EDLE 614, Section 601 – Managing Financial and Human Resources
3 Credits, spring 2018
Tuesdays/4:45 – 7:45 pm, 1/9/2018 – 4/17/2018 (Loudoun Admin Bld. 420/421)

Faculty

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Prerequisites/Corequisites

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 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 Method

This course will be delivered using lectures, discussions, problem-based learning, role-playing, and student presentation format.

Learner Outcomes or Objectives

This course is designed to enable students 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.

Professional Standards (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

        Articles will be made available as necessary.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Every student registered for any Education Leadership course with a required performance-based assessment are required to submit these 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. 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.

- **Assignments and/or Examinations**

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	10 percent
Oral and Written communication	90 percent

- **Other Requirements**

Class participation

A large proportion of the work in this class will be done either individually and/or 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 Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit for it. Such an absence will cause you to lose participation points regardless of your overall attendance record.

Attendance

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. Any absence will result in two (2) points' reduction in participation. 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 Blackboard by the due date.

Written assignments

There are four writing assignments for this course. The budget, staffing, and interview assignments are to be worked on individually. Each student will submit his/her own budget and staffing allocation. Reflections on the interview process and the grant proposal will require substantially more writing. All written work should be of the highest quality. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

- **Grading**

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

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment

The College of Education & 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/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Class Schedule (spring 2018)

Please note: To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester.

DATE	TOPICS	ASSIGNMENT
01-09-18	• **Course Overview** • **Money Matters** • **Budget Workshop Overview**	
01-16-18	• **School Vision, Mission, and Goals and School Budget** • **Ethical/legal Issues and School Finance** • **Budget Workshop Overview**	
01-23-18	• **School Vision, Mission, and Goals**	**READ: Rebell & Wardenski: "Of Course Money Matters" at** **http://www.schoolfunding.info/**

01-30-18	• **Ethical/Legal Issues and School Staffing**	
02-06-18	• **Budget and Staffing**	_**Assignment due: Demographic information for budget and staffing allocation assignment**_
02-13-18	• **Budget and Staffing (Part 2)**	**First Reflection due (10 points)**
02-20-18	• **Recruitment and the Interview Process**	
02-27-18	• **Interview Process**	**Finance Leader Interview Assignment (20 points)**
03-06-18	• **Resume Writing**	**Do you have an updated resume?**
03-13-18	• **Working with Difficult Teachers**	_**Assignment due: Spreadsheet for Budget and/or Staffing Allocation assignment**_
03-20-18	• **Assisting the Marginal Teachers**	**Read, take notes, reflect, & apply: TappingThePotential/TappingThePotential.pdf** **http://www.all4ed.org/files/archive/publications/**
03-27-18	• **SPRING BREAK No Class Meeting**	
04-03-18	• **Supervision and Evaluation**	**Second Reflection due (10 points)** **Read, take notes, reflect and apply:** _**Teacher Quality and Student Achievement**_**: Making the Most of Recent at:**

		www.tqsource.org/publications/March2008Brief.pdf *and Teacher Quality and Student Achievement* **at:** *epaa.asu.edu/ojs/oldepaa/redirect/?v=8&n=1*
04-10-18	• **Support Personnel** • **Legal Issues in the Workplace**	**Budget Allocation Assignment Due (15 points)** **Staffing Allocation Assignment Due (15 points)**
04-17-18	• **Future of Human Resources** • **Wrap-up session**	**Grant Proposal Due (20 points)**

WRITING ASSIGNMENT
THE BUDGET ALLOCATION PROPOSAL
(Required Performance)
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.

All students will work with a school level of their choosing, an elementary, middle, or a high school budget in order to experience concerns at that level. It is recommended that students work with a level outside of their comfort area to diversify their experiences.

Product

Each student will submit a budget allocation proposal based on the selected level. Budget allocations are to be made based on the unique needs of each school. 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 paper must be written in an acceptable format.

2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances.

Budget Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1 Candidates demonstrate the ability to develop, articulate, and steward a vision (10%)	**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.**	**The proposal explains how the budget was developed so that stakeholders will understand its rationale.**	**The proposal is vague with respect to rationale and/or stakeholder participation.**	**The proposal is silent on the issues of rationale and stakeholder participation.**
ELCC 3.2 Candidates demonstrate the ability to use of human, fiscal, and technological resources efficiently (15%)	**The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement.**	**The proposal communicates a clear explanation for why this resource allocation will help improve student achievement.**	**The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous.**	**No connection between the budget and student achievement is in evidence.**
ELCC 3.1 Candidates demonstrate the ability to monitor and evaluate school management and operational systems (15%)	**The proposal provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement.**	**The proposal provides a clear plan of action for efficient and effective allocation of resources focused on school improvement.**	**The proposal leaves open questions of effectiveness and/or efficiency, but intent is communicated.**	**The proposal does not communicate how criteria of efficiency and effectiveness are met.**

ELCC 6.3 Candidates demonstrate the ability to understand, anticipate, and assess emerging trends (10%)	The proposal provides clear and persuasive analysis of emerging trends and how they are addressed in the budget.	The proposal provides some discussion about how the budget addresses emerging trends.	The proposal mentions one or two contextual factors, but does not correlate them with the development of the budget.	The proposal fails to mention anything about how the budget addresses emerging trends.
ELCC 1.2 Candidates demonstrate the ability to understand, collect, and use data to identify and assess organizational effectiveness (10%)	The proposal clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals.	The proposal presents a budget that logically follows from the school's strategic and tactical goals.	It is unclear how the budget presented in the proposal supports the school's strategic and tactical goals.	There are no apparent connections between the school's strategic and tactical goals and the budget presented in the proposal.
ELCC 5.1 Candidates demonstrate the ability to act with integrity and fairness to ensure students' success (15%)	The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs.	The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.	The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.	The proposal is confusing and/or is not consistent with the cover memo.
ELCC 5.5 Candidates demonstrate the ability to understand and promote social justice (15%) .	The proposal clearly and persuasively demonstrates how resources are allocated to special needs students in a manner that addresses their particular	The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with	Special needs students are represented in the proposal, but resource allocation appears inadequate. There may also be some indication of	Special needs students are not represented in the proposal or are inadequately addressed.

	teaching and learning challenges within district guidelines and legal boundaries.	respect to adequacy.	violation of district procedures and/or legal boundaries.	
Mechanics and Accuracy (10%) **Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.**	**The assignment is <u>free</u> of errors—both verbal and numerical.**	**The assignment has a few errors.**	**The assignment has some errors.**	**The assignment has numerous errors.**

THE STAFFING ALLOCATION
(Required Performance)
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.

All students will work to create an elementary, middle, or a high school staffing allocation in order to experience concerns at that level. It is recommended for students to select a level different from their comfort area.

Product

Each student will submit a staffing allocation with an overview of the demographic of the school. Staffing allocations are to be made based on the unique needs of each school. 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 in a paper 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 paper must be written in an acceptable format.

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

Staffing Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1 Candidates demonstrate the ability to develop, articulate, and steward a vision (10%)	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.	The proposal explains how the staffing allocation was developed so that stakeholders will understand its rationale.	The proposal is vague with respect to rationale and/or stakeholder participation.	The proposal is silent on the issues of rationale and stakeholder participation.
ELCC 2.1 Candidates demonstrate the ability to collaborate, build trust and a personalized learning environment with high expectations (10%)	The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement.	The proposal communicates a clear explanation for why this staffing allocation will help improve student achievement.	The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous.	No connection between the staffing allocation and student achievement is evident.
ELCC 6.3 Candidates demonstrate the ability to understand, anticipate, and assess emerging trends (10%)	The proposal provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation.	The proposal provides some discussion about how the staffing allocation addresses emerging trends.	The proposal mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation.	The proposal fails to mention anything about how the staffing allocation addresses emerging trends.

ELCC 3.1 Candidates demonstrate the ability to monitor and evaluate school management and operational systems (15%)	The proposal provides clear and compelling evidence of the candidate's ability to monitor and evaluate school management and operations	The proposal provides some evidence of the candidate's ability to monitor and evaluate school management and operations	The proposal is vague or unclear about the candidate's ability to monitor and evaluate school management and operations	The proposal does not contain evidence of the candidate's ability to monitor and evaluate school management and operations
ELCC 3.2 Candidates demonstrate an understanding and can use human, fiscal, and technological resources efficiently to manage school operations (15%)	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 proposal does not adequately allocate district-allotted human resources.
ELCC 5.1 Candidates demonstrate the ability to act with integrity and fairness to ensure students' success (15%)	The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs.	The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.	The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.	The proposal is confusing and/or is not consistent with the cover memo.
ELCC 5.5 Candidates demonstrate the ability to promotes social justice (15%)	The proposal clearly and persuasively demonstrates how staffing is allocated to special needs students in a manner that addresses their	The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely	Special needs students are represented in the proposal, but staffing allocation appears inadequate. There may also be some	Special needs students are not represented in the proposal or are inadequately addressed.

	particular teaching and learning challenges within district guidelines and legal boundaries.	persuasive with respect to adequacy.	indication of violation of district procedures and/or legal boundaries.	
Mechanics and Accuracy (10%) **Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.**	**The assignment is <u>free</u> of errors—both verbal and numerical.**	**The assignment has a few errors.**	**The assignment has some errors.**	**The assignment has numerous errors.**

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 $250 and should probably not exceed $20,000.

Grant Proposal Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Statement of Need (20%) The need for the grant money must be obvious for a funding agency to be interested in providing it to your school or district.	The need is very persuasively stated and directly tied to teaching and learning.	The need is logically presented, but may not be as persuasive as it could be.	The need is apparent, but not as clearly or persuasively presented as it might be. Critical information might be missing.	The need for the grant is unclear.
Plan to Meet the Need (20%) For a plan to gain the confidence of a funding agency, it must be clearly and directly tied to the specific need you have identified.	The plan addresses the need in detail, demonstrating numerous links that show each aspect of the need will be met through the plan.	The plan is logically and tightly linked to the identified need.	The plan seems attractive but may have some areas that do not seem to be tied to need as you have identified it.	The plan is unclear and/or not directly linked to the need as you have articulated it.
Expected Outcomes (20%) The funding agency wants a clear picture of how the grant will help your site.	The expected outcomes are persuasively stated so that any person observing the grant in action would recognize them. Expected teaching and learning results are clear.	The expected outcomes are clearly presented and logically linked to the plan.	Expected outcomes are stated, but they are not as clear as they could be, or they seem unrelated to the plan and/or the need.	Expected outcomes are unclear or missing.
Evaluation of the Project (15%) The funding agency usually	The evaluation plan persuasively addresses all components of the plan to meet the	The evaluation plan addresses the plan to meet the need. Criteria and	The evaluation plan is not clearly connected to other aspects of	The evaluation plan is missing or difficult to understand. Criteria and/or

wants to know how you will know if the money was well spent.	need. Clear criteria and standards are established.	standards may not be entirely clear and/or logical.	the grant and/or lacks clear criteria and standards.	standards may be missing.
Budget (15%) All grants require a budget so that the funding agency has a clear picture of how granted money will be spent.	The budget meets the criteria contained in the budget allocation assessment rubric. It supports all aspects of the plan to meet the need.	The budget is clear and well presented.	The budget is somewhat confusing.	The budget is missing or incomplete.
Grammar & Mechanics (10%) Any writing submitted for public review should be free of errors.	The grant proposal is <u>free</u> of errors.	The grant proposal contains a few errors.	The grant proposal contains some errors.	The grant proposal contains numerous errors.