

**Leadership in Finance and Management**

**EDLD 8270/8276**

**3 Credit Hours**

**Summer 2016**

**EdS Cohort**

**Brittany Larkin, Ph.D.**

**Assistant Professor, Educational Leadership**

**College of Education**

**Auburn University**

**Office:4016**

**Cell Phone: 352-870-2753**

**Email: bml0023@auburn.edu**

**Course Description**

Student learning outcomes for this course are based on and extend the Class A (master’s level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and activities related to managing and supervising the personnel who deliver educational experiences for students in a K-12 setting and the fiscal aspects of managing a school related to those educational opportunities. The activities in which students will participate are designed to provide practical application of the theoretical basis upon which the course is built.

 This course is intended to go beyond the personnel functions that are covered in Master’s level courses and take a deep look in to effective ways to manage and increase the capacity of staff members. Students will be guided through multiple conceptual frameworks for supervising and managing a school staff. Course highlights include: instructional coaching, clinical supervision and formative evaluation concepts, including a review of how the Alabama’s Educate Alabama personnel initiative impacts the role of the administrator in the management of and improvement of professional staff. In addition, funding and budget planning aspects of the administrator’s role will be covered with a look at the state of Alabama’s finance system and how it impacts school-level decision-making related to fiscal matters.

This course will be offered both as campus-based (EDLD 8400) and distance education (EDLD 8406). Details regarding distance education delivery are noted in the syllabus. All students, including distance education students, are expected to complete the field experience for this course.

**Course Objectives**

Course Objectives expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

|  |  |
| --- | --- |
| Instructional Leadership Objectives  | How the objectives will be measured. |
| 1. Set high expectations and standards for the performance of all teachers and staff.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Use the accepted methods and principles of personnel evaluation.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Use a variety of supervisory models to improve teaching and learning.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Provide opportunities for teachers to reflect, plan and work collaboratively.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Create an ability to empower a school leadership team that shares responsibility for the management of the learning organization.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Create a community of learners among faculty and staff.
 | Weekly Activities; Comparative Paper; Scenario Based Mock Evaluations |
| 1. Create a personal professional development plan for his/her own continuous improvement.
 | Weekly Activities; Scenario Based Mock Evaluations |
| 1. Recruit, hire and maintain a diverse faculty.
 | Weekly Activities ; Personnel Interviews |
| 1. Identify and analyze the major sources of fiscal and non-fiscal resources for the school including business and community resources.
 | Weekly Activities ; Personnel Interviews |
| 1. Use an efficient budget planning process that involves staff and community.
 | Weekly Activities ; Personnel Interviews |
| 1. Identify and organize resources to achieve curricular and instructional goals.
 | Weekly Activities ; Personnel Interviews |

**Required Texts**

Norton, M.S. (2015). The Principal as Human Resources Leader. Routledge: New York, NY.

Thompson, D.C., Crampton, F., and Wood, R.C. (2012). Money and Schools 5th Edition. Routledge: New York, NY.

**Evaluation**

Measurement of student growth will be assessed using five activities for a total of 500 points.

1. Participation in weekly class discussions and activities (100 points)
2. Personnel Interviews (200 points)
3. Comparative Paper (100 points)
4. Scenario Based Mock Evaluations (100 points)

**Description of Course Activities to be Evaluated**

1. **Participation in class**. You are expected to participate in weekly readings and assignments. Each week the modules including the required readings and activities will be uploaded on Canvas. You are expected to complete each activity and submit it to Canvas by the deadline indicated on the assignment.

We will meet in face to face classes three times during the semester for presentations. If you are registered as a distant student, you will be responsible for linking into the class digitally to complete your presentation and to participate in your colleagues presentations.

We have 10 weeks of class, the participation points will be evenly distributed over the weeks.

1. **Personnel Interviews (200 points)**

To gain a better understanding of the responsibilities, evaluations, and financing of the various personnel within a school system, you will conduct series of interviews. You will interview a superintendent or business manager, the facilities/safety manager, the human resources manager, the transportation manager, and the child nutrition manager. The questions will be provided in a separate document. In class, we will compare responses and experiences.

*Rationale:* Understanding how each wheel in the public school machine works, is imperative to ensuring the machine operates smoothly. It also allows you as a school leader to empathize and understand the necessity of certain processes, which will aid in the decision-making processes and the problem solving processes.

**Rubric:**

**Interview (\_\_\_\_/15points)** The presentation appropriately addresses the interview questions; full credit is demonstrated by going beyond the basic interview questions by attempting probing inquiry.

**Reaction (\_\_\_\_\_/15 points)** The post interview reaction is presented reflecting what you were most surprised by, found most interesting, and would like to know more about

**Professionalism (\_\_\_\_/10 points)** The presenter made special efforts to ensure the presentation is engaging and informative. The presentation is professional, clear, organized.

**Total Points: 40 points x 5 interviews presentations =200 points**

1. **Comparison of EducateAlabama and Teaching Effective Model using Formative Supervisory Theory.**

Students will do a comparative analysis of EducateAlabama as compared to the new Educator Effectiveness Model, how these initiatives compare to the literature on summative and formative evaluation process. Be sure to provide connection between EducateAlabama, capacity-building team processes at the school level and professional learning in the organization. Your comparison will be submitted in the form of a research paper following the APA stylistic guide. On the last day of class, you will conduct a professional development session you would present to your schools’ teachers, parents and stakeholders explaining the results of your analysis (no Powerpoints allowed!). Note the Miller Writing Center is a free service to you that provides individual writing help for all stages of your writing.

*Rationale:* As a school leader you must have a sound understanding of the evaluation process, including the strengths and weaknesses, of the state mandated evaluation tool. Furthermore, a good leader can explain the process to stakeholders in a concise professional manner that is clearly explains the process and rationale.

**Rubric:**

**Organization and Professional Writing (\_\_\_\_/25 points)** The paper is organized in a research paper format. The paper reads smoothly from beginning to end with appropriate transitions between points. The response does not contain grammatical & spelling mistakes and follows APA stylistic guidelines. It is clear that the writer proofread!

**Comparisons (\_\_\_\_/25 points)** The author appropriately addresses the differences between EducateAlabama policy and procedures and the Teacher Effectiveness policy and procedures including capacity-building team processes and professional learning.

**Use of research (\_\_\_\_/25 points)** The author uses research on summative and formative evaluation processes to evaluate the EducateAlabama process and the Teacher Effectivenss process.

**Presentation (\_\_\_\_/25 points)** The author presents their findings in a dynamic professional development to educate their stakeholders on the differences between the two processes and how they are supported in the research giving a rationale for use.

**Total Points: 100**

1. **Developing Your Teacher Effectiveness Plan**

The State Department of Education has created a template for systems to use to create their own teacher effectiveness plan. The idea is that the definition of effective may vary from one area to another based on the needs and values of that community. With that in mine, you will develop a Teacher Effectiveness Plan for your school that meets the requirements set forth by the state but addresses the unique needs of your school that will move you toward your school vision. You will present this plan to the class on the last face to face meeting

*Rationale:* Currently the SDE is asking each system to create their own plan. Also currently in the recent legislative session, the PREP Act was introduced to the Senate floor, but was tabled until next year. This Act will require systems to adhere to it’s teacher evaluation plan if a system does not have one approved by the state. So, it’s to your benefit to already have a plan working and ready for implementation.

**Rubric:**

**Teaching Effectiveness Model (\_\_\_\_/25 points)** The plan clearly meets the requirements of the TEM including Professional Commitment, Professional Practice, and Impact on Student Engagement and Growth.

**Detailed Plan of Implementation (\_\_\_\_/25 points)** The plan explains and provides examples of what methods or tools or practices will be used to meet each aspect of the TEM. Must include a rationale for why the chosen method would be best for meeting the need of your school (include supporting evidence).

**Plan is Tailored to School Vision (\_\_\_\_/25 points)** The plan provides evidence of community expectations/goals, data of where school is in relation to the community expectations and school vision, and how the plan will move the school towards its vision and community expectations.

**Logistics are Detailed (\_\_\_\_/25 points)** The plan outlines the logistics of implementing the plan including a timeline of events, responsibilities of persons involved, budget (if applicable), training, and actions post-results.

**Total Points: /100**

**Grading Scale**

 **A = 400 – 500 points**

 **B = 300 – 399 points**

 **C = 200 – 299 points**

 **D = 100 – 199 points**

 **F = 99 points and below**

This calendar outlines important due dates. Please check the course LMS (Canvas) for weekly readings and tasks. Note: all weeks will have activities and discussions that are considered participation grades.

|  |  |  |
| --- | --- | --- |
|  | **DATE**  | **READINGS**  |
| Week 1  |  May 24 | **Face to Face Class** Topic: Position Analysis and Teacher Load |
| Week 2  | May 31 | Topic: Finance Big Picture |
| Week 3  | June 7 | Topic: Budgets |
| Week 4  | June 14 | **Face to Face Class** |
| Week 5  | June 21 | Topic: School Personnel Funding**Due: Evaluation Comparative Paper** |
| Week 6  | June 28 | Topic: Budgeting for Instruction |
| Week 7  | July 5 | Topic: Instructional Coaching |
| Week 8  | July 12 | Topic: Leadership Models |
| Week 9  | July 19 | Topic: Difficult School Employees |
| Week 10  | July 26 | **Face to Face Class****Due: Interviews****Due: Teacher Effectiveness Plan** |

**Class Policy Statements**

Attendance: For EDLD 8270, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/%22%20%5Ct%20%22_blank) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies%22%20%5Ct%20%22_blank)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/%22%20%5Ct%20%22_blank) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies%22%20%5Ct%20%22_blank)) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/%22%20%5Ct%20%22_blank) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies%22%20%5Ct%20%22_blank)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

ALL PAPER WRITING Guidelines:

1. You should follow the APA style of writing (6th edition).
	* Your paper should be double-spaced with 1” margins.
	* Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
	* Include a title page and list your references separately. Your reference page is

not included in the expected page limits. No abstract is needed.

* + Direct quotations should be followed by a page number.
	+ It’s better to over-cite than under-cite.
	+ Ask if you have questions.
1. Your writing style and tone should be scholarly.
	* You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
	* Exhibit grammar and spelling appropriate to graduate-level study.
	* Do *not* overuse quotations.
	* Turn your paper in on time.
	* Do not use Wikipedia as a reference.
	* Plagiarism Tutorials: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/ http://library.acadiau.ca/tutorials/plagiarism/

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.