

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program**

**EDLE 614, Section C02, Summer, 2013
Managing Human and Financial Resources (3 credits)**

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Schedule Information July 1, 2013 – August 2, 2013

Meeting Times: Mondays, Wednesdays, and Fridays: 4:30 p.m. – 7:10 p.m.

All candidates are expected to attend every class session. Personal problems that prevent candidates from attending class should be reported ahead of time to the instructor via e-mail.

Location: Thompson Hall L014

Course Description

EDLE 614 Managing Financial and Human Resources (3:3:0)

Explores basic functions in financial and human resource management. Examines legalities, ethics, and politics of resource procurement and allocation. Provides experiences to help candidates better understand tasks typically performed by school leaders.

Prerequisite(s): EDLE 620, EDLE 690, and EDLE 791.

Additional Course Description

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

Nature of Course Delivery

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

Candidate Outcomes

At the conclusion of this course, successful candidates should be able to:

1. apply major concepts related to financial and human resource allocation and management;
2. use a site allocation to build a budget that supports school mission and goals (required performance);
3. develop a staffing plan that is consistent with site goals and district guidelines (required performance);
4. evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines;
5. experience their efforts to mediate disputes;
6. construct a persuasive grant proposal to support school improvement;
7. use technology for learning and administrative purposes; and
8. participate in reflective practice.

Relationship of Course Goals to Program Goals

This course introduces candidates to major issues and practices in financial and human resource management as part of the Education Leadership licensure sequence. A substantial emphasis on simulation and follow-up discussion gives candidates opportunities to learn and practice skills they will use in their internship experiences and administrative careers. All of the program goals are active, to a greater or lesser degree, in this course. Candidates will:

- engage in reflective practice with regard to financial and human resource management.
- strengthen and improve their communication skills through simulation, class discussion, and paper writing.
- understand how resource allocation supports or inhibits cultural, economic, and learning diversity.
- reflect on the ethical implications of resource allocation choices in schools and school districts.
- use computers for communication, data analysis, and data presentation.

Relationship of Course to Internship

All candidates should be making progress on their internship during the semester in which they are enrolled in EDLE 614. Consequently, we will bring up issues related to

the internship. Candidates should be seeking internship opportunities that provide practice with budget allocation, staffing planning, and personnel management.

National Standards and Virginia Competencies

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 candidates.

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.

Course Materials

Required Text:

Thompson, David; Crampton, Faith; Wood, R. Craig (2012), Money and Schools, (5th ed.) Larchmont, NY; Eye on Education.

Required Articles:

Available online via Taskstream

Outside-of-Class Resources:

All candidates are required to use <http://www.taskstream.com> as part of this course. This is an Internet site where information for the course will be posted. All candidates are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, e-mail, and web-browsing software.

Correspondence by e-mail will use your Mason e-mail account.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Candidates' grades are based on their proficiency with respect to the candidate 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. Candidates 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

Class participation

A large proportion of the work in this class will be done in small groups. Each candidate is expected to be an active, contributing member of her/his small group in every class session and outside of class. Every candidate is also expected to contribute to TaskStream discussions as they become available. 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

Candidates 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 e-mail. If you miss more than one class, you will lose participation points. 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 TaskStream by the due date.**

Written assignments

There are four writing assignments for this course. The budget, staffing, and interview assignments are worked on collaboratively. Each candidate will submit his/her own budget and staffing allocation with cover memos. Small groups will then combine their best thinking for role playing budget and staffing meetings. It is critical that all group members contribute equally to a high quality final product. Reflections on the interview process and the grant proposal will require substantially more writing. Since this is a graduate-level class, **high quality work** on all written assignments is expected. Candidates should refer to the appendices and rubrics for specific guidance on written assignments. Candidates are expected to submit their work on time.

Grade Appeals

Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.

Grading Scale

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

College of Education and Human Development Statement of Expectations and Resources

- Academic integrity (honor code, plagiarism) – Candidates must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – Candidates are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to candidates solely through their Mason email account. Candidates must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs)

to enhance candidates' personal experience and academic performance [See <http://caps.gmu.edu/>].

- Office of Disability Services – Candidates with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Candidates must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Recording devices are not to be in use without the expressed written permission of the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support candidates as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Candidates are expected to adhere to these principles.

Weekly Schedule and Reading Assignments

NOTE: The following represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of candidates and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings. *Online activities are in lieu of face-to-face class meetings.

Class		Topic	Readings	Assignments Due
1	7/01	Schools, Values, and Money	Money & Schools Chapter 1	
2	7/03*	School Funding Policy Funding Structures	Money & Schools Chapters 2 & 3	
3	7/05	HOLIDAY		
4	7/08	Accountability Budget Planning	Money & Schools Chapters 4 & 5	
5	7/10	Budgeting for Personnel Budgeting for Instruction	Money & Schools Chapter 6 & 7	
6	7/12	Budgeting for Student Activities	Money & Schools Chapter 8	
7	7/15*	Adequacy & Equity	Taskstream: How Much Will it Cost? Achieving School Finance Adequacy using National Average Expenditure Per Pupil	Budget Allocation Assignment Due
8	7/17	Site-Based Leadership	Money & Schools Chapter 12	
9	7/19	Staff Recruitment	Taskstream: For Each and Every Child—A Strategy for Education Equity and Excellence,	Staffing Allocation Assignment Due
10	7/22	Staff Hiring Procedures	Taskstream: It's Easier to Pick a Good Teacher Than to Train One and Investigating Pre-Service Teacher Motivation Across Cultures Using the Teachers' Ten Statements Test	
11	7/24	The Interview Process	Taskstream: Attitudes of School Administrators Toward Selecting Teachers for Permanent Positions	
12	7/26	External Funding for Program Enhancement	Taskstream: Hard Data/Soft Data: How they Help You Build Strong Proposals	Reflective Essay Due
13	7/29*	Grants Checklist		
14	7/31	Future Trends in School Funding	Money & Schools Chapter 13	Grant Proposal Due
15	8/02	Wrap Up		

WRITING ASSIGNMENT # 1—BUDGET ALLOCATION
(Required Performance)
15 Points

Rationale

Proposed budgets 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 twofold. The first is to help candidates learn how to take a site allocation and build a revenue and expenditure plan that operationalizes the school's vision, mission, and goals, and the second to present an overview of the budget in a brief written statement and in a detailed numerical format. A complementary goal is to learn how to present and discuss a budget with others who need to be persuaded of its merits.

Product

Each candidate will submit a budget and a cover memo. Budgets are to be developed based upon the unique needs of each school. Budgets must be consistent with an explicitly stated vision and mission as well as address achievement deficiencies based on the interpretation of data.

Each candidate is required to submit two written pieces for this assignment:

1. A budget memo that presents an overview of the budget which includes:
 - a statement of vision, mission, and/or goals that guide the budget making process;
 - a description of how good fiscal accountability has been established
 - a description of the fiduciary roles of those responsible for development and implementation;
 - a clear rationale for the allocation of funds; and
 - a clear and persuasive analysis of how the budget proposes expenditures to address emerging trends in the school context.
2. A spreadsheet that presents a balanced budget including the proposed expenditures for each program and object.

Budget Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)	The cover memo specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the budget.	The cover memo explains how the budget was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
Cover Memo— Efficient use of human, fiscal, and technological resources (10%) (ELCC 3.2)	The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement.	The cover memo communicates a clear explanation for why this resource allocation will help improve student achievement.	The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous.	No connection between the budget and student achievement is in evidence.
Cover Memo—Monitor and evaluate school management and operational systems (10%) (ELCC 3.1)	The memo provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement.	The memo provides a clear plan of action for efficient and effective allocation of resources focused on school improvement.	The cover memo leaves open questions of effectiveness and/or efficiency, but intent is communicated.	The cover memo does not communicate how criteria of efficiency and effectiveness are met.
Cover Memo— Understand, anticipate, and assess emerging trends (10%) (ELCC 6.3)	The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the budget.	The cover memo provides some discussion about how the budget addresses emerging trends.	The cover memo mentions one or two contextual factors, but does not correlate them with the development of the budget.	The cover memo fails to mention anything about how the budget addresses emerging trends.
Spreadsheet— Understand, collect, and use data (10%) (ELCC 1.2)	The spreadsheet clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals.	The spreadsheet presents a budget that logically follows from the school's strategic and tactical goals.	It is unclear how the budget presented in the spreadsheet 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 spreadsheet.

Budget Allocation Assessment Rubric -continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Spreadsheet—Act with integrity and fairness to ensure students success (15%) (ELCC 5.1)</p>	<p>The spreadsheet demonstrates equitable decision making that is clearly consistent with students' priority needs.</p>	<p>The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.</p>	<p>The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.</p>	<p>The spreadsheet is confusing and/or is not consistent with the cover memo.</p>
<p>Spreadsheet—Promotes social justice (15%) (ELCC 5.5)</p>	<p>The spreadsheet 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 spreadsheet 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 spreadsheet, 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 spreadsheet or are inadequately addressed.</p>
<p>Mechanics and Accuracy (10%)</p> <p>Candidates use standard English and avoid grammar, punctuation and mathematical errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors—both language and number.</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 # 2—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 candidates learn how to take a site staffing allotment; apportion it to address the school's needs, consistent with the vision and mission. The staffing plan is to be presented in a brief written statement and in detailed numerical form. An additional important goal is to learn how to present and discuss a staffing allocation with others who need to be persuaded of its merits.

Product

Each candidate will submit a staffing plan with a cover memo. Staffing allocations are to be made based on the unique needs of each school. Staffing plans must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address the school's instructional mission.

Each candidate is required to submit two written pieces for this assignment:

1. A staffing allocation memo that presents an overview of the staffing plan, to include:
 - a statement describing the instructional planning function that informs the staffing allocation plan;
 - a description of how enrollment was projected and whether the proposed plan represents an increase or reduction in staff
 - a clear and persuasive analysis of how the staffing plan will address emerging trends in the school context.
2. A spreadsheet that presents a detailed staffing plan and does not exceed the personnel allotment that can be funded.

Staffing Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)	The cover memo 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 cover memo explains how the staffing allocation was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
Cover Memo— Collaboration, trust, and a personalized learning environment with high expectations (10%) (ELCC 2.1)	The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement.	The cover memo communicates a clear explanation for why this staffing allocation will help improve student achievement.	The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous.	No connection between the staffing allocation and student achievement is evident.
Cover Memo— Understand, anticipate, and assess emerging trends (10%) (ELCC 6.3)	The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation.	The cover memo provides some discussion about how the staffing allocation addresses emerging trends.	The cover memo mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation.	The cover memo fails to mention anything about how the staffing allocation addresses emerging trends.
Spreadsheet— Develop, articulate, and steward a vision (15%) (ELCC 1.1)	The spreadsheet clearly and persuasively demonstrates how the staffing allocation will help the school to achieve its vision.	The spreadsheet presents a staffing allocation that logically follows from the vision.	It is difficult to see how the staffing allocation presented in the spreadsheet supports the vision articulated in the cover memo.	There are no apparent connections between the school vision and the staffing allocation.
Spreadsheet— Monitor and evaluate school management and operational systems (15%) (ELCC 3.1)	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 spreadsheet does not adequately allocate district-allotted human resources.

Staffing Allocation Assessment Rubric - continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Spreadsheet—Act with integrity and fairness to ensure candidates’ success (15%) (ELCC 5.1)</p>	<p>The spreadsheet demonstrates equitable decision making that is clearly consistent with students’ priority needs.</p>	<p>The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students’ priority needs.</p>	<p>The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students’ priority needs.</p>	<p>The spreadsheet is confusing and/or is not consistent with the cover memo.</p>
<p>Spreadsheet—Promotes social justice (15%) (ELCC 5.5)</p>	<p>The spreadsheet 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 spreadsheet 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 spreadsheet, 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 spreadsheet or are inadequately addressed.</p>
<p>Mechanics and Accuracy (10%)</p> <p>Candidates use standard English and avoid grammar, punctuation, and mathematical errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors—both language and number.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>

ASSIGNMENT #3—REFLECTIVE ESSAY ON STAFF AQUISITION PROCESS
15 points

Rationale

A critical important activity for a school site administrator is the recruitment and selection of staff. Going through a mock process of teacher selection is helpful for thinking about important characteristics of prospective teachers and school needs. But, the experience is made richer by reflection so that the candidate can become much clearer in her or his own mind about how to make teacher selections count toward school improvement. This reflection paper will help you to consider what was learned through the collective inquiry about recruiting and interviewing potential staff members.

Product

You will write a coherent reflective essay that explains your reaction to the collective inquiry you had with this class. Your paper must contain the following:

1. A thesis that clearly describes the major insights you gained as a result of participating in the group process
2. A brief description of what happened during the development process
3. A thorough reflection of the entire process from start to finish that demonstrates the validity of your thesis
4. A conclusion that includes what you learned from the process and how you might engage in it differently when you are working as an administrator.

Reflective Essay on Staff Acquisition Process Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p><u>Thesis (20%)</u> The thesis establishes the burden of proof for the paper, i.e., your overall learning from the interview process. It provides structure for the paper by telling the reader what the author intends to prove.</p>	<p>A clear, one-sentence thesis is presented at the end of the opening paragraph and establishes a burden of proof. The thesis clearly states the main points the author has learned as a result of the interview process.</p>	<p>The thesis appears in the opening paragraph and is relatively clear. The thesis is more expository than analytical.</p>	<p>The thesis is confusing or is strictly descriptive.</p>	<p>The paper contains no explicit thesis.</p>
<p><u>Supporting Arguments (45%)</u> The author must articulate arguments in support of the thesis. These should be logical and made compelling by clear examples.</p>	<p>Each paragraph of the body of the paper has a direct relationship to the thesis and helps to demonstrate the validity of the thesis. The author uses persuasive arguments relevant to the thesis.</p>	<p>The body of the paper provides some support for the thesis, but it also contains paragraphs that are not entirely persuasive.</p>	<p>Analysis is weak or difficult to follow. Some paragraphs are irrelevant to the thesis, not logical, or not persuasive.</p>	<p>Analysis is largely absent from the paper. The paper may be expository rather than analytical.</p>
<p><u>Concluding Paragraph (25%)</u> It is important to conclude your paper in a manner that is persuasive to the reader and that leads to broader thinking on the topic.</p>	<p>The conclusions the author draws are clearly stated in the final paragraph, beginning with a restatement of the thesis in new language. The concluding paragraph follows in a compelling manner from the body of the paper and explains what the author would do differently for the next interview opportunity.</p>	<p>The conclusions the author draws are clearly stated in the final paragraph, but they may not be entirely persuasive.</p>	<p>Conclusions can be inferred from the body, but the thesis is not re-stated and the conclusions are not persuasive.</p>	<p>Conclusions are unclear or irrelevant to the thesis.</p>
<p><u>Grammar & Mechanics (10%)</u> Any writing submitted for public review should be free of errors.</p>	<p>The paper is <u>free</u> of errors.</p>	<p>The paper contains few errors.</p>	<p>The paper contains some errors.</p>	<p>The paper contains numerous errors.</p>

ASSIGNMENT #4—GRANT PROPOSAL

20 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 \$1,000 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.