

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

EDLE 614-001– Managing Financial and Human Resources
3 Credits, Fall 2020
(8/24/2020 – 12/15/2020) Online (*Formally Campus Class*)

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 100% fully online using a hybrid synchronous and asynchronous (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on Tuesday, August 17 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at <http://mymason.gmu.edu>. You need to log on using your GMU username and password. To participate in this course, students will need the following resources:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Consistent and reliable access to their GMU email and Blackboard (at least daily access on weekdays), as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs are available for free download by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our work week will start on Tuesday's, and finish on Monday of the following week at 11:59 pm. All synchronous class meeting dates are set and will occur on Tuesday's-the first day of each academic week for this course. For purposes of helping you plan, these dates have been preset (see calendar below) and will run from 4:30-7:10pm. They may run for a shorter span of time, but my intent is to always end by 7:10pm.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Due to the current Covid-19 situation, meetings with the instructor will have to be via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Thus far, during the current Covid situation it has been successful meeting in the Blackboard Classroom where we will be holding our synchronous sessions. I plan to continue this practice.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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) & the National Educational Leadership Preparation (NELP) Standards:

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.

NELP Building-Level Standard 1: Mission, Vision, and Improvement: to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community.

Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP Building-Level Standard 2: Ethics and Professional Norms: to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.

NELP Building-Level Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

NELP Building-Level Standard 4: Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology- rich curricula, programs, and other supports for academic and non- academic student programs.

Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP Building-Level Standard 5: Community and External Leadership: to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.

NELP Building-Level Standard 6: Operations and Management: to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP Building-Level Standard 7: Building Professional Capacity: to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Required Texts

Sorenson, R.D., & A. & Goldsmith, L.M. (2018). *The Principal's Guide to School Budgeting, 3rd Ed.* Thousand Oaks, Ca: Corwin Press.

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).

Submission of Work: All assignments must be submitted on time, meaning no later than by midnight of the due date, electronically via Blackboard and/or Tk20. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments and project based learning activities. The assignments constructed for this course reflect a mix of skills associated with the application of school budget and staffing practices as it pertains to the national, state, and local practices. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities.
2. The quality of analysis, synthesis, and application.
3. The ability to write in a clear, concise, and organized fashion.

Additionally, a significant portion of the class grade will be based on participation in various individual and group activities. The overall weights of the various performances are as follows:

• Assignments and/or Examinations

Students can earn a total of **425 points** in this course. Here is a quick overview of the breakdown of possible points through assignments (60%), participation and reflection (40%).

Assignments (250 points)

The three graded assignments required for this course are as follows:

The Budget Allocation Proposal (100 points)

The Staffing Allocation Proposal (100 points)

The Grant Proposal (50 points)

Assignment descriptions and rubrics are available on the course site and at the end of the syllabus.

• Other Requirements Participation and Reflection Requirements (175 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in class discussions, group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. The participation rubric and related activities can be found on our course site and in the syllabus.

Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Orientation (5 points)

- Introductory Journal

Unit 1 (70 points)

- Individual and Group Exercises
 - Class discussion and Reflection

Unit 2 (70 points)

- Individual and Group Exercises
 - Class discussion and Reflection

Unit 3 (30 points)

- Individual and Group Exercises
 - Class discussion and Reflection

• Grading

A+ = 425 points

A = 400 - 424

A- = 375 - 399

B+	=	360 - 374
B	=	340 - 359
B-	=	325 - 339
C	=	300 - 324
F	=	Below 300 points

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student’s responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

EDLE 614-001 Weekly Course Schedule (Fall 2020)

Please Note: To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

Week	Date	Unit	Lesson	Weekly Assignments	Synchronous Week (Date, Time)	Major Assignment Due Dates
1	Aug. 25-31	1	Course Overview; L1: Historical Perspectives of School Finance	<input type="checkbox"/> Read Chapter. 1, pp. 1-40. <input type="checkbox"/> Complete Group Activity #1. <input type="checkbox"/> Complete Unit 1, Lesson 1 <input type="checkbox"/> Complete Discussion Board #1	August 24 4:30 PM	
2	Sept. 1-7	1	L2: Financial Planning	<input type="checkbox"/> Read Chapter. 2, pp. 47-82. <input type="checkbox"/> Complete Group Activity #2. <input type="checkbox"/> Complete Unit 1, Lesson 2. <input type="checkbox"/> Complete Group Activity #2.	September 1 4:30 PM	
3	Sept. 8-14	1	L3: Sources of Revenue	<input type="checkbox"/> Complete Unit 1, Lesson 3. <input type="checkbox"/> Read Chapter 4, pp. 115-157. <input type="checkbox"/> Complete Group Activity #3	September 8 4:30 PM	
4	Sept. 15-21	1	L4: Accounting and Accountability	<input type="checkbox"/> Complete Unit 1, Lesson 4 <input type="checkbox"/> Complete Discussion Board #2	September 15 4:30 PM	
5	Sept. 22-28	2	L1: Workforce Productivity	<input type="checkbox"/> Read Chapter 6, excerpts, pp. 230-238; 256-258 <input type="checkbox"/> Complete Unit 2, Lesson 1 <input type="checkbox"/> Complete Group Activity #4	September 22 4:30 PM	
6	Sept. 29- Oct. 5	2	L2: Acquiring Talent, Effective Hiring, and Your Own Panel Interview	<input type="checkbox"/> Complete Unit 2, Lesson 2 <input type="checkbox"/> Submit your Professional Resume <input type="checkbox"/> Complete your Panel Interview	September 29 4:30PM	Submit Professional Leadership Resume & Panel Interview Recording

7	Oct. 6-12	2	L3: Managing Resources for Performance and Productivity	<input type="checkbox"/> Complete Unit 2, Lesson 3 <input type="checkbox"/> Complete Case Study #1, p. 152 in the textbook <input type="checkbox"/> Complete Group Activity #5	October 6 4:30 PM	
8	Oct. 13-19		No Class-Fall Break-work on your papers	None	None	
9	Oct. 20-26	2	L4: Supervision, pt. 1	<input type="checkbox"/> Complete Unit 2, Lesson 4 <input type="checkbox"/> Complete the assigned activity-writing a summary observation memo	October 20 4:30 PM	
10	Oct. 27-Nov. 2	2	L5: Personnel and Legal Issues	<input type="checkbox"/> Complete Unit 2, Lesson 5-In Response to a Grievance <input type="checkbox"/> Mark and Mrs. Duncan <input type="checkbox"/> Group Activity #6	October 27 4:30 PM	
11	Nov. 3-9	3	L1: Facilities Management	<input type="checkbox"/> Complete Unit 3, Lesson 1 <input type="checkbox"/> Complete Group Activity #7	November 3 4:30 PM	
12	Nov. 10-16	3	L2: Master Scheduling, Pt. 1	<input type="checkbox"/> Complete Unit 3, Lesson 2 <input type="checkbox"/> Complete Group Activity #8	November 10 4:30 PM	
13	Nov. 17-23	3	L2: Master Scheduling Pt. 2	<input type="checkbox"/> Continued work on Group Activity #8	November 17 4:30 PM	Budget/Staffing Paper Due
14	Nov. 24-30		Thanksgiving Week	<input type="checkbox"/> No Formal Assignments Due.	None	
15	Dec. 1-7	3	L3: Auxiliary Services	<input type="checkbox"/> Complete Unit 3 Lesson 3	December 1 4:30 PM	Grant Due
16	Dec. 8-14		The Future of School Budgets	<input type="checkbox"/> No Formal Assignments Due	As Needed	

WRITING ASSIGNMENT
THE BUDGET ALLOCATION PROPOSAL
(Required Performance)
100 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.

<p>ELCC 1.2 Candidates demonstrate the ability to understand, collect, and use data to identify and assess organizational effectiveness (10%)</p>	<p>The proposal clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals.</p>	<p>The proposal presents a budget that logically follows from the school's strategic and tactical goals.</p>	<p>It is unclear how the budget presented in the proposal supports the school's strategic and tactical goals.</p>	<p>There are no apparent connections between the school's strategic and tactical goals and the budget presented in the proposal.</p>
<p>ELCC 5.1 Candidates demonstrate the ability to act with integrity and fairness to ensure students' success (15%)</p>	<p>The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs.</p>	<p>The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.</p>	<p>The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.</p>	<p>The proposal is confusing and/or is not consistent with the cover memo.</p>
<p>ELCC 5.5 Candidates demonstrate the ability to understand and promote social justice (15%)</p>	<p>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.</p>	<p>The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.</p>	<p>Special needs students are represented in the proposal, but resource allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.</p>	<p>Special needs students are not represented in the proposal or are inadequately addressed.</p>
<p>Mechanics and Accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors—both verbal and numerical.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>

**WRITING ASSIGNMENT—
THE STAFFING ALLOCATION
(Required Performance)
100 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 districtallotted human resources.

<p>ELCC 5.1 Candidates demonstrate the ability to act with integrity and fairness to ensure students' success (15%)</p>	<p>The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs.</p>	<p>The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.</p>	<p>The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.</p>	<p>The proposal is confusing and/or is not consistent with the cover memo.</p>
<p>ELCC 5.5 Candidates demonstrate the ability to promote social justice (15%)</p>	<p>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.</p>	<p>The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.</p>	<p>Special needs students are represented in the proposal, but staffing allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.</p>	<p>Special needs students are not represented in the proposal or are inadequately addressed.</p>
<p>Mechanics and Accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors—both verbal and numerical.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>

ASSIGNMENT
GRANT PROPOSAL
50 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 \$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
<p><u>Statement of Need (20%)</u> The need for the grant money must be obvious for a funding agency to be interested in providing it to your school or district.</p>	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.
<p><u>Plan to Meet the Need (20%)</u> For a plan to gain the confidence of a funding agency, it must be clearly and directly tied to the specific need you have identified.</p>	The plan addresses the need in detail, demonstrating numerous links that show each aspect of the need will be met through the plan.	The plan is logically and tightly linked to the identified need.	The plan seems attractive but may have some areas that do not seem to be tied to need as you have identified it.	The plan is unclear and/or not directly linked to the need as you have articulated it.
<p><u>Expected Outcomes (20%)</u> The funding agency wants a clear picture of how the grant will help your site.</p>	The expected outcomes are persuasively stated so that any person observing the grant in action would recognize them. Expected teaching and learning results are clear.	The expected outcomes are clearly presented and logically linked to the plan.	Expected outcomes are stated, but they are not as clear as they could be, or they seem unrelated to the plan and/or the need.	Expected outcomes are unclear or missing.
<p><u>Evaluation of the Project (15%)</u> The funding agency usually wants to know how you will know if the money was well spent.</p>	The evaluation plan persuasively addresses all components of the plan to meet the need. Clear criteria and standards are established.	The evaluation plan addresses the plan to meet the need. Criteria and standards may not be entirely clear and/or logical.	The evaluation plan is not clearly connected to other aspects of the grant and/or lacks clear criteria and standards.	The evaluation plan is missing or difficult to understand. Criteria and/or standards may be missing.
<p><u>Budget (15%)</u> All grants require a budget so that the funding agency has a clear picture of how granted money will be spent.</p>	The budget meets the criteria contained in the budget allocation assessment rubric. It supports all aspects of the plan to meet the need.	The budget is clear and well presented.	The budget is somewhat confusing.	The budget is missing or incomplete.
<p><u>Grammar & Mechanics (10%)</u> Any writing submitted for public review should be free of errors.</p>	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.

