedures, legal requirements, and socially just decisions.	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.	The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	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.	Special needs students are not represented in the spreadsheet or are inadequately addressed.
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
20 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.

All students will work to 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:

The following is required 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 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:

Please reference the suggestions presented in the budget assignment

STAFFING ALLOCATION
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Cover Memo— Steward a vision (10%) (ELCC 1.4) The memo helps to motivate others to participate in efforts to achieve the vision.	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.
Cover Memo— Provide effective instructional program (10%) (ELCC 2.2) The cover memo communicates how the staffing allocation supports and/or enhances student achievement.	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.
Cover Memo— Context (10%) (ELCC 6.1) The cover memo communicates the larger context in which the staffing allocation 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 site staffing.	The cover memo fails to mention anything about economic factors impacting the site.
Spreadsheet— Implement a vision (15%) (ELCC 1.3) The spreadsheet is consistent with and supports the vision.	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.

STAFFING ALLOCATION
ASSESSMENT RUBRIC -- continued

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Spreadsheet— Manage resources (15%) (ELCC 3.3) The spreadsheet demonstrates that human resources have been maximized to support teaching and learning.	The spreadsheet persuasively supports the cover memo and demonstrates creative and effective use of the district allocation of human resources.	The spreadsheet is consistent with the cover memo and shows that all district-allocated human resources are put to good use.	The spreadsheet has some positive features, but it either does not fully utilize the district staffing allotment and/or it contains questionable staffing choices.	The spreadsheet does not adequately allocate district-allotted human resources.
Spreadsheet—Acts fairly (15%) (ELCC 5.2) The spreadsheet allocates staffing in a manner that addresses students' apparent needs	The spreadsheet demonstrates decision making that makes students' needs the top priority.	The spreadsheet suggests reasonable staffing allocation given students' needs. Some evidence of non-student priorities may be apparent in the spreadsheet.	The spreadsheet has some positive features, but it does not place student needs as the top priority.	The spreadsheet is confusing and/or is not consistent with the cover memo.
Spreadsheet—Acts ethically (15%) (ELCC 5.3) The spreadsheet is consistent with district procedures, legal requirements, and socially just decisions.	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.	The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	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.	Special needs students are not represented in the spreadsheet or are inadequately addressed.
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 -- TALENT AQUISITION PROCESS
20 points

<u>Rationale</u>

Perhaps the most important activity for a school site administrator is the selection of staff—both certified and classified. It is critical that the building staff consists of those who possess, at a minimum, the capacity to implement the skills, procedures, and processes needed to manifest a school's vision and mission. It is important to think about priority characteristics of prospective teachers relative to students' assessed learning needs, as well as tangible indicators to gauge candidates' interpersonal abilities to function as team members. These considerations will assure that your staff selections support a higher probability of achieving your school improvement goals.

<u>Product</u>

You will write a coherent reflective essay that outlines your plan to recruit, interview and hire teachers with the capacity to support the achievement of strategic goals specified in your action plan. Additionally, funding considerations for induction and development will be addressed. Your paper must contain the following:
1. A thesis that clearly describes the rationale for the candidates you seek to hire
2. A description of how candidate selections will support teaching and learning needs
3. An exhibit of an interview protocol for use with one type of candidate sought
4. Financial and professional support considerations for induction and retention
5. A conclusion that includes the insights you gained from the process and how you can function proactively when working as a hiring administrator.

REFLECTIVE ESSAY ON TALENT ACQUISITION PROCESS
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Introduction and Thesis (10%) The introduction states what the author intends to present in the body of the written work. For this essay, the thesis statement must establish the guiding premise and rational for hiring decisions within the context of the identified building site.	The introduction clearly conveys the guiding premise and rational for candidate selections. Included is a projected turnover percentage consistent with national or local statistics. The thesis statement appears as the last sentence of the introductory paragraph.	The introduction alludes to the guiding premise and rational for candidate selections. Included is a projected turnover percentage consistent with national or local statistics. The thesis statement may not be entirely clear or appropriate.	The introduction is vague about the guiding premise and rational for candidate selections. A projected turnover percentage consistent with national or local statistics is omitted. The thesis statement is either confusing or missing.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the intended purpose of the document.
Alignment with action plan (25%) (ELCC 1.2) The paper includes a description of how school performance data was used to develop candidate profiles consistent with the school's vision and objectives.	The paper conveys a clear description of ideal candidate profiles and a specific rational for how each is consistent with the school's priority needs based on an assessment of student performance outcomes.	The paper conveys a general description of candidate profiles that are linked to the school's priority needs based on an assessment of student performance outcomes.	The paper provides a listing of candidates that are linked to the school's priority needs based on an assessment of student performance outcomes.	The alignment between candidate profiles and school priority needs is missing or wholly inadequate.
Interview Protocol (20%) (ELCC 2.1) The interview protocol demonstrates an understanding of the staff qualities needed to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for all students.	A sample protocol is presented that includes questions that are evenly aligned with the school's priority needs.	A sample protocol is presented that includes questions that are generally aligned with the school's priority needs.	A sample protocol is presented that includes questions that are vaguely aligned with the school's priority needs.	A sample protocol is presented that includes questions that are not aligned with the school's priority needs.

REFLECTIVE ESSAY ON TALENT ACQUISITION PROCESS
ASSESSMENT RUBRIC -- continued

	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Strategic Management of Human Capital (20%) (ELCC 1.3) The paper identifies a funding allocation to support the induction and development of new hires that directly enhances their performance and improves student learning.	Presents a rationale for the funding allocation and a clear description of the professional considerations for the induction and development of new hires to enhance their capacity to improve student learning at the building site.	Presents a funding allocation and a clear description of the professional considerations for the induction and development of new hires to enhance their capacity to improve student learning at the building site.	Presents a funding allocation and a general description of the professional considerations for the induction and development of new hires to enhance their capacity to improve student learning at the building site.	Presents a funding allocation and a vague description of the professional considerations for the induction and development of new hires that is not linked to their capacity to improve student learning at the building site.
Conclusion (15%) (ELCC 3.2) The conclusion presents a summary of the methods and procedures discussed in the essay demonstrating an understanding of the efficient use of human and fiscal resources to manage school operations.	The conclusion summarizes from the body of the essay how the strategic acquisition and development of human capital supports and sustains ongoing school improvement.	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.

ASSIGNMENT #4—GRANT PROPOSAL
15 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 (4)	MEETS EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	FALLS BELOW EXPECTATIONS (1)
Plan to Meet the Need (25%) ELCC 3.1 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.
Expected Outcomes (25%) ELCC 3.2 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 (20%) ELCC 2.2 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 (20%) ELCC 1.4 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.

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CLASS PARTICIPATION ASSESSMENT RUBRIC

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Falls Below Expectations (1)
Attendance	Exemplary attendance, no tardies	Near perfect attendance, 1 absence no tardies	Occasional , 2 absences 1-2 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.