

LEAD 8240
MANAGING RESOURCES FOR SCHOOL IMPROVEMENT
3 SEMESTER HOURS
Dewar College of Education
Department of Curriculum, Leadership, and Technology
Valdosta State University

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Students through Evidence-Based Practices

Suggested Textbook

Burrup, Percy E., Brimley, V., Jr., & Garfield, R. (2007). *Financing education in a climate of change* (10th ed.). Boston: Allyn and Bacon.

Castetter, W.B., & Young, I.P. (2000). *The human resource function in educational administration* (7th ed.). New York: Merrill.

Additional Resources

Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press Publication.

Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Seyfarth, J.T. (2002). *Human resources management for effective schools*. Needham Heights, MA: Allyn and Bacon.

Smith, R.E. (1998). *Human resources administration: A school-based perspective*. Gardiner, NY: Eye on Education.

Webb, L.D., Montello, P.A., & Norton, M.S. (1994). *Human resources administration: Personnel issues and needs in education*. New York: Merrill.

Course Description

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance based field experiences.

College of Education Conceptual Framework Standards (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to candidate learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

Course Objectives (CO)

Candidates will:

1. Demonstrate that human and fiscal resources and operational procedures are designed and managed to maximize opportunities for successful learning. (ELCC 1, 2, 3, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 6, 7, 8, 9, 10)
2. Become knowledgeable of the overall aspects and responsibilities of the human resources program including how human resources support the instructional needs of schools. (ELCC 2, 3, 4, 5, 6; PSC 2, 3, 4, 5, 6; BOR 2, 5, 6, 7, 8, 9, 10)

3. Demonstrate an understanding of the development of long- and short-range personnel needs in school systems. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 1, 2, 5, 6, 7, 8, 9, 10)
4. Demonstrate an understanding of employment guidelines and standards regarding the recruitment, selection, induction, evaluation and termination of employees. (ELCC 3, 5; PSC 3, 5; BOR 7, 8, 10)
5. Demonstrate an understanding of federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. (ELCC 3, 5; PSC 3, 5; BOR 7, 8)
6. Apply situational leadership and developmental supervision techniques to the supervision of teachers. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 1, 2, 5, 6, 7, 8, 9, 10)
7. Demonstrate the basic components in the development and implementation of a successful staff development program. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)
8. Review and apply adult learning strategies to professional development. (ELCC 2; PSC 2; BOR 6, 9, 10)
9. Review the needs and strategies for working with the supporting staff. (ELCC 1, 2, 3, 5; PSC 1, 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)
10. Demonstrate how the school plant, equipment, and support systems operate safely, efficiently and effectively. (ELCC 2, 3, 7; PSC 2, 3, 5; BOR 4, 7, 8)
11. Demonstrate the processes of managing the human and fiscal resources of the school responsibly, efficiently and effectively. (ELCC 3, 5, 6; PSC 3, 6; BOR 4, 7, 8)
12. Demonstrate to others how emerging trends in human and fiscal resource management are recognized, studied, and applied to the local school environment. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
13. Demonstrate the ability to align financial, human, and material resources to school and system vision, mission, and goals. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 2, 4, 5, 6, 7, 8, 9, 10)
14. Demonstrate a working knowledge of the ethical implications of proper human resources management, business practices and financial management. (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)
15. Read and explore emerging trends in the area of human and fiscal management and how they relate to classroom instruction, student achievement, and acquired

knowledge. (ELCC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Course Activities/Assignments/Requirement

Candidates will:

Research assigned topics and participate in classroom discussions on materials related to class assignments. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Present a report and a written summary on a topic assigned from the attached list to the class. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read and abstract two (2) journal selections dealing with human and fiscal resource management. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Embedded Performance-based Activities

Interview two community leaders and one governmental leader outside the education arena and from different segments of the community. Determine their perceptions of the system's academic performance, their perceptions of funding practices within the system and state, and their perceptions of other issues facing public education. Share the information with the class and prepare a written summary of each interview. **(PBA)** (ELCC 1, 2, 3, 4, 6, 7; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8, 9, 10)

Interview a school system director of personnel and create a team paper focusing on the range of personnel functions in a typical school system. Focus your interview with questions related to federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. **(PBA)** (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 10)

Develop a simulated staffing plan for a school described by your instructor focusing on an effective design, maximizing student achievement, and within the Georgia class size policy. **(PBA)** (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 2, 5, 6, 7, 8, 9, 10)

Plan a professional development activity including the implementation component applying adult learning strategies to your plan. **(PBA)** (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)

Attend a Board Of Education meeting to examine how local boards operate and how they deal with human and fiscal resource matters in a public meeting. Prepare a written summary of your experiences. **(PBA)** (ELCC 3, 4, 5, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Examine the state and local Quality Based Education budget process in detail; and prepare a simulated school budget using Quality Based Education data. (**PBA**) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Examine the Georgia Code of Ethics as it relates to human and fiscal resource management and respond to case studies involving ethical issues. (**PBA**) (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

Class Policies and Expectations

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
 - a. Typed and double-spaced. – 12 point font
 - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
 - c. Papers more than one page should be stapled. (No folders please)

Course Evaluation

Community interview reflection	10%
Personnel Director interview reflection	10%
BOE learning reflection	10%
Professional development plan	10%
Journal abstracts	10%
Class presentations	20%
Budget Summary Sheet	20%
Staffing Plan	10%

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

Grading Rubric for Written or Oral Assignments

A Excellent performance reflects detailed in-depth use of course materials.

papers follow APA guidelines with proper sentence structure and punctuation.

- B** Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors.
- F** Failure to submit work as assigned. Work reflects little effort or is incomplete.

Attendance Policy

Graduate candidates are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

Policy Statement on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The candidate will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The candidate will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The candidate will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Candidates requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Instructor

Outline for a Critique

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

Staffing and Budget Project

Use the information you have been provided in the QBE materials, (the state salary schedule, the state class size rule, the QBE cost components, classroom discussions, and other appropriate resources), to build a spread sheet showing a budget for personnel and operating funds for XYZ Elementary School. First, determine how you will staff your school within the parameters of the law. Next, budget personnel and operational costs by QBE program, then determine how much, if any, additional funding above state earnings will be required in your budget for this school. For the personnel costs, figure actual costs including state approved benefits and earned position costs. For the operating costs, use only the earned state funds cost components. Finally, determine whether or not you can effectively operate XYZ Elementary School based only on QBE earned funding and explain the reasons for your decision.

XYZ Elementary School

XYZ Elementary School has a total FTE count of 476 and an enrollment of 497 students.

There are 88 FTE in kindergarten, 210 FTE in grades 1-3, and 156 FTE in grades 4-5. There are no EIP classes at XYZ. The school also has 22 FTE in Special Education with 8 in Category 1, 6 in Category 2, and 8 in Category 3.

The teaching staff is comprised of 6 teachers with specialist degrees and 20+ years of experience, 15 with master's degrees, all with 20+ years of experience, with the remaining teaching staff holding bachelor's degrees with 5 years of experience.

The remaining school staff is composed of the required paraprofessionals paid on a base salary of state earnings, a 12 month principal with a specialist degree and 20+ years, a full time 10 month assistant principal with a masters and 20+ years, a media specialist with 15 years and a masters, a full time counselor with a masters and 15 years, and a 12 month secretary.

XYZ Elementary School pays a \$1000 local supplement for all certified staff. Additionally, the principal gets a \$3000 local supplement and the assistant principal gets a \$1500 local supplement.

The training and experience factor for the school is 39.43%. The system retirement percentage is 9.28, the health insurance cost percentage is 16.713 and the Medicare percentage is 1.45.

Make no further assumptions about XYZ.

Interview of Community Leaders

Interview three community leaders of varying status including a governmental official in your community. Prepare a synopsis of each of the interviews. Focus the interviews on the following issues:

- A. Their perceptions of the academic performance or lack thereof of the local public education system and
- B. What they think of the fiscal management of the local system. Is it operated in an efficient and effective manner? Why do they feel as they do? (Ask for specific evidence);
- C. What they perceive as major financial issues facing public education in the local community and in Georgia; and,
- D. In an ideal world how would they suggest we finance public education?

Synthesize this information and use it to prepare recommendations for system and program improvement.

Topical Content (Meets PSC, BOR, ELCC, and VSU Standards requirements)

Basic school finance

Federal and Georgia personnel policy and law

Understanding personnel functions

State funding and QBE

Facilities management and maintenance

Alternative funding sources

The tax system for school funding

Federal resources for schools

Risk management

Purchasing, inventory, warehousing, and distribution of resources

Fiscal reporting

Legal issues of school finance

Auditing, charts of accounts, and GASB 34

Resource forecasting and planning

Staffing and financing auxiliary programs

State and local budgeting processes

Staffing and funding classified personnel

Economic development and school finance (Economic cycle) Transportation systems management

School food service management

Facility maintenance and operations management

Personnel management (employment, induction, promotion, tenure, termination, demotion, etc.)

Personnel records management

Georgia's Code of Ethics for Educators

Building safe, secure, healthy, and supportive learning climates

Acting fairly, impartially, and sensitively to diverse populations

Acting with integrity and honesty