Course Number: MED 7201

Course Title: Fiscal Operations and Resources

Faculty Contact: Term:

Required Text: (Check Bookstore for Edition)-Financing Education in a Climate of Change, Brimley; Pearson, 12th ed.

Course Description: This course examines fiscal policy, control systems, and effective methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building and implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity – a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<tbody>
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<td></td>
<td>35</td>
<td>5</td>
<td>0</td>
<td>70</td>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation
Link to the Program Theory will be housed at the top of your program-Need the link to the COE under ME SL Program.

Program Competencies:  Masters in School Leadership Framework

Technology Standards:  International Society for Technology Administrator Standards

Wilmington University Graduate Graduation Competencies:  Graduate Graduation Competencies

Delaware Performance Appraisal System II:  DPAS II for Administrators

Learning Methods:  A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

A. Teaching Methods: Discussion, Group Work/Presentations, Leadership and School Analysis, School Leadership Action Research, and Literature Review/Application


C. Learning Methods:  A variety of teaching methods including collaborative leadership based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.
Assignments and Grading

1. Class Discussion, Simulation and Collaboration
2. Fiscal Planning Evaluation
3. Fiscal Needs Analysis Plan
5. Operational Management and Systems
6. Structured External Assignment

Learning Outcome 1 – Innovation, Legal and Communication Strategies (ELCC 3.2, 4.1)

Learning Activities/Performance Tasks:
1. Candidates will create an environment conducive to innovation in finance while following budgeting and finance laws and policies.
2. Candidates will research various flexible funding sources and allocations.
3. Candidates will identify and engage community stakeholders in planning with school personnel in collaboration and planning for innovative use of resources.
4. Candidates will communicate in spoken and other media the plan for innovative use of resources.

Learning Outcome 2 – Budgeting Process (ELCC 4.4)

Learning Activities/Performance Tasks:
1. Candidates collaboratively develops a community needs assessment plan aligned to classrooms and school building goals.
2. Reviews financial data for budgeting for projecting long-term resource needs.
3. Candidates review alignment of the budget with fiscal and human resource needs.
4. Candidates will develop the plan for involvement of diverse community partners.

Learning Outcome 3 – Operational Management (ELCC 3.1)

Learning Activities/Performance Tasks:
1. Candidates analyze the needs and resources of the classrooms and school building.
2. Candidates develop a three year plan and set priorities for management of classrooms and school building.
3. Candidates share procedures and guidelines for operational management with schools and other stakeholders.
4. The candidate creates a strategic alignment of finance with priorities and tactical challenges.

**Learning Outcome 4 – Organizational Management** (ELCC 3.2, 3.4)

**Learning Activities/Performance Tasks:**
1. Candidates analyzes the organization of the human and fiscal resources.
2. Candidates does an analysis of the budget and finance status for a short-term and long-term plan that is aligned to the mission.
3. Candidates plan for facility and space utilization in alignment with the mission.

**Structured External Assignment - Operations and Resources**

Principal candidates in cooperation with teacher leadership members should analyze the school's needs and resources. Candidates with school distributed leadership teams identify and prioritize strategic, long term needs, and tactical, short term needs, for the school. The identified needs are incorporated into a three-year plan that sets priorities. The long-term plan contains facility and space utilization plans. The short term plan includes the operational policies and procedures and the improvement of the educational environment. The Plan incorporates implementation, communication, and management of fiscal and human resources for a school. Technology is used to manage the school’s operational systems. Include in your project the following resources to detail this Structured External Assignment:

- Interview a principal, a teacher, and a community stakeholder about their roles in fiscal decision making and allocation of resources as well as the opportunities for distributed leadership within the process; analyze the school budget in both the short term and long range planning goals, including the strategic management of human capital, school operations, safety, technology and school facilities.

**MED 7201 – Fiscal Operations and Resources**

**Rubric**

<table>
<thead>
<tr>
<th>ELCC 3.2 Content</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tr>
<td>Candidate knowledge of methods and procedures</td>
<td>Candidate has limited knowledge of</td>
<td>Candidate knows operations and</td>
<td>Candidate knows the importance of managing</td>
<td>Candidate understands the importance of</td>
<td>Candidate understands the importance of methods and</td>
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<tr>
<td>ELCC 3.2 Professional Leadership</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
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<td>Candidate demonstrates skills required to develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; analyze a school's budget and financial status; develop facility and space utilization plans for</td>
<td>Candidate has a written budget without analysis.</td>
<td>Candidate presents a written analysis of the school's budget.</td>
<td>Candidate presents a written analysis of the school's fiscal and operational needs and resources, which are aligned to the school mission.</td>
<td>Candidate presents a written analysis of the school's needs, both human and physical resources.</td>
<td>Candidate presents a written data based, multi-faceted analysis of the school's needs, both human and physical resources.</td>
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<td>ELCC 3.4 Content</td>
<td>Unsatisfactory</td>
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<td>Candidate knowledge of the meaning of distributed</td>
<td>Candidates has limited knowledge of the need for faculty</td>
<td>Candidates knows that selected faculty of their desire</td>
<td>Candidates knows that faculty should participate in</td>
<td>Candidate understands engaging faculty leaders in school-</td>
<td>Candidate understands engaging faculty leaders by facilitating a safe environment of</td>
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<td>a school; project long-term resource needs of a school; use technology to manage school operational systems.</td>
<td>Candidate is depending on others to utilize the district’s web-based financial management system to report the school’s budget.</td>
<td>Candidate is not skilled at using the district’s web-based financial management system to report the school’s budget.</td>
<td>The school’s budget and financial status are shared with the leadership team.</td>
<td>used to set priorities, which is aligned to the school mission.</td>
<td>used to set both short term and long term priorities, which is aligned to the school mission.</td>
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<td>Candidate works in collaboration with the parent association.</td>
<td>The candidate plans for the facility and space utilization of the school.</td>
<td>The candidate plans for the facility and space utilization of the school in alignment with the school’s mission.</td>
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<td>Uses the district’s web-based financial management system to report the school’s budget.</td>
<td>Facility and space utilization plans are developed with the leadership team and the faculty using the district’s web-based financial management system.</td>
<td>Facility and space utilization plans are developed with the leadership team and the faculty using the district’s web-based financial management system.</td>
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<td>Candidate works in collaboration with the parent association and other community partners to develop the facility and space utilization plans.</td>
<td>Candidate works in collaboration with the parent association and other community partners to develop the facility and space utilization plans, laying the ground work for future referenda.</td>
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<tbody>
<tr>
<td>leadership in a school environment and how to create and sustain it.</td>
<td>involvement in school decisions and functions.</td>
<td>should participate in school decisions and functions.</td>
<td>school decisions and functions.</td>
<td>wide decision making.</td>
<td>risk taking in school-wide and classroom decisions.</td>
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<td></td>
<td>candidate understands the meaning and importance of collaboration.</td>
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<td>Candidate understands the differentiated roles and opportunities in collaboration.</td>
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<td>ELCC 3.4 Professional Leadership</td>
<td>Candidate leaves PLC and other committee meetings for the secretary.</td>
<td>Candidate schedule and direct PLC and other committee meetings.</td>
<td>Candidate supports teachers as instructional leader in the classroom by scheduling PLC meetings.</td>
<td>Candidate provides and facilitates leadership training for the faculty.</td>
<td>Candidate provides and facilitates leadership training for the faculty.</td>
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<td>Candidate does not appoint or encourage teacher leadership.</td>
<td>Candidate appoint leadership staff positions.</td>
<td>Candidate seeks volunteers for staff leadership positions.</td>
<td>The candidate contextualizes PLC and other leadership opportunities in combination with leadership training.</td>
<td>The candidate contextualizes PLC and other leadership opportunities in combination with leadership training.</td>
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<td>Candidate makes school-wide decisions.</td>
<td>Candidate with administrative team determines school-wide decisions.</td>
<td>Candidate requests input from faculty on school-wide decisions.</td>
<td>Candidate conferences with faculty to determine their interest in becoming leaders.</td>
<td>Candidate conferences with faculty to determine their interest in becoming leaders.</td>
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<td>Candidate provides opportunities for staff to mentor and coach others.</td>
<td>Candidate provides opportunities for staff to mentor and coach others.</td>
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<td>Candidate engages faculty in gaining a school-wide perspective.</td>
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<td>Unsatisfactory</td>
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<td>Proficient</td>
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<td>Candidate sporadically participates in groups meetings within the school.</td>
<td>Candidate participants in groups meetings within the school.</td>
<td>Candidate manages functioning groups as an active participant.</td>
<td>Candidate skillfully manages group dynamics.</td>
<td>Candidate utilizes listening skills and skillfully leads group discussions while clarifying and summarizing group information, and in facilitating decision making to achieve consensus.</td>
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<td>Candidate solves conflicts by declaring the outcome.</td>
<td>Candidate is swayed by conflict and controversy.</td>
<td>Candidate attempts to minimize or avoid conflict and controversy.</td>
<td>Candidate guides groups through challenges and conflicts by seeking common ground.</td>
<td>Candidate creates new groups and leads existing groups.</td>
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<tr>
<td>ELCC 4.1 Professional Leadership Candidates demonstrate skills required to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; communicate information about the school within the community.</td>
<td>Candidate skillfully manages group dynamics.</td>
<td>Candidate demonstrates that diversity contributes to positive outcomes.</td>
<td>Candidate offers solutions and challenges of common interest and actively engages in building consensus around diverse opinions to reach desired outcomes.</td>
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**College of Education Attendance Policy:**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).
Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

Course Materials and Reading List: Optional References


Supporting Resources –

*Rethinking Leadership: The Changing Role of Principal Supervisors* (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation’s Principal Pipeline Initiative. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement.

*Districts Matter: Cultivating the Principals Urban Schools Need* (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

*The School Principal as Leader: Guiding Schools to Better Teaching and Learning* (January 2013): This Wallace Perspective summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

*The Making of a Principal: Five Lessons in Leadership Training* (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.

*How Leadership Influences Student Learning* (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

**Articles**


Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here’s how the district did it. [http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf)


This articles argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. [http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf)

Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly trained, hired, and developed on the job. 


After reviewing its body of research and field experiences, The Wallace Foundation pinpoints five practices central to effective school leadership. 


*The Role of Nonacademic Outcomes: Boston Public Schools Share the Importance of Social-emotional Learning on Student Achievement*, Daniel Brown, May 2017

Videos

*A Bold Move to Better Prepare Principals: The Illinois Story* (October 2016). This is a four-part video series that explores Illinois' actions to revamp the way school principals are prepared. The series begins with the tale of how the state of Illinois and its partners, including universities, districts and teachers' unions, accomplished this change. Two of the videos profile exemplary preparation programs at the University of Illinois at Chicago and New Leaders Chicago, which helped to inspire the higher standards and whose graduates effectively lead Chicago public schools. The final video features Chicago principals who describe how their training programs prepared them for the real demands of their jobs.

*State Policy to Develop Excellent Principals: A Washington Brief* (2015). How can state policy improve the effectiveness of school principals? Educators, including New York State’s commissioner of education gathered in Washington, D.C., on November 3, 2015, to discuss a major Wallace Foundation report that seeks to answer that question. Keynote speaker Paul Manna, professor of government and public policy at the College of William & Mary and the author of the report, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, summarized key findings from his research. He described three matters policymakers must understand before taking action: principals’ place on their state’s policy agenda; six possible levers that could trigger change; and their state’s unique context, including the ways in which key education-related institutions interact.

*School Leadership in Action: Principal Practices* (2015). This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms. The practices, described in *The School Principal as Leader*, are based on more than a decade of Wallace-supported research to identify what successful principals do.
Six Superintendents’ Experiences Building Principal Pipelines (2015). Six large school districts have been participating since 2011 in The Wallace Foundation’s Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 report about the initiative, one in a series by independent researchers evaluating the effort.

The Principal Story Learning Guide. (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, The Principal Story, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this facilitator guide to explore options for using these tools.

Wallace Foundation Videos: “Great School Leadership in Action.” (April 2013). These videos ask, “What makes for an effective principal?” And they answer: Five practices, done well. Listen as 13 school leaders talk about how they have put those practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals come from districts receiving Wallace Foundation grants to improve school leadership.

THE PRINCIPAL STORY (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-prepared materials to help users promote excellence among principals. Videos and conversation guides can be used by principals, state or district officials, policymakers and concerned parents.

For additional resources from the Wallace Foundation, visit their website.

In This Section

- Online Professional Development
- On-Site Learning
- Conferences
- Center for Principal Leadership
- Assistant Principal Leadership Center
- The Wallace Foundation Resources
- LFA College and Career Readiness Tools

American Express Principals Path to Leadership