ED_AD 585

Financial Management in Education: Operations and Management
3 Credits

NELP Standards

6.1, 6.2

Since Time Immemorial Standards/Components

Since Time Immemorial Standards are reflected via the CCDEI+ Standards; Since Time Immemorial content is offered as an exemplar during times when CCDEI+ Standards are addressed in the course.

Social/Emotional Learning Standards/Components (Primary Focus in Course)

Intrapersonal habits of reflection and growth
- Demonstrate capacity to reflect productively on one's own social and emotional strengths and areas for growth

Interpersonal Support and Development for Staff
- Model developmental approaches to professional, social, and emotional growth in interactions with staff

CCDEI+ Standards/Components (Primary Focus in Course)

Understanding Self & Others
- "Understanding self [as] an ongoing process of reflection and learning so that educators can adapt to meet the needs of others." (From CCDEI+ Standard Description)
- "Educators engage in ongoing learning about others and question their own assumptions." (From CCDEI+ Standard Description)
- "Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises." (From CCDEI+ Standard Description)

Leading for Educational Equity
- "Educators consistently work to improve the education system for historically underserved students, families, and communities." (From CCDEI+ Standard Description)
- "Educators aim to identify and change policies and practices that harm students, families, and communities (e.g. zero-tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.)." (From CCDEI+ Standard Description)

Common Course Readings

Darling-Hammond, L., Saunders, R., Podolsky, A., Kini, T., Espinoza, D., Hyler, M., & Carver-Thomas, D. (2019). *Best practices to recruit and retain well-prepared teachers in all classrooms.* Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Leandro_Best_Practices_Recruit_Retain_REPORT.pdf

Clay, A., Chu, E., Altieri, A., Deane, Y., Lis-Perlis, A., Lizarraga, A., Monz, L., Muhammad, J., Recinos, D., Tache, J.A., & Wolters, M. (2021). *About time: Master scheduling and equity.* Center for Public

Research and Leadership, Columbia University.
https://cprl.law.columbia.edu/sites/default/files/content/Publications/Final%20About%20Time%20Report_Final%20Report.pdf

Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Learning Policy Institute. https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research.* The Wallace Foundation. https://wallacefoundation.org/sites/default/files/2023-09/How-Principals-Affect-Students-and-Schools.pdf

Handel D, & Hanushek, E. A. (2022). *U.S. school finance: Resources and student outcomes (NBER Working Paper No. 30769)*. National Bureau of Economic Research. https://www.nber.org/system/files/working_papers/w30769/w30769.pdf

Meltzer, L.J., Wahlstrom, K.L., Plog, A.E., & Strand, M.J. (2021). Changing school start times: Impact on sleep in primary and secondary school students. *Sleep*, *44*(7), 1-14.

Oliveras-Ortiz, Y. (2023). Facilities Beyond Physical Spaces: A Case for the Intentional Design and Use of Learning Space. Journal of Cases in Educational Leadership, 26(3), 16-28. https://doi.org/10.1177/15554589231171858

Park, V., Daly, A. J., & Guerra, A. W. (2013). Strategic framing: How leaders craft the meaning of data use for equity and learning. *Educational Policy*, 27(4), 645-675. DOI: 10.1177/0895904811429295

Pizarro, M., & Kohli, R. (2020). "I stopped sleeping": Teachers of color and the impact of racial battle fatigue. *Urban Education*, *55*(7), 967-991. DOI: 10.1177/0042085918805788

Pollock, K., & Hauseman, D.C. (2019). The use of e-mail and principals' work: A double-edged sword. *Leadership and Policy in Schools*, *18*(3), 382-393. DOI:10.1080/15700763.2017.1398338

Runharr, P. (2017). How can schools and teachers benefit from human resources management? *EMAL 45*(4) 639-656. https://doi.org/10.177/174114325623786

Ryu, J. Walls, J. Seashore Louis, K. (2020). Caring leadership: The role of principals in producing caring school cultures. *Leadership and Policy in Schools*, *21*(3), 585-602. DOI:10.1080/15700763.2020.1811877

Zender, J. R., & Lochmiller, C. R. (2019). Leadership in a Fiscally Distressed School District: The Case of Daly City Schools. Journal of Cases in Educational Leadership, 22(3), 57-69. https://doi.org/10.1177/1555458919850861

Common Course Assessment Tasks

The major project in this course focuses students on three core assignments related to operations and management in school leadership: examining the current school budget context and process, analyzing a master schedule, and evaluating the hiring practices to support an equitable and supportive school culture.

The project consists of three parts and are due at different points in the course:
- Part 1: Analysis of Existing Resources and School Budgeting Process
- Part 2: Examination of the Master Schedule
- Part 3: Evaluating Current Hiring Practices and Recommendations for Improvement

Each part of the assignment is described below. Also, consult the coordinating rubric after each assignment description.

Part 1: Analysis of Existing Resources and School Budgeting Process
Standards addressed in assignment: NELP 6.2, CCDEI Standard 3 & 4

This assignment engages students in a deep dive on the resources their school uses to support student learning and the process school leadership engages in to plan the yearly annual school budget. Students will evaluate the key challenges and barriers that the school is facing related to current available resources to support student learning and needs.

Students should plan to interview their school leadership team to learn about current resources and forms of funding the school has access to, the budget process, and his/her/their perspective on areas for improvement. They should access relevant documents including the current school budget, relevant policy documents outlining the budgeting process in the district, and available documentation around funding support (e.g. state funds, grants, federal funds, etc.)

Step 1: Assess Current Resources
Examine the current resources that exist in your school community to support students. In your report, address the following questions:
- What resources related to people and personnel are available to support student learning and equitable outcomes? (e.g., key roles/positions within the building such as instructional leaders or other key support staff, people that come from district offices such as TOSA's, family engagement specialists, FCRC's, etc.)
- What financial, communication, capital, and material supports are available to the building, staff, and leadership? What are the major sources of funding support for the school? (e.g., Title 1 funding, family-community resource center, counseling center, supplies, technology)

Step 2: Evaluate the Current School Budgeting Process
Based on your discussions with the school leadership team and relevant district and/or school documents, describe and examine the current process the school uses to create the annual budget. Answer the "who, what, where, why, and how" around the budgeting process. Respond to these questions in your report:
- What is the current process for creating the school budget?
- When is the budget created?
- Who is involved in the creation of the school budget? If the principal and leadership team are the primary developer of the budget, do they involve other school community members (e.g. teachers, classified staff, family, community members, students)? How is the district involved in the school budgeting process?
- How are budget decisions communicated to the certificated and classified staff and families for the following year? Throughout the year?
- How is the budget evaluated or supported through the school year? Who tracks spending and the budget through the school year? What is the principal's role in tracking this?

Step 3: Identify Areas of Need and Potential Recommendations for Improvement
Based on your analysis in Steps 1 and 2, describe areas of continued need and recommendations for improvement. Address these questions in your report:
- How do you assess the methods and procedures for managing school resources through an equity lens?

- What resources are being underutilized in the school? (What is your source of data for your evaluation?)
- What resources are currently needed or missing in the school? (e.g., financial, human, communication, capital, technological, material/supplies, etc.)
- How would you advocate for additional resources to address student needs?

Step 4: Write a Comprehensive Report
Compose a well-structured report (5-6 pages) detailing your findings and recommendations. Ensure that your report is concise, well-organized, and supported by evidence and examples from the current school budget context. Your answer should reflect thoughtful reading of course materials, lectures, and class discussions.

Grading Rubric for Analysis of Existing Resources and School Budgeting Process (20 points)

Criteria	Distinguished (5)	Proficient (4)	Basic (3)	Unsatisfactory (0-2)
Thoroughness of Review & Analysis *NELP 6.2 CCDEI Standard 3*	The student demonstrates an exceptional and in-depth analysis of the current budget process and current resources in the school. They thoroughly assess various aspects, such as human, capital, technological, and financial resources; examine fully the "who, what, where, why, and how" of the budgeting process; and highlight the role of school leadership in facilitating the budget process, providing insightful observations.	The student conducts a solid review and analysis of the budget process and existing school resources. They consider important aspects such as human, capital, technological, and financial resources; examine fully the "who, what, where, why, and how" of the budgeting process; and highlight the role of school leadership in facilitating the budget process.	The student provides a satisfactory review of the budget process and existing school resources, covering some aspects like financial, technological, and capital resources, and examines some of the aspects of the budgeting process, but it lacks depth in analysis and observations.	The student's review and analysis of the budget process and existing school resources are minimal or insufficient, neglecting important aspects and lacking in-depth observations.
Identification of Areas of Need *NELP 6.2, CCDEI Standard 4*	The student identifies and discusses various areas of resource needs through an equity lens and demonstrates their understanding around the importance of the school budgeting process to execute the schoolwide vision. Their analysis is informed by relevant course readings and materials, and relevant examples from their school context.	The student identifies and discusses a few areas of resource needs through an equity lens and demonstrates some understanding of the importance of the school budgeting process to execute the schoolwide vision. Their analysis is informed by a few relevant course readings and materials, and examples from their school context.	The student identifies and discusses a few areas of resource needs through an equity lens, but their response does not demonstrate a clear understanding of the importance of the school budgeting process. They may lack clarity or relevance, and supporting examples and evidence may be limited.	The student's identification of resources needs, an equity lens, or understanding of the importance of the school budgeting process is unclear, irrelevant, or absent, and supporting examples and evidence are insufficient or nonexistent.

Recommendations for improvement *NELP 6.2, CCDEI Standards 3 & 4*	The student proposes several insightful and well-reasoned improvements to the current budgeting process, highlighting how they would advocate for additional resources to address student needs. Their recommendations are supported by strong evidence and examples from the budget context.	The student proposes a few improvements to the current budgeting process, and how they would advocate for additional resources to address student needs. Their recommendations are supported by some evidence and a few examples from the budget context.	The student proposes a few improvements to the current budgeting process, and how they would advocate for additional resources to address student needs. But their explanation lacks depth or may not effectively address key challenges. Limited evidence and examples from the budget context support the recommendations.	The student's improvement recommendations are vague, irrelevant, or inadequately explained. Evidence and examples supporting the recommendations are insufficient or absent.
Presentation & Organization	The student presents their findings, highlights, and improvement recommendations in a clear and organized manner. They effectively communicate their ideas in writing, maintaining clarity and coherence throughout.	The student presents their findings, highlights, and improvement recommendations in a mostly clear and organized manner. Their writing effectively communicates ideas but may have occasional lapses in clarity or coherence.	The student's presentation and organization of findings, highlights, and improvement recommendations are somewhat unclear or disorganized, resulting in occasional difficulties in understanding.	The student's presentation lacks clarity and organization, making it challenging for the reader to follow. Their writing may be unclear or lacks coherence.
Overall Assessment	**(20-18) Distinguished** The student demonstrates exceptional skills in analyzing the school budget, the budgeting process, and identification of resources and needs, providing insightful recommendations, and presenting their ideas with clarity and coherence.	**(17-14) Proficient** The student shows proficiency in analyzing the school budget, the budgeting process, and identification of resources and needs, offering sound recommendations, and presenting their ideas effectively with occasional lapses in clarity or coherence.	**(13-11) Basic** The student's analysis and recommendations are adequate, but improvements are needed in presentation and depth of analysis and writing.	**(10-0) Unsatisfactory** The student's analysis and recommendations are inadequate, and their presentation lacks clarity and organization. Improvement is required in multiple areas.

Part 2: Examination of the Master Schedule (20 points)

Standards addressed in assignment: NELP 6.1, SEL Components related to Interpersonal Support and Development for Staff, CCDEI Standards 1 and 4

Objective: The purpose of this assignment is to evaluate the current school master schedule and identify three highlights and three areas for improvement. As a school principal student, this exercise will showcase your ability to analyze existing systems and propose effective changes to enhance the overall efficiency and effectiveness of the school.

Step 1: Obtain the Current Master Schedule

Contact the school administration to acquire a copy of the current master schedule, including class timetables, teacher assignments, and any other relevant details.

Step 2: Review the Master Schedule
Carefully analyze the provided master schedule, considering various aspects such as the allocation of instructional time, teacher workload, distribution of subjects, and overall organization. Consult relevant readings from the course in your analysis.

Step 3: Identify Three Highlights
Highlight positive aspects of the current master schedule that you believe contribute to the school's success. These may include but are not limited to:
- *Effective Use of Block Scheduling:* Identify if the school has implemented effective block scheduling to allow for longer, uninterrupted class periods, which can promote deeper student engagement and more meaningful learning experiences.
- *Balanced Teacher Assignments:* Recognize instances where teacher assignments align with their expertise and experience, ensuring students receive high-quality instruction in respective subjects.
- *Coherent Cross-Grade Level Collaboration:* Highlight any existing opportunities for cross-grade level collaboration or interdisciplinary initiatives, which can enrich the learning experience and foster a sense of unity among staff and students.

Step 4: Propose Three Improvements
Based on your analysis, suggest three areas where the current master schedule could be improved to address potential challenges and enhance the overall functioning of the school. Your recommendations should be supported with clear reasoning and may include:
- *Optimal Class Size Distribution:* Propose adjustments to class sizes to ensure they align with best practices and research-based recommendations, allowing for more personalized attention to students and better classroom management.
- *Enhanced Specials/Enrichment Integration:* Recommend strategies to integrate specials (e.g., physical education, arts, technology) and enrichment activities seamlessly into the schedule, fostering a well-rounded educational experience for all students.
- *Time for Professional Development*: Advocate for dedicated time in the schedule for teacher professional development, allowing educators to enhance their skills, share best practices, and stay up-to-date with current trends in education.

Step 5: Write a Comprehensive Report
Compose a well-structured report (5-6 pages) detailing your findings, three highlights, and three improvement recommendations. Ensure that your report is concise, well-organized, and supported by evidence and examples from the current master schedule. Your answer should reflect thoughtful reading of course materials, lectures, and class discussions.

Grading Rubric for Part 1: Examination of the Master Schedule (20 points)

Criteria	Distinguished (5)	Proficient (4)	Basic (3)	Unsatisfactory (0-2)
Thoroughness of Review & Analysis *NELP 6.1, SEL Components related to Interpersonal Support and Development for Staff CCDEI Standards 1 and 4*	The student demonstrates an exceptional and in-depth analysis of the current master schedule. They thoroughly assess various aspects, such as instructional time, teacher workload, subject distribution, and overall organization, providing insightful observations.	The student conducts a solid review and analysis of the master schedule. They consider important aspects like instructional time, teacher workload, subject distribution, and overall organization, providing relevant observations.	The student provides a satisfactory review of the master schedule, covering some aspects like instructional time and teacher workload, but it lacks depth in analysis and observations.	The student's review and analysis of the master schedule are minimal or insufficient, neglecting important aspects and lacking in-depth observations.
Identification of Three Highlights *NELP 6.1 CCDEI Standards 1 and 4*	The student identifies and discusses three highly relevant and compelling highlights from the current master schedule, showcasing a keen understanding of elements contributing to the school's success. Their highlights are supported by clear examples and evidence from the schedule.	The student identifies and discusses three relevant highlights from the current master schedule, demonstrating an understanding of elements contributing to the school's success. Some examples and evidence from the schedule support the highlights.	The student identifies three highlights from the current master schedule, but they may lack clarity or relevance, and supporting examples and evidence may be limited.	The student's identification of highlights is unclear, irrelevant, or absent, and supporting examples and evidence are insufficient or nonexistent.
Proposals for Three Improvements *NELP 6.1 SEL Components related to Interpersonal Support and Development for Staff CCDEI Standards 1 and 4*	The student proposes three insightful and well-reasoned improvements to the current master schedule, addressing key challenges and enhancing school efficiency. Their recommendations are supported by strong evidence and examples from the schedule.	The student proposes three reasonable improvements to the current master schedule, addressing some challenges and suggesting ways to enhance school efficiency. Recommendations are supported by evidence and examples from the schedule.	The student proposes three improvements to the current master schedule, but they lack depth or may not effectively address key challenges. Limited evidence and examples from the schedule support the recommendations.	The student's improvement recommendations are vague, irrelevant, or inadequately explained. Evidence and examples supporting the recommendations are insufficient or absent.
Presentation & Organization	The student presents their findings, highlights, and improvement recommendations in a clear and organized manner. They effectively communicate their ideas in writing, maintaining clarity and coherence throughout.	The student presents their findings, highlights, and improvement recommendations in a mostly clear and organized manner. Their writing effectively communicates ideas but may have occasional lapses in clarity or coherence.	The student's presentation and organization of findings, highlights, and improvement recommendations are somewhat unclear or disorganized, resulting in occasional difficulties in understanding.	The student's presentation lacks clarity and organization, making it challenging for the reader to follow. Their writing may be unclear or lacks coherence.

Overall Assessment	(20-18) Distinguished	(17-14) Proficient	(13-11) Basic	(10-0) Unsatisfactory
	The student demonstrates exceptional skills in analyzing the master schedule, providing insightful recommendations, and presenting their ideas with clarity and coherence.	The student shows proficiency in analyzing the master schedule, offering sound recommendations, and presenting their ideas effectively with occasional lapses in clarity or coherence.	The student's analysis and recommendations are adequate, but improvements are needed in presentation and depth of analysis and writing.	The student's analysis and recommendations are inadequate, and their presentation lacks clarity and organization. Improvement is required in multiple areas.

Part 3: Evaluating Current Hiring Practices and Recommendations for Improvement (20 points)
Standards addressed in assignment: NELP 6.1; SEL Components related to Interpersonal Support and Development for Staff; CCDEI Standards 1 and 4

In Part 2, you will evaluate the current hiring practices in your school and district, examining key components of the current practices and providing recommendations on how these practices may be improved. You are encouraged to connect your analysis to key readings in the course, particularly ones that examine inequities and challenges in hiring and retaining teachers (especially teachers of color and other underrepresented educators and staff in schools).

Unlike the other assignments in class, students will present their analysis and recommendations through a video presentation. This format will showcase students' verbal communication skills, creativity, and ability to engage the audience. In preparation for your video, students should engage in their evaluation, consult course readings and notes from class, and plan their script and video out. You can use presentation software (e.g., PowerPoint, Google Slides) to create slides to accompany your talk.

Your video should address the following areas that are critical to hiring practices and the role of the principal and school leadership team in leading hiring processes.

Part A: Evaluate Current Hiring Practices
Begin your video presentation by introducing your school and with an evaluation of the current hiring practices in your school. Examine each of these key areas of hiring practices:

- *Job Posting and Description:* Assess the clarity and completeness of our current job postings and descriptions for teaching and administrative positions.
- *Recruitment Strategies:* Evaluate the effectiveness of our recruitment methods in attracting diverse and qualified candidates. Provide feedback on the use of digital platforms, job fairs, partnerships with educational institutions, etc.
- *Selection Committees:* Review the composition and effectiveness of selection committees for different positions. Assess the diversity and inclusion within these committees.
- *Interview Process:* Analyze the interview structure and questions used during the hiring process. Evaluate if our interviews effectively assess candidates' suitability for the role and alignment with the school's values.

- *Reference and Background Checks:* Assess the current practices for conducting reference and background checks on potential hires.

Part B: Provide recommendations for Improvement

Based on your evaluation of your school's current hiring practices, please provide detailed recommendations for improvement in the following areas:
- *Enhancing Job Postings and Descriptions:* Suggested improvements to make job postings more appealing and informative. Strategies to clearly outline job responsibilities, qualifications, and expectations.
- *Diversifying Recruitment Strategies:* Innovative approaches to attract candidates from diverse cultural and linguistic backgrounds. Ideas to engage with underrepresented groups and foster an inclusive hiring process.
- *Improving Selection Committees:* Recommendations for optimizing the composition of selection committees. Strategies for ensuring fair and equitable candidate evaluations.
- *Strengthening the Interview Process:* Suggestions for incorporating different interview techniques to better assess candidates' potential. Ideas to incorporate scenario-based questions or performance tasks to evaluate real-life problem-solving skills.
- *Enhancing Reference and Background Checks:* Guidelines for thorough and consistent reference and background checks. Strategies for ensuring the confidentiality and security of candidate information.

Submission:

Upload the video to a video-sharing platform (e.g., YouTube, Google Drive) and provide the link to your professor within the specified deadline. This assessment will allow you to demonstrate your communication skills and creativity while showcasing your understanding of the hiring process's importance and your ability to propose meaningful improvements. Good luck with your video presentation!

Grading Rubric for Part 2: Evaluating Current Hiring Practices and Recommendations for Improvement (20 points)

Criteria	Distinguished (5)	Proficient (4)	Basic (3)	Unsatisfactory (0-2)
Evaluation of Current Hiring Practices *NELP 6.1 SEL Components related to Interpersonal Support and Development for Staff CCDEI Standards 1*	Thoroughly evaluates all aspects with keen insight, providing specific examples and citing relevant research	Provides a comprehensive evaluation, mentioning key points and some supporting evidence	Identifies some key points but lacks depth, with limited supporting evidence and few examples	Superficial evaluation or incomplete assessment, lacking in-depth analysis and relevant examples
Recommendations for Improvement *NELP 6.1 SEL Components related to Interpersonal*	Exceptional and well-developed recommendations, offering innovative and actionable strategies	Offers thoughtful and actionable suggestions for improvement, backed by logical reasoning	Presents some relevant recommendations but may lack specificity or actionable steps	Recommendations are minimal, vague, or not practical in improving the hiring process

Support and Development for Staff CCDEI 4				
Critical Thinking and Problem-Solving Skills *SEL Components related to Interpersonal Support and Development for Staff CCDEI Standards 1 and 4*	Demonstrates exceptional critical thinking, providing in-depth analysis and creative problem-solving	Applies strong problem-solving skills, demonstrating logical reasoning in the assessment	Shows basic critical thinking abilities, but the analysis may be limited or lacking creativity	Lacks critical analysis or problem-solving skills, relying on surface-level observations and assumptions
Clarity and Organization of the Submission	Highly organized and effectively communicates ideas, with a clear and coherent flow of information	Well-structured and easy to follow, with a logical progression of thoughts	Adequately organized but may lack clarity or cohesiveness, making the submission somewhat challenging to follow	Disorganized and difficult to comprehend, with ideas presented in a confusing or haphazard manner
Overall Rating	**(20-18) Distinguished** The student's assessment and recommendations demonstrate exceptional insight, critical thinking, and problem-solving skills. The submission is highly organized, effectively communicates ideas, and offers comprehensive, well-developed, and actionable recommendations for improving the school's hiring practices.	**(17-14) Proficient** The student's assessment and recommendations are solid, with thoughtful evaluations and constructive suggestions for improvement. The submission is generally well-organized and meets the requirements of the assignment.	**(13-11) Basic** The student's assessment and recommendations contain some relevant points but lack depth or thorough critical analysis. The submission may need more clarity and organization to fully meet the assignment's requirements.	**(10-0) Unsatisfactory** The student's assessment and recommendations are superficial, providing limited insights and actionable suggestions. The submission is disorganized and difficult to comprehend, failing to meet the expectations of the assignment.

Related Field Components

Students in EdAd 585 are required to review school-site data sources and participate in school-site experiences to inform their thinking and improvement strategies. Related field components include:

- Interviews with leadership team members to learn about current resources and forms of funding the school has access to, the budget process, and his/her/their perspective on areas for improvement
- A review of relevant documents including the current school budget, other forms of funding support (e.g. state funds, grants, federal funds, etc.), and relevant policy regarding the school's financial resources

- Evaluation of the master schedule with attention to allocation of instructional time, teacher workload, distribution of subjects, and overall organization
- Evaluation of current hiring practices and key components of the current practices