# Course Description

This course is designed for educators who are earning certification as building level administrators (principal, or assistant principal). The course provides opportunities to study the school resources regarding instructional time, personnel, facilities, and finances at the district and state levels. Activities and assessments are designed so that students can focus on the procedures, rules, and regulations used in the state and setting (public school, private school, charter school, online school, etc.) where they work. The overarching goal of this course is to examine how the effective use and management of school resources can maintain and enhance student achievement as well as provide meaningful experiences for P–12 students.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the relationship between the school resources of instructional time, personnel, facilities, and money to student achievement. (PLO1, 2, 3, 4, 5)
* **CLO2:** Summarize and then compare and contrast the state laws, board of education policies, and collective bargaining mandates for advertising, interviewing, hiring, criminal history background checks, evaluation, re-contracting or termination, and tenure for certificated staff. (PLO2, 4)
* **CLO3:** Create a presentation that includes the planning and monitoring process used in a school building to ensure that the facility is properly maintained and improved as needed. (PLO1, 2, 3, 5)
* **CLO4:** Explain the process used by building administrators to develop, present, and administer the budget for the school. (PLO1, 2)
* **CLO5:** Explain how 21st-century trends, such as online learning, STEM, inclusion, school choice, etc., impact school resources. (PLO1, 2, 5)
* **CLO6:** Reflect upon their strengths and areas of challenge if they opt to become administrators, and then create a plan to improve in the areas of challenge. (PLO1, 2, 5)

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Tomal, Daniel R., & Schilling, Craig, A. (2013). *Resource management for school administrators: Optimizing fiscal, facility, and human resources*. Rowman & Littlefield: Lanham, MD.

ISBN: 978 147 5802 528

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Course Welcome | 20 |  |
| Discussion: Instructional Time | 40 |  |
| Culminating Project: Plan of Action | 30 |  |
| Journal: Relationship Between School Resources | 40 |  |
| **Week 2** |  |  |
| Discussion: Personnel Procedures | 40 |  |
| Culminating Project: Interview 1 | 30 |  |
| Journal: Personnel Needs | 40 |  |
| **Week 3** |  |  |
| Discussion: Addressing Unfunded Mandate | 40 |  |
| Culminating Project: Interview 2 | 30 |  |
| Journal: School Safety Emergency Management Plans | 40 |  |
| **Week 4** |  |  |
| Discussion: School Funding at the State Level | 40 |  |
| Culminating Project: Interview 3 | 30 |  |
| Journal: Fundraising | 40 |  |
| **Week 5** |  |  |
| Discussion: Principal’s Email Inbox Part 1 | 30 |  |
| Summary: Principal’s Email Inbox Part 2 | 30 |  |
| Culminating Project: Presentation Review | 30 |  |
| Journal: Engaging Stakeholders | 40 |  |
| **Week 6** |  |  |
| Discussion: Planning | 40 |  |
| Culminating Project | 110 |  |
| Journal: Reallocation of Resources | 40 |  |
| **Week 7** |  |  |
| Discussion: Essential Learnings | 40 |  |
| Discussion: Culminating Project | 40 |  |
| Journal: Personal Reflection | 40 |  |
| Exploring Your School Setting | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

**Important Faculty Note**

In this course, students work in various states as classroom teachers in public, private, charter, and online P–12 schools. Some may be building-level administrators in non-public schools that do not require state certification. The students are currently completing course work and field experience to earn administrative certification.

Maintaining and enhancing student achievement is the mission of a school. Achieving the highest quality instructional program is based on best practice and research on teaching and learning. The most successful schools develop objectives and action plans to guide decision making that fosters the mission. The first step in effectively managing school resources is developing a clear set of objectives and action plans. Every school resource must be used in the most efficient way to enhance teaching and learning. Instruction is the focus of all of the school resources; everything supports teaching and learning either directly or indirectly. This course was designed so students can examine this relationship.

This course:

* + coordinates the course assessments with the required 20 hours of field experience.
  + focuses on managing school resources at the building (not district) level because a majority of the students are teachers.
  + contains content that causes the students to challenge themselves to learn about resource management at the district level, but that is not the primary emphasis of the course.
  + provides opportunities for students, who may be serving as administrators in non-public schools, to complete assignments that challenge them to learn about district, and even state-level, resource management issues.
  + provides opportunities for students to complete assignments based on both the rules and regulations of the state where they work and the setting (i.e. charter and online schools) of their employment.

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Welcome, Course Planning and Instructional Time** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the role of instructional time as a critical resource for student achievement. | CLO1, 6 | |
| * 1. Examine various ways to increase instructional time in schools. | CLO1, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 250–300 words that addresses all the prompts for the questions by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | N/A | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| **Read** the Preface & Ch. 4 of *Resource Management for School Administrators*. | |  |  |
| **Effective use of Resources**  **Read** the article “Leadership in Challenging Times.”  **Note:** This article highlights the effective use of the resources of personnel, money, and time. It also highlights the need to invest in resources to keep them up to date. It does this by stressing the importance of professional development of personnel. The same could be said about ongoing maintenance to the school facilities.  **Read** “[The Unexploited Resource: Time](http://blogs.edweek.org/edweek/LeaderTalk/2010/11/the_unexploited_resource_time.html?qs=educational+resource+management)” for further information on resources.  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| **Video**  **View** the “[Salman Khan talk at TED 2011](https://www.youtube.com/watch?v=gM95HHI4gLk)” video [20:27] on YouTube.  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1 | Lecture Activity = **1 hour** |
| **Exploring Your School Setting**  This course requires you to ***explore*** your School Setting by reviewing policy, procedures, plans and collaborating with peers in the following 6 areas:   1. Instructional Time – time to teach subject matter & time for student engagement 2. Lesson Planning and Collaborating on planning and student progress 3. Adequate Instructional and Non-Instructional Personnel and Staffing 4. Emergency Preparedness -Safety/Crisis Plans 5. Student Materials, Curriculum Supports, and/or Technology 6. Facility – Space, Conditions, Furniture   **Submit** a 2 Page Summary that includes for each of the 6 areas:  a) Strengths or what is working well  b) Concern(s) or Challenges and  c) Recommendations  Exploring Your Setting Summary is due in Week 7 | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note:** A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Course Welcome**  *Purpose*  Many of the students in this course know each other and have had a number of classes together in the past. The students may have completed group activities as well as responded to the discussion posts, projects, and assignments of their peers. In other words, the students have formed a learning community. On the other hand, the instructor is new to the group. It is critical for the instructor to become part of this learning community. The Course Welcome discussion and the introductory message from the instructor are first steps to include the professor in the learning community.  **View** the course introduction posted by the instructor.  **Post** an introductory paragraph about yourself in the Course Welcome discussion forum by Thursday at 11:59 p.m. EST.  **Include** the following information:   * A description of your current position * Your background as a professional educator * What you want to learn from this course * Professional plans for the future * Questions you have about the syllabus and activities for this course * What you want to share about yourself, your family, hobbies, etc.   **Respond** to the posts of three of your peers by Sunday at 11:59 p.m. EST. | | N/A | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Instructional Time**  *Purpose*  The amount of class time that students spend with their teachers (instructional time) as well as the amount of time the teachers have students engaged on the learning objective as the correct level of difficulty (academic learning time) have a direct relationship to student achievement. The more academic learning time, the more the student achieves. The principal should continually examine factors such as the school calendar, daily schedule, student attendance, teacher attendance, and procedures to ensure that more time is provided for students to be in class with their teachers. In addition, the principal is charged with observing teachers and evaluating their performance. These evaluations should include an examination of the lessons to determine if there are ways for teachers to increase the amount of academic learning time.  This discussion provides an opportunity for you to learn more about the relationship between instructional time and student achievement. You will then make suggestions to increase the instructional time in your school.  **Review** this week’s readings and videos.  **Examine** the schedule, student attendance, teacher attendance, calendar, etc. for the school where you work.  **Respond** to the following questions in the Instructional Time discussion forum by Thursday:   * What is the relationship between increasing instructional time and improving student achievement? Explain your response. * Explain at least two changes that could be made in your school to increase instructional time without adding costs.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Plan of Action**  **Review** the instructions for the Culminating Project.  **Identify** and contact the three people you plan to interview for the project. Review the Recommended Interview Questions.  **Submit** your intended interviewees and a summary of your discussion with the principal by Sunday. | | COURSE | Guided Project = **2 hour** |
| **Journal: Relationship Between School Resources**  *Purpose*  This journal provides an opportunity to identify examples for each of the four school resources. Students are tasked to explain how the resources relate to enhancing student achievement. This activity serves as a quick overview of the content.  **Review** the materials listed under *Resources, Activities, and Preparation*.  **Write** a 250- to 300-word report that responds to the following prompts:   * Provide at least two examples for each of the following school resources:   + Personnel   + Facilities   + Money   + Instructional time * Explain the relationship between the four school resources and improving student achievement.   **Submit** the report to Relationship Between School Resources by Sunday. | | 1.1, 1.2 | Journal Entry = **1 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Discussion: Course Welcome:** Before class starts, post your introduction to this discussion forum to ensure that students have viewed your background.

**Culminating Project: Plan of Action:** Students will also identify who they plan to interview for the final project. Provide any necessary feedback and approval on who they plan to interview. Some students may choose a nontraditional setting (e.g. private or charter school). Make sure that they identify administrators of similar duties to the school resources listed in the project.

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and to monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like to be addressed ahead of time. You can then use those questions to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded, and a link to the recording should be posted to the course page so any student who miss the session can review it later in the week.

**Note:** It is your choice as to which day you will schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday so students have plenty of time to review their homework prior to the deadline on Sunday.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Personnel | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Justify a program change requiring additional staff to be hired. | | CLO1, 2, 6 | |
| * 1. Compare the Board of Education policies and collective bargaining mandates regarding advertising, interviewing, hiring, criminal history background checks, evaluation, re-contracting, termination, and tenure for certificated staff. | | CLO2, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 of *Resource Management for School Administrators*.  **Read “**Principals: Human Capital Managers at Every School.”  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Personnel Procedures**  *Purpose*  Each state has specific regulations when it comes to advertising, interviewing, hiring, criminal history background checks, evaluation, re-contracting, termination, and tenure of certificated staff. In addition to the state mandates, the Board of Education has policies and procedures. The Board of Education contract with the teachers’ association also delineates personnel procedures. School principals must carefully follow all these rules and procedures. This assignment provides an opportunity for you to review personnel rules and procedures, as well as discuss them with district administrators.  **Research** regulations for advertising, interviewing, hiring, criminal history background checks, evaluation, re-contracting, termination, and tenure for certificated staff in the state where you work.  **Review** the district Board of Education Policy Manual and contract with teachers’ association in the school where you work or in the district where you live. If you are using a private school, keep in mind that the policies will be different. In addition to reviewing the documents, this is a good topic to discuss with the principal and director of personnel.  **Respond** to the following question in the Personnel Procedures discussion forum by Thursday:   * Summarize the regulations and agreement with the teachers’ association in terms of critical dates and procedures used for advertising, interviewing, hiring, criminal history background checks, evaluation, re-contracting, termination and tenure. * Compare the regulations, Board of Education policies, and contract articles for personnel.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday at 11:59 p.m. EST. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Interview 1**  **Conduct** the first of three interviews required for the Culminating Project. You may interview any of the people required for this project.  **Refer** to the instructions for the Culminating Project for the list of interviewees and the interview questions. When reporting the results of interviews, only identify the interviewee by the position they hold, rather than by name and district.  **Submit** a 250- to 300-word summary of the interview by Sunday at 11:59 p.m. EST. | | COURSE | Guided Project and Interview = **2 hours** |
| **Journal: Personnel Needs**  *Purpose*  Each year, as part of budget preparation, the principal must determine the staffing requirements for the school. In some cases, central administration requires a reduction in force. In other cases, the principal makes a budgetary request to increase the number of people working in the school. Either situation requires the principal to determine how many staff members are needed, alternatives to the current staffing pattern, and a written justification for the changes to the school staff. This journal assignment provides an opportunity for you to work with the principal to write the justification for a change in staffing for the upcoming year.  **Ask** the principal to discuss a change to the school program that is being considered to improve the instructional program. The change should be one that requires an additional teacher or instructional aide to be hired.  **Write** a 250- to 300-word memo from the principal to central administration requesting the change to the program and additional staff. The memo should include the following:   * A brief description the program change * How the new program enhances the instructional program * How staffing needs were determined for the upcoming year * Other staffing options considered * Justification for hiring another teacher or aide, based on the staffing needs   **Submit** the memo by Sunday at 11:59 p.m. EST. | | 2.1 | Journal Entry = **1 hour** |
| **Total** |  |  | **5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Facilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the steps taken by building administrators to ensure the health and safety of staff, students, and guests, including those with disabilities. | | CLO1, 2, 3, 4, 6 | |
| * 1. Develop a plan for the implementation of a new law. | | CLO1, 2, 3, 4, 6 | |
| * 1. Compare the emergency management plan for their school to a model from another district. | | CLO2, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 6 & 7 of *Resource Management for School Administrators*.  **Read** Ch. 1 & 2 of the [*Forum Guide to Facilities Information Management: A Resource for State and Local Education Agencies*](https://nces.ed.gov/pubs2012/2012808.pdf).  **Read** the “[Guide for Developing High Quality School Emergency Operations Plans](https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf).”  **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2, 3.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Addressing Unfunded Mandate**  *Purpose*  This discussion provides an opportunity to consult with various professionals in your school to determine how to implement a new law with an unfunded mandate. This is the sort of task that building-level administrators must frequently complete as part of their administrative duties. This sort of law impacts every school resource—instructional time, personnel, facilities and finance.  **Review** the [National Conference of State Legislatures website on breastfeeding](http://www.ncsl.org/research/health/breastfeeding-state-laws.aspx).  **Use** the readings for this week as additional resources for this assignment.  **Discuss** implementation of this requirement with the principal, school nurse, and a colleague who is, or was, a nursing mother or the facility manager.  **Respond** to the following question in the Addressing Unfunded Mandate discussion forum by Thursday:   * What are the implications of this law for your school? * What steps would you take to implement this requirement in your school? * Where would nursing mothers go to express breast milk? Remember to consider the cleaning of breast pumps and storage of the milk. * What is the impact on instructional time when implementing this law? Remember to consider class coverages and loss of instructional time for students if their teacher leaves class to express breast milk. * What situations might you face involving privacy of the nursing mother? * What are the costs of implementing this law?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday at 11:59 p.m. EST. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Interview 2**  **Conduct** the second of three interviews required for the Culminating Project. You may interview any of the people required for this project.  **Refer** to the instructions for the Culminating Project for the list of interviewees and the interview questions. When reporting the results of interviews, only identify the interviewee by the position they hold, rather than by name and district.  **Submit** a 250- to 300-word summary of the interview by Sunday at 11:59 p.m. EST. | | COURSE | Guided Project and Interview = **2 hours** |
| **Journal: School Emergency Management Plans**  *Purpose*  School safety has become a priority for administrators. School principals must constantly monitor the building to be certain that everything possible is being done to safeguard students, staff, and guests. One important task is to implement the emergency management plan that has been adopted for the school and district. This journal activity provides an opportunity to review the emergency management plan for your school and compare it to a model provided from another district.  **Examine** the emergency management plan for your school building and district.  **View** the “[Emergency Preparedness In Montgomery County Public Schools](https://www.youtube.com/watch?v=vJFlUR5iKSg)” video [7:39] from YouTube.  **Respond** to the following prompts in a 250- to 300-word journal entry:   * Compare and contrast the school safety plans for your school and district to the plan used in the Montgomery County Public Schools. * Based on this review, what changes would you recommend to your principal to improve the safety plan for your school and district?   **Submit** your journal by Sunday at 11:59 p.m. EST. | | 3.3 | Journal Entry = **1 hour** |
| **Total** |  |  | **5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Finance | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine if the state budget proposals meet the mandates of *Serrano v. Priest*. | | CLO1, 2, 4 | |
| * 1. Outline policies and procedures used in a school property to collect, use, and account for student activity monies. | | CLO1, 3, 4, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 1, 2, & 3 of *Resource Management for School Administrators*.  **Read** the following articles:   * “Secretary Rivera’s House Appropriations Committee Testimony” * “Governor Wolf’s 2017-18 Proposed Education Budget PowerPoint”   **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: School Funding at the State Level**  *Purpose*  Using property tax as the primary funding source for schools leads to inequities in the amount of money available to local school districts. Schools located in towns with high property values and significant ratable have much more money available per student. Schools located in high-poverty communities have a more difficult time funding education due to low property values. The debate surrounding school funding and associated court cases have continued for decades. This assignment provides an opportunity for you to examine the issue of school funding via the use of property tax.  **Review** the court ruling in *Serrano v. Priest* from your text and the funding proposals delineated in Secretary Rivera’s Testimony and Governor Wolf’s proposed education budget for Pennsylvania.  **Note:** If you live or work in a state other the Pennsylvania, you are encouraged to review the proposed budget for that state instead of Pennsylvania. You could also review the *Abbott v. Burke* school finance information for New Jersey.  **Respond** to the following question in the School Funding at the State Level discussion forum by Thursday:     * What was the decision in *Serrano v. Priest*? * Do the proposals forwarded by Secretary Rivera and Governor Wolf address the issues forwarded in *Serrano v. Priest*? * If so, how do they address the property tax inequity in school funding? * If not, explain why they do not address the issues created by funding schools by use of property tax.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday at 11:59 p.m. EST. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Interview 3**  **Conduct** the third of the three interviews required for the culminating project. You may interview any of the people required for this project.  **Refer** to the instructions for the culminating project for the list of interviewees and the interview questions. When reporting the results of interviews, only identify the interviewee by the position they hold, rather than by name and district.  **Submit** a 250- to 300-word summary of the interview by Sunday at 11:59 p.m. EST. | | COURSE | Guided Project and Interview = **2 hours** |
| **Journal: Fundraising**  *Purpose*  Student activity funds and monies obtained via fundraising activities can create special challenges for the principal. Unfortunately, misuse of these monies, as well as improper accounting procedures, can place the principal and staff members at considerable professional risk. This is highlighted by the statement, “The development of a distinct board fundraising policy will ensure consistency and transparency in the collection and distribution of funds...” (Tomal & Schilling, 2013).  **Review** the policies related to student activity funds and fundraising activities in your district’s Board of Education Policy Manual. If you are using a private school, locate equivalent policy manuals.  **Discuss** the procedures used to collect, use, and account for student activity monies in your school district. This discussion could take place as part of your work with the principal or your interview with the business administrator.  **Respond** to the following prompts in a 250- to 300-word journal report:   * Explain the policies and procedures used in your school to properly collect, use, and account for student activity monies. * Why is transparency important in fundraising activities? * How can you, as a principal, ensure that all fundraising is in compliance with your school board policy?   **Submit** your journal entry by Sunday at 11:59 p.m. EST. | | 4.2 | Journal Entry = **1 hour** |
| **Total** |  |  | **5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Engaging All Stakeholders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the advantages of engaging all stakeholders in the resource management decision-making process. | | CLO1, 3, 6 | |
| * 1. Describe the various processes used to include stakeholders in school decision-making. | | CLO1, 3 | |
| * 1. Determine an effective response to school resource management concerns. | | CLO1, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Videos**  **View** the following videos:   * “[27 - Engaging Stakeholders](https://www.youtube.com/watch?v=H1CN5vdAixE&feature=youtu.be)” [2:15] * “   **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2, 5.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Principal’s Email Inbox Part 1**  *Purpose*  Principals frequently receive telephone messages and notes from staff members and parents, and emails that express concerns about something that is happening (or allegedly happening) in the school. These messages and notes frequently relate to the management of a school resource. Carefully reviewing the contents of these items and responding professionally to the situation in a timely manner are essential skills for a principal. This assignment provides an opportunity for you to practice this skill.  **Review** the [Principal’s Email Inbox activity](http://media.gmercyu.edu/edu577/principal-email-interaction/story_html5.html). Reference the email messages before answering the discussion questions.  **Respond** to the following questions in the Principal’s Email Inbox discussion forum by Thursday:   * What additional information will you need before responding to the emails? * What steps will you take before responding to these emails? * How will you respond to each email (call, email, letter, etc.)? * What follow-up steps will you take after the immediate concern is resolved?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday at 11:59 p.m. EST. | | 5.2, 5.3 | Discussion: one post and replies to three other posts = **2 hour** |
| **Summary: Principal’s Email Inbox Part 2**  **Review** the [Principal’s Email Inbox activity](http://media.gmercyu.edu/edu577/principal-email-interaction/story_html5.html). Reference the email messages before answering the discussion questions.  **Consider** all the information you received from your peers in the Principal’s Email Inbox Part 1 discussion forum.  **Answer** the following questions and incorporate new information you learned from the previous discussion. Your answers to these questions should be more thorough.   * What additional information will you need before responding to the emails? * What steps will you take before responding to these emails? * How will you respond to each email (call, email, letter, etc.)? * In what sequence would you answer the emails (e.g. caregiver first, superintendent second, etc.)? Provide your rationale. * What follow-up steps will you take after the immediate concern is resolved?   **Submit** your completed response to the questions by Sunday at 11:59 p.m. EST. | | 5.2, 5.3 | Discussion: one post and replies to three other posts = **2 hour** |
| **Culminating Project: Presentation Review**  **Refer** to the instructions for the Culminating Project to find the requirements for the Microsoft® PowerPoint® presentation.  **Review** the content of the presentation with your principal.  **Begin** creating the presentation for the Culminating Project. The presentation is due Week 6.  **Submit** an outline, script, or summary of your discussion with the principal by Sunday at 11:59 p.m. EST. | | COURSE | Guided Project = **1 hour** |
| **Journal: Engaging Stakeholders**  *Purpose*  Principals are required to make many recommendations each year to maintain and improve the quality of the instructional program, number of people working in the school, and changes to the building. In each case, the principal must decide who to include in the decision-making process. Of equal importance is how to engage a broad base of people in decision-making while maintaining overall leadership of the school. This journal provides an opportunity to examine the process used to engage stakeholders in your school in several models while maintaining leadership.  **Review** the materials presented under *Resources, Activities, and Preparation*.  **Respond** to the following prompts in a 250- to 300-word journal report:   * What are the benefits gained by including a broad group of stakeholders in the decision-making process? * Compare and contrast the decision-making process in your school to those models presented in the TED Talk “   **Submit** your journal report by Sunday at 11:59 p.m. EST. | | 5.1, 5.2 | Journal Entry = **1 hour** |
| **Total** |  |  | **7 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Planning and Goal Setting | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the types of data used to determine school resource needs. | | CLO1, 3, 5, 6 | |
| * 1. Explain how 21st-century trends such as online learning, STEM, inclusion, and school choice, may impact school resources. | | CLO1, 3, 5, 6 | |
| * 1. Determine the effectiveness and efficiency of the use of school resources and programs. | | CLO1, 3, 5, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following articles:   * “Making Sense of Dollars and Cents” * “Reallocating Resources to Support School Improvement” * “[The Future of Education: 10 Trends To Watch](https://www.huffingtonpost.com/sramana-mitra/the-future-of-education-1_b_4617335.html)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1, 6.2, 6.3 | Lecture Activity = **1 hour** |
| **Website Review**  **Review** the [Pennsylvania Economy League](http://pelcentral.org/what-we-do/school-districts/enrollment-projections/) website.  **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Planning**  *Purpose*  Administrators must project student enrollment. These projections are used to determine personnel needs, budgetary amounts for materials such as textbooks as well as the use and possible reallocation of classrooms. This assignment provides an opportunity for you to examine the factors used by administrators when projecting student enrollment.  To develop a comprehensive public-school enrollment projection that will assist schools in making critical planning decisions, the [Pennsylvania Economy League](http://pelcentral.org/what-we-do/school-districts/enrollment-projections/) reviews a host of information including:   * Population trends * Housing trends * Birth patterns * Migration of children * Number of children enrolled in other educational programs (private/parochial, charter, cyber schools) * Historical enrollment trends * Community development activity * Annual number of building and occupancy permits * New housing developments and related activity underway or proposed * Existing housing turnover * Amount of available vacant land suitable for housing * Infrastructure * Other factors that influence growth   **Respond** to the following question in the Planning discussion forum by Thursday:   * Does the list of information that the Pennsylvania Economy League reviews provide an accurate enrollment projection for the upcoming school year that would assist you, as the principal, in planning for staffing, learning resources, and classroom space? * If so, which factors would you rely most heavily for your school? * What additional steps would you take to validate your enrollment projections for the upcoming year? * How could changes in programs, such as special education and gifted and talented programs, impact the school resources during the upcoming year?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 6.1 | Discussion: one post and replies to three other posts = **2 hour** |
| **Culminating Project**  **Refer** to the instructions for the Culminating Project to find the requirements for the Microsoft® PowerPoint® presentation.  **Complete** the presentation for the Culminating Project.  **Submit** your presentation by Sunday at 11:59 p.m. EST. | | COURSE | Discussion and Guided Project: one post and replies to three other posts = **1 hours** |
| **Journal: Reallocation of Resources**  *Purpose*  Evolving instructional needs and improved educational technology frequently result in principals re-examining the use of school resources. The challenge is to be certain that the resources are being used in the most efficient manner to deliver up-to-date programs that serve the needs of 21st-century learners. This assignment provides an opportunity for you analyze a scenario that created a need to reallocate resources within your school.  *Scenario*  The elementary school building has a large modern library that includes a computer instruction classroom. The computer classroom is staffed by a full-time teacher and has high speed Internet, 25 computer learning stations, and a Smart Board. All students K–4 go to the computer lab weekly as one of the school’s special programs.  In addition, the school has vibrant art and music special programs for all students.  The library is underutilized. In fact, funding limitations eliminated the librarian from the budget. Students can only use the library when their teacher takes the entire class to the facility. As it currently exists, the library is solely used as a book depository.  The principal and staff have recognized the need to implement a science, technology, engineering, arts, and mathematics (STEAM) program in the school.  **Write** a 250- to 300-word journal report on the scenario. Use the information provided in *Resources, Activities, and Preparation,* as well as information gained during your interviews. Respond to the questions as if you are the principal.  **Include** your responses to the following in your report:   * How could you reallocate the library and associated resources to implement a STEAM program? * Who would you involve in the planning process for the reallocation and implementation? * How will you present the proposed change to central administration? * What challenges do you foresee to this change?   **Submit** your journal report by Sunday at 11:59 p.m. EST. | | 6.2, 6.3 | Journal Entry = **1 hour** |
| **Total** |  |  | **6 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Bringing It All Together | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Review the Culminating Projects of their peers and provide a professional critique of their work. | | CLO1, 2, 3, 4, 5, 6 | |
| * 1. Examine two essential learnings gained from a personal analysis of this course. | | CLO6 | |
| * 1. Reflect upon personal strengths and areas of challenge in becoming an administrator. | | CLO6 | |
| * 1. Examine steps and role models to assist in moving into a leadership position. | | CLO6 | |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Essential Learnings**  *Purpose*  After a lesson, it is important to give students the opportunity to analyze what they have learned and then be able to put those important ideas into their own words. This assignment provides an opportunity to reflect on what you have learned and then prioritize several ideas you want to remember and use during your administrative career.  **Review** the assignments, discussions, journal entries, and interviews you completed during this course.  **Select** at least two essential learnings you gained during this course. An essential learning is an idea, strategy or concept that will guide you as you begin your administrative career.  **Respond** to the following in the Essential Learnings discussion forum by Thursday:   * Explain each of the essential learnings. * Explain why you consider each to be essential. * Explain how you will use each learning as you enter into an administration level.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday at 11:59 p.m. EST. | | 7.2, 7.3 | Discussion: one post and replies to three other posts = **2 hour** |
| **Discussion: Culminating Project**  **Note:** The instructor will create a list that delineates who reviews which project. This ensures that each student receives feedback on their project.  **Post** your project presentation to the Culminating Project discussion forum by Thursday.  **Review** your assigned classmates’ Culminating Projects.  **Respond** to your assigned classmates’ projects. The response must include the following:   * Two ideas from each of your peer’s presentations that are most different from what you learned while doing the project * A comparison and contrast of the two ideas to what you learned while doing the project * An explanation of how you will use at least one of the ideas expressed by your peers in your administrative career   **Post** your responses to the Culminating Project discussion forum by Sunday at 11:59 p.m. EST. | | COURSE | Discussion and Guided Project: one post and replies to three other posts = **2 hours** |
| **Journal: Personal Reflection**  *Purpose*  This journal is an opportunity for you to reflect on your personal strengths and areas of challenge as you consider becoming an administrator or move to a position with broader responsibilities. The journal entry provides a chance for you to receive candid feedback from the experienced administrator who taught this course.  **Reflect** on the activities completed during this course, the interviews, and your field experience.  **Respond** to the following prompts in a 250- to 300-word journal entry:   * Explain two of your personal characteristics that you believe will be, or are, strengths if you decide to become a school administrator or move to a position with broader responsibilities. * Explain at least one area that you believe will be, or is, a challenge for you to master if you decide to enter administration or seek a position with broader responsibilities. * In terms of the broad areas of responsibility (finance, instructional time, facilities, personnel, etc.) that you have studied in this course:   + What area do or will you need assistance with to learn prior to becoming an administrator or moving to a leadership post with broader responsibilities?   + What steps can you take to begin to build your experience and expertise in this area?   + Who can you call upon to mentor you in the district where you are employed?   **Submit** your journal by Sunday at 11:59 p.m. EST. | | 7.3, 7.4 | Journal Entry = **2 hour** |
| **Exploring Your School Setting**  ***Explore*** your School Setting by reviewing policy, procedures, plans and collaborating with peers in the following 6 areas:   1. Instructional Time – time to teach subject matter & time for student engagement 2. Lesson Planning and Collaborating on planning and student progress 3. Adequate Instructional and Non-Instructional Personnel and Staffing 4. Emergency Preparedness -Safety/Crisis Plans 5. Student Materials, Curriculum Supports, and/or Technology 6. Facility – Space, Conditions, Furniture   ***Submit*** a 2 Page Summary that includes for each of the 6 areas:  a) Strengths or what is working well  b) Concern(s) or Challenges and  c) Recommendations  **Submit** your Exploring Your Setting Summary by Sunday at 11:59 p.m. EST. | | VARIES | Field Experience = **N/A** |
| **Total** |  |  | **6 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week5** |  |
| Required | 7 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |