George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 614, Section 601 – Managing Human and Financial Resources
3 Credits, Spring, 2017 (January 9 – April 17, 2017)
Mondays - 4:45-7:45 pm – Loudoun Admin. Bldg. 420/421

Faculty

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Prerequisites/Corequisites
B- or higher in EDLE 620, EDLE 690, and EDLE 791.

University Catalog 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.

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

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

Learner Outcomes or Objectives
This course is designed to enable candidates to do the following:
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.

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 licensure 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

Upon completion of this course, students will have met the following professional standards:

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1   Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
1.2   Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1   Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and

resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1   Candidates understand and can monitor and evaluate school management and operational systems.

3.2   Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1   Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.5   Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school- based leadership strategies.

6.3   Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

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.

Required Texts
Tomal, D.R., and Schilling, C. A. (2013) Resource Management for School Administrators:
Optimizing Fiscal, Facility, and Human Resources.

Required Readings:
Available online via Blackboard

Outside of-Class Resources
All students are required to use http://www.mymason.gmu.edu as part of this course. This is
GMU's Blackboard platform 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.

Cancellation Policy
If a cancellation is necessary, the class will be made up via an electronic activity. Specifically,
candidates are expected to log-on to the computer in order to participate in an electronic
discussion/activity as directed, which will replace the missed class.

Course Performance Evaluation
All work must be submitted on time, meaning no later than by midnight of the due date. If you
happen to be absent on the day a paper is due, the due date remains and the paper must be
submitted electronically.

Tk20 Performance-Based Assessment Submission Requirement
This course includes two required performance based assessments that must be submitted via
Tk20. Every student is required to submit for assessment, **the Budget Allocation Proposal and the
Staffing Allocation Proposal,** to Tk20 through Blackboard (regardless of whether the student is
taking the course as an elective, a onetime course, or as part of an undergraduate minor).
Evaluation of the performance based assessment by the course instructor will also be completed
in Tk20 through Blackboard. The rubrics used to assess these performances are included as
Appendices A and B at the back of this document. Failure to submit the assessment to Tk20
(through Blackboard) will result in the course instructor reporting the course grade as Incomplete
(IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will
convert to an F nine weeks into the following semester.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Preparation, Participation, and Attendance (15 percent)

Work in this class is completed both individually and in small groups. Each student is expected to
be an active, contributing member of her/his small group in every class session. Every student is
also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part
of a class session, you may lose participation points. If you must be absent, please notify me by e-mail
or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to
engage in the activity, resulting in a loss of participation points regardless of your overall
attendance record. Candidates are expected to attend every class for its entirety. Part of your
course grade is earned through ongoing assessment of your attendance, performance,

communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared
- Demonstrate respect and civility (**avoid side conversations**, **multi-tasking**, etc...)
- Professional behavior and presentation
- Willingness to volunteer for class activities
- Contribute to collaborative learning teams
- Initiate and extend class and online discussions through critique and clarification
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

Written Assignments (85 percent)

Since this is a graduate-level class, **high quality work** on all assignments is expected. Candidates should refer to the Blackboard course site for rubrics and specific guidance on the preparation of assignments. Candidates are expected to submit their work, as prescribed, on time.

- Budget Interview (15 percent)
- Staffing Allocation Proposal (25 percent)
- Budget Allocation Proposal (25 percent)
- Facilities Management (10 percent)
- Master Schedule (10 percent)

Course Performance Evaluation Weighting

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

Professional Dispositions

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

Plagiarism**:** Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to

the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Class Schedule

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.

Class		Topic	Required Preparation	Assignments
1	1/9	Course Overview The Cost of Education	Is School Funding Fair? A National Report Card	
	1/16	HOLIDAY – Martin Luther King Jr. Birthday		
2	1/23	Financial Planning Approaches	Resource Management for School Administrators: Chapter 2, pgs. 37-52 Review required interview protocol	Interview a school administrator to gain first-hand information about the financial planning process in use in your school.
3	1/30	Revenue Sources	Resource Management for School Administrators: Chapter 2, pgs. 52-63 and Case Study #1 pg. 64 *Letter to the Community*	
4	2/6	Accounting and Accountability	Resource Management for School Administrators: Chapter 3 Making the Grade: Five Tips for School District Audits Case Study: Administrators in Action— Managing Public Monies and Processing Emotion in School Activities	Present findings from administrator interview: Financial Planning
5	2/13	Managing Financial Resources	Resource Management for School Administrators: Chapter 4 Case study: Aligning Student Outcomes with Educational Resources (presented on pages 120-124)	
	2/19	**Budget Proposal Assignment Due**		

Class		COURSE SCHEDULE CONTINUED		Assignments
		Topic	Required Preparation	
6	2/20	Workforce Planning Online Session	Resource Management for School Administrators: Chapter 5 pgs. 129-131 Loudoun County Public Schools Enrollment Projection Process Loudoun County Public Schools Enrollment History Projections of Education Statistics to 2022 (NCES 2014-051). pgs. 1-6 and Appendix A.1. pgs. 84 -93.	Compare and contrast the methods presented in the LCPS and NCES reports. Post your interpretations on the Discussion Board. Comment on two of your classmates' interpretations.
7	2/27	Talent Acquisition	How to Hire Fair People by Bruce Weinstein (blog) The Structured Interview by George Pawlas (library reading) Resume Writing for Administrators and the Hiring Process (PowerPoint.pdf) Practice Interview Questions	Bring a copy of your resume Simulate an actual timed interview for an administrative position.
8	3/6	School Improvement Staffing Priorities	Case Study: The New Principal's Priorities Create priority table for the new principal	Present priority table for the new principal
	3/12	**Staffing Proposal Assignment Due**		
9	3/13	Personnel and Legal Issues	Grievance and Arbitration Practices and Decisions in Schools: Outcomes of Rational Decision Making?	
10	3/20	Facilities Management – School Data Collection FIELD WORK	Resource Management for School Administrators, Chapter 6 pgs. 151-176 State of Our Schools: America's K-12 Facilities	School Safety Walk Through Interview School Facilities Manager

Class		COURSE SCHEDULE CONTINUED		Assignments
		Topic	Required Preparation	
11	3/27	Facilities Management – School Data Presentation and Analysis	Prepare to present data collection findings	Present data collection findings
12	4/3	Master Schedule	The Master Schedule: A Culture Indicator (web article) Mastering the Master Schedule (a blog post by Ashanti Bryant Foster) Designing Schedules to Support Professional Learning Communities Who Should Make Decisions: A High School Wrestles with Tracking. Case study PowerPoint, Master Schedule Building Prepare to collaborate on the priority of various programming strategies	Reflect upon the recommendations presented in the assigned readings and compare with the decision making practices in your school
	4/10	LCPS - SPRING BREAK		
13	4/17	Auxiliary Services Course Wrap-Up	Resource Management for School Administrators, Chapter 7 pgs. 181-196	

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center 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/).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Appendix A Budget Allocation Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Candidates demonstrate the ability to develop, articulate, and steward a vision **ELCC 1.1**	**9 - 10 points** The proposal specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the budget, demonstrating candidate's thorough knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**8. – 8.9 points** The proposal explains how the budget was developed so that stakeholders will understand its rationale, demonstrating candidate's adequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**7 – 7.9 points** The proposal is vague with respect to rationale and/or stakeholder participation, demonstrating candidate's inadequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**0 – 6.9 points** The proposal is silent on the issues of rationale and stakeholder participation, demonstrating candidate's wholly inadequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.
Candidates demonstrate the ability to use of human, fiscal, and technological resources efficiently **ELCC 3.2**	**13.5 - 15 points** The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement, demonstrating candidate's thorough knowledge of methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources	**12 – 13.4 points** The proposal communicates a clear explanation for why this resource allocation will help improve student achievement, demonstrating candidate's adequate knowledge of methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.	**10.5 – 11.9 points** The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous, demonstrating candidate's inadequate knowledge of methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.	**0 – 10.4 points** No connection between the budget and student achievement is in evidence, demonstrating candidate's wholly inadequate knowledge of methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.

	to building priorities and forecasting resource requirements.			
Candidates demonstrate the ability to monitor and evaluate school management and operational systems **ELCC 3.1**	**13.5 – 15 points** The proposal provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement, demonstrating candidate's thorough knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.	**12 – 13.4 points** The proposal provides a clear plan of action for efficient and effective allocation of resources focused on school improvement, demonstrating candidate's adequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.	**10.5 – 11.9 points** The proposal leaves open questions of effectiveness and/or efficiency, but intent is communicated, demonstrating candidate's inadequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.,	**0 – 10.4 points** The proposal does not communicate how criteria of efficiency and effectiveness are met, demonstrating candidate's wholly inadequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.
Candidates demonstrate the ability to understand, anticipate, and assess emerging trends **ELCC 6.3**	**9 - 10 points** The proposal provides clear and persuasive analysis of emerging trends and how they are addressed in the budget, demonstrating candidate's thorough knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**8 – 8.9 points** The proposal provides some discussion about how the budget addresses emerging trends, demonstrating candidate's adequate knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**7 – 7.9 points** The proposal mentions one or two contextual factors, but does not correlate them with the development of the budget, demonstrating candidate's inadequate knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**0 – 6.9 points** The proposal fails to mention anything about how the budget addresses emerging trends demonstrating candidate's wholly in adequate knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.,
Candidates demonstrate the ability to understand, collect, and use data to identify and assess organizational effectiveness **ELCC 1.2**	**9 - 10 points** The proposal clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals, demonstrating candidate's thorough knowledge of organizational effectiveness and learning strategies; tactical and strategic	**8 – 8.9 points** The proposal presents a budget that logically follows from the school's strategic and tactical goals, demonstrating candidate's adequate knowledge of organizational effectiveness and learning strategies; tactical and strategic program planning; and	**7 – 7.9 points** It is unclear how the budget presented in the proposal supports the school's strategic and tactical goals, demonstrating candidate's inadequate knowledge of organizational effectiveness and learning strategies; tactical and strategic program planning; and	**0 – 6.9 points** There are no apparent connections between the school's strategic and tactical goals and the budget presented in the proposal, demonstrating candidate's wholly inadequate knowledge of organizational effectiveness and learning strategies; tactical and strategic

	program planning; and variables that affect student achievement.	variables that affect student achievement.	variables that affect student achievement.	program planning; and variables that affect student achievement.
Candidates demonstrate the ability to act with integrity and fairness to ensure students' success **ELCC 5.1**	**13.5 - 15 points** The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs, demonstrating candidate's thorough knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**12 – 13.4 points** The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs, demonstrating candidate's adequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**10.5 – 11.9 points** The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs, demonstrating candidate's inadequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**0 – 10.4 points** The proposal is confusing and/or is not consistent with the cover memo, demonstrating candidate's wholly inadequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.
Candidates demonstrate the ability to understand and promote social justice **ELCC 5.5**	**13.5 - 15 points** The proposal 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, demonstrating candidate's thorough knowledge of the relationship between social justice, school culture, and student achievement; theories of efficacy.	**12 - 13.4 points** The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy demonstrating candidate's adequate knowledge of the relationship between social justice, school culture, and student achievement; theories of efficacy.	**10.5 – 11.9 points** Special needs students are represented in the proposal, but resource allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries, demonstrating candidate's inadequate knowledge of the relationship between social justice, school culture, and student achievement; theories of efficacy.	**0 – 10.4 points** Special needs students are not represented in the proposal or are inadequately addressed, demonstrating candidate's wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement; theories of efficacy.
Mechanics and Accuracy - Students use standard	**9 - 10 points** The assignment is free of errors—both text-	**8 – 8.9 points** The assignment has a few errors.	**7 - 7.9 points** The assignment has some errors.	**0 – 6.9 points** The assignment has numerous errors.

English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	based and numerical.			

Appendix B: Staffing Allocation Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Candidates demonstrate the ability to develop, articulate, and steward a vision **ELCC 1.1**	**9 - 10 points** The proposal specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the staffing allocation, demonstrating candidate's thorough knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**8 – 8.9 points** The proposal explains how the staffing allocation was developed so that stakeholders will understand its rationale, demonstrating candidate's adequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**7 – 7.9 points** The proposal is vague with respect to rationale and/or stakeholder participation, demonstrating candidate's inadequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.	**0 – 6.9 points** The proposal is silent on the issues of rationale and stakeholder participation, demonstrating candidate's wholly inadequate knowledge of collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.
Candidates demonstrate the ability to collaborate, build trust and a personalized learning environment with high expectations **ELCC 2.1**	**9 - 10 points** The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement, demonstrating candidate's thorough knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure	**8 – 8.9 points** The proposal communicates a clear explanation for why this staffing allocation will help improve student achievement, demonstrating candidate's adequate knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure student success.	**7 – 7.9 points** The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous, demonstrating candidate's inadequate knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure student success.	**0 – 6.9 points** No connection between the staffing allocation and student achievement is evident, demonstrating candidate's wholly inadequate knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure student success.

	student success.			
Candidates demonstrate the ability to understand, anticipate, and assess emerging trends **ELCC 6.3**	**9 - 10 points** The proposal provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation, demonstrating candidate's thorough knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**8 – 8.9 points** The proposal provides some discussion about how the staffing allocation addresses emerging trends, demonstrating candidate's adequate knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**7 – 7.9 points** The proposal mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation, demonstrating candidate's inadequate knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.	**0 – 6.9 points** The proposal fails to mention anything about how the staffing allocation addresses emerging trends, demonstrating candidate's thorough knowledge of future issues and trends that can affect schools; and contemporary and emerging leadership strategies to address trends.
Candidates demonstrate the ability to monitor and evaluate school management and operational systems **ELCC 3.1**	**13.5 - 15 points** The proposal provides clear and compelling evidence of the candidate's ability to monitor and evaluate school management and operations, demonstrating candidate's thorough knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.	**12 – 13.4 points** The proposal provides some evidence of the candidate's ability to monitor and evaluate school management and operations, demonstrating candidate's adequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.	**10.5 – 11.9 points** The proposal is vague or unclear about the candidate's ability to monitor and evaluate school management and operations, demonstrating candidate's inadequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.	**0 – 10.4 points** The proposal does not contain evidence of the candidate's ability to monitor and evaluate school management and operations, demonstrating candidate's wholly inadequate knowledge of school management of organizational, operational, and legal resources; and school management of marketing and public relations functions.
Candidates demonstrate the ability to use of human, fiscal, and technological resources efficiently to manage school operations	**13.5 - 15 points** The spreadsheet persuasively supports the cover memo and demonstrates creative and effective use of the district allocation of human resources, demonstrating candidate's thorough knowledge of methods	**12 – 13.4 points** The spreadsheet is consistent with the cover memo and shows that all district-allocated human resources are put to good use, demonstrating candidate's adequate knowledge of methods	**10.5 – 11.9 points** The spreadsheet has some positive features, but it either does not fully utilize the district staffing allotment and/or it contains questionable staffing choices, demonstrating candidate's inadequate knowledge of methods	**0 – 10.4 points** The proposal does not adequately allocate district-allotted human resources, demonstrating candidate's wholly inadequate knowledge of methods and procedures for managing school

ELCC 3.2	and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.	and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.	and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.	resources, including the strategic management of human capital, school operations, and school facilities; and alignment of resources to building priorities and forecasting resource requirements.
Candidates demonstrate the ability to act with integrity and fairness to ensure students' success **ELCC 5.1**	**13.5 - 15 points** The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs, demonstrating candidate's thorough knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**12 – 13.4 points** The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs, demonstrating candidate's adequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**10.5 – 11.9 points** The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs, demonstrating candidate's inadequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	**0 – 10.4 points** The proposal is confusing and/or is not consistent with the cover memo, demonstrating candidate's wholly inadequate knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.
Candidates demonstrate the ability to understand and promote social justice. **ELCC 5.5**	**13.5 - 15 points** The proposal 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, demonstrating candidate's thorough	**12 – 13.4 points** The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy, demonstrating candidate's adequate knowledge of the relationship between social justice, school	**10.5 – 11.9 points** Special needs students are represented in the proposal, but staffing allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries, demonstrating candidate's inadequate knowledge of the relationship between social justice, school	**0 – 10.4 points** Special needs students are not represented in the proposal or are inadequately addressed, demonstrating candidate's wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement; theories and efficacy

	knowledge of the relationship between social justice, school culture, and student achievement; theories and efficacy.	culture, and student achievement; theories and efficacy	culture, and student achievement; theories and efficacy	
Mechanics and Accuracy - Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	**9 - 10 points** The assignment is free of errors—both text-based and numerical.	**8 – 8.9 points** The assignment has a few errors.	**7 – 7.9 points** The assignment has some errors.	**0 – 6.9 points** The assignment has numerous errors.