Alliant International University

ELM 7870: School Finance and Plant Operations

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.
Vision: To develop and promote transformative educational experiences that optimize human potential.
Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.

7. To prepare candidates to meet the needs of all learners.
8.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability
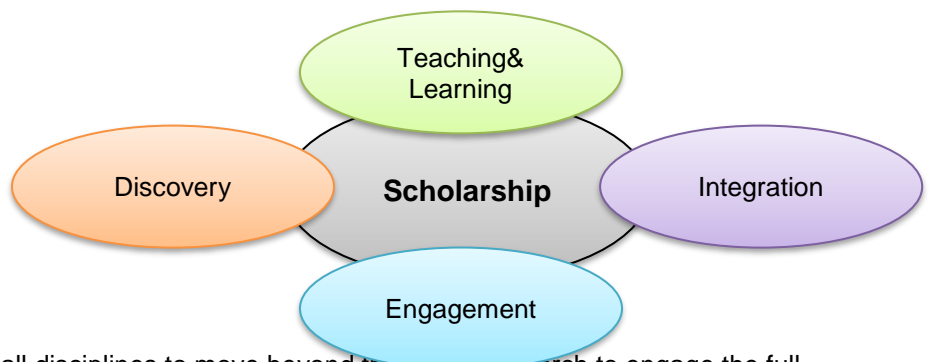**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.
CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of   integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

California Administrator Performance Expectations (CAPE)

ELM 7870: School Finance and Plant Operations

1A: Developing a Student-Centered Vision of Teaching and Learning
1B: Developing a Shared Vision and Community Commitment
1C: Implementing the Vision
2A: Personal and Professional Learning
2B: Promoting Effective Curriculum, Instruction, and Assessment
2C: Supporting Teachers to Improve Practice
2D: Feedback on Instruction
3A: Operations and Resource Management
3B: Managing Organizational Systems and Human Resources
3C: Managing the School Budget
4A: Parent and Family Engagement
4B: Community Involvement
5A: Reflective Practice
5B: Ethical Decision-Making
5C: Ethical Action
6A: Understanding and Communicating Policy
6B: Representing and Promoting the School

California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth

Course Description

In this course Candidates explore the organization and management of financial and business operations, funding sources and problems affecting financing at State and local levels, business office operations, budget preparation, financial management strategies and control, and facility

construction projects. This course introduces students to federal and state laws and court cases that regulate public education operations and financing in California.

Course Learning Outcomes

- CLO1: Interpret the various sources of funding for education in the United States.
- CLO2: Summarize the historical, political, and economic factors affecting changes in state, federal, and private sources of funding.
- CLO 3: Compare and contrast the similarities and differences between the funding for community college and K-12.
- CLO 4: Analyze the concepts guiding financial management, planning, budgeting and risk management in an educational setting.
- CLO 5: Evaluate financial reporting documents in an educational setting.
- CLO 6: Compare and contrast the internal and external factors that influence institutional financial reporting and budgeting.
- CLO 7: Examine the financial impact that an educational organization has on regional economic success.
- CLO 8: Summarize the ethical reasons of financial management for an educational organization.

Standards Alignment

California School of Education (CSOE)		California Commission on Teacher Credentialing	
CLO	**Theoretical Framework**	**CAPE**	**CalAPA Cycle** **Integration when applicable**
CLO1: Interpret the various sources of funding for education in the United States	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2	
CLO2: Summarize the historical, political, and economic factors affecting changes in state, federal, and private sources of funding.	Application	1A;1B;1C;4A.3; 4B.1;4B.2;4B.3	1
CLO3: Compare and contrast the similarities and differences between the funding for community college and K-12.	Engagement	4A; 4B	1
CLO4: Compare and contrast the trade-offs necessary to produce a balanced budget and planning for unforeseen contingencies.	Leadership	4A; 4B	
CLO5: Evaluate financial reporting documents in an educational setting	Application	4A; 4B	
CLO6: Compare and contrast the internal and external factors that influence institutional financial reporting and budgeting	Application	4A; 4B	1
CLO7: Examine the financial impact that an educational organization has on regional economic success.	Integrate	1A;1B;1C;4A; 4B	3

CLO8: Summarize the ethical reasons of financial management for an educational organization.	Integrate	1A;1B;1C;4A; 4B	

Candidate Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: (15 x # of units) / # of weeks
- Preparation time: (30 x # of units) / # of weeks

Required Course Materials
School Finance: A Policy Perspective 5th edition (2014) by: Odden, Allan; Picus, Lawrence
- Publisher: McGraw-Hill Higher Education

Print ISBN: 9780078110283, 0078110289
eText ISBN: 9780077824433, 0077824431

Instructor Policies

Late Assignments
If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

Feedback
Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

Syllabus/Schedule
This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website http://catalog.alliant.edu/index.php.

Academic Code of Conduct and Ethics
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of da ta, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at http://catalog.alliant.edu. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request
The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty
In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Technology Requirements and Support
Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

Course Grading Criteria

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories	% of Grade
I. Class Participation and Collaboration	25
II. Measurable Artifacts • Artifacts and Presentations • Current Trends Reflections • Case Studies	50
III. Competency-Based Artifact • Signature Assignment 7870	25
Total	100

Assignments

Course Requirements and General Description of Assignments:
The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

    I.   **Current Trends Reflections/Artifacts** *(Measurable Artifact)*
       Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

    II.   **Case Studies** *(Measurable Artifact)*
       Candidates complete Case Studies: Involving Stakeholders
       The key stakeholders around the school and its community will include:
- the teachers
- the students
- the parents and families of the students
- community leaders, including local businesses.

    III. **Signature Assignment 7870** *(Professional Competency-Based Artifact)*
       Candidates will develop a $250,000 budget for a specific program to improve student achievement at their school. Using what they have learned about the leader's role in school finance, the students will detail the specific steps they would take to develop, implement and assess their plan. The paper should include how the candidate will address: 1) rationale for the funding choices, 2) legal issues and barriers that could impact the plan, 3) how stakeholders will be involved in the decision-making, 4) how decisions will be communicated, and 5) how the budget expenditures will be monitored.

Week 1: Introduction to School Finance

Course Learning Objective(s)	Theoretical Framework

Alliant International University

ELM 7870: School Finance and Plant Operations

CLO1: Interpret the various sources of funding for education in the United States	Application

Readings & Resources:
Textbook(s) & Resource(s):   • Introduction and School Finance: A Policy Perspective 5th edition (2014)   *Video Resource(s):*   **Watch How to Fix a Broken School? Lead Fearlessly, Love Hard**
Discussion Thread(s):
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric)   **Reference** School Finance: A Policy Perspective 5th edition (2014)   **Post** your initial response to the discussion forum by deadline.   **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet receiv... peer.   **Respond** to the RISE questions and suggestions to your initial post by deadline.
Measurable Artifacts:
Objective: Candidates will define finance goals and identify the priorities that will drive their vision to reach the...   **Complete:** Shared Finance Plan

Week 2: Legal Issues in School Finance

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO2: Summarize the historical, political, and economic factors affecting changes in state, federal, and private sources of funding.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): • School Finance: A Policy Perspective 5th edition (2014) *Video Resource(s):* **Watch**		
Discussion Thread(s):		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). **Reference** School Finance: A Policy Perspective 5th edition (2014) **Post** your initial response to the discussion forum by deadline. **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. **Respond** to the RISE questions and suggestions to your initial post by deadline.		
Measurable Artifacts:		
Objective: Candidates will explore their school community with a series of interviews to further develop their goals for deveoping a vision.		

Complete: Shared vision and Goal Setting Activity Exploring the School Community How to separate personal goals from Professional goals

Week 3: Adequate Staffing and School Finance

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO3: Compare and contrast the similarities and differences between the funding for community college and K-12	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): • School Finance: A Policy Perspective 5th edition (2014) *Video Resource(s):*		
Discussion Thread(s):		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). **Reference** School Finance: A Policy Perspective 5th edition (2014) **Post** your initial response to the discussion forum by deadline. **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. **Respond** to the RISE questions and suggestions to your initial post by deadline.		
Measurable Artifacts:		
Objective: Candidates will create Finance Goals **Complete:** Candidates will work collaboratively on Mock Projects and create Budget Plans for those projects.		

Week 4: A Cohesive School Financial Structure

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO4: Compare and contrast the trade-offs necessary to produce a balanced budget and planning for unforeseen contingencies.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): School Finance: A Policy Perspective 5th edition (2014)		

Video Resource(s):   **Watch [Finance Leadership Development](#)**
Discussion Thread(s):
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   **Reference** School Finance: A Policy Perspective 5th edition (2014)   **Post** your initial response to the discussion forum by deadline.   **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.   **Respond** to the RISE questions and suggestions to your initial post by deadline.
Measurable Artifacts:
• **Objective**: Candidates will explore responsibilities for communicating the vision to staff, parent(s)/guardian(s), and community.   **Complete:**   Emphasize process over content - adult learning is problem-centered rather than content-oriented; make it immediately relevant to their work and/ or personal lives   • Remember you are a facilitator/ resource - remember that your staff comes with a wide variety of levels of experience; incorporate those backgrounds into your presentation and give them opportunities to draw upon their own self-concept.

Week 5: Developing a School District Budget

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO5: Evaluate financial reporting documents in an educational setting	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): School Finance: A Policy Perspective 5th edition (2014) ***Video Resource(s):*** **Watch**		
Discussion Thread(s):		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). **Reference** School Finance: A Policy Perspective 5th edition (2014) **Post** your initial response to the discussion forum by deadline. **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. **Respond** to the RISE questions and suggestions to your initial post by deadline.		
Measurable Artifacts:		
Objective: Candidates will work in learning communities with staff to gather feedback to better develop goals.		

Complete:
Give your staff clear reasons for your vision, focus, and expectations. Get your staff doing something immediately - instruction should allow learners to discover things on their own (e.g. case studies, role plays, simulations, etc…)

Week 6: Developing Shared Vision

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO6: Compare and contrast the internal and external factors that influence institutional financial reporting and budgeting	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): School Finance: A Policy Perspective 5th edition (2014) *Video Resource(s):* **Watch The Power of the Professional Learning Community**		
Discussion Thread(s):		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). **Reference** School Finance: A Policy Perspective 5th edition (2014) **Post** your initial response to the discussion forum by deadline. **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. **Respond** to the RISE questions and suggestions to your initial post by deadline.		
Measurable Artifacts:		
Objective: Candidates will utilize leadership strategies for better planning. **Complete:** • Leadership in improvement student achievement		

Week 7: Strategic Budgeting to Improve Student Learning

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO7: Examine the financial impact that an educational organization has on regional economic success.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings & Resources:		
Textbook(s) & Resource(s): • School Finance: A Policy Perspective 5th edition (2014). *Video Resource(s):* **Watch**		

Discussion Thread(s):
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   **Reference** School Finance: A Policy Perspective 5th edition (2014)   **Post** your initial response to the discussion forum by deadline.   **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.   **Respond** to the RISE questions and suggestions to your initial post by deadline.
Measurable Artifacts:
Objective: Candidates will prioritize their goals for their school site.   **Complete:**   Case Studies: Involving Stakeholders   The key stakeholders around the school and its community will include: • the teachers • the students • the parents and families of the students • community leaders, including local businesses

Week 8: Redesigning Teacher Salary Structures

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO8: Summarize the ethical reasons of financial management for an educational organization.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO2: Share a culture where high expectations for all students and for all subgroups is the core purpose	Application	1A;1B;1C;4A.3; 4B.1;4B.2;4B.3

Readings & Resources:
Textbook(s) & Resource(s):   • School Finance: A Policy Perspective 5th edition (2014).   ***Additional Resource(s):*** Sound Out: http://www.soundout.org/publications.html
Discussion Thread(s):
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   **Reference** School Finance: A Policy Perspective 5th edition (2014)   **Post** your initial response to the discussion forum by deadline.   **Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.   **Respond** to the RISE questions and suggestions to your initial post by deadline.
Measurable Artifacts:
Objective: Candidates will prioritize their goals for their school site.   **Complete:**   Monitoring Progress   Leading the school's self-review • Leading the school development plan • Using data on diversity to improve your school • Planning and leading change in your school • Implementing change in your school

Rubrics

RISE Discussion Rubric
RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (up to 5 pts.)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic (up to 5 pts.for responses to classmates)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

![Alliant International University]

ELM 7870: School Finance and Plant Operations

Signature Assignment 7870 **(30 points).** Candidates will develop a $250,000 budget for a specific program to improve Candidate achievement at their school. Using what they have learned about the leader's role in school finance, the Candidates will detail the specific steps they would take to develop, implement and assess their plan. The paper should include how the candidate will address: 1) rationale for the funding choices, 2) legal issues and barriers that could impact the plan, 3) how stakeholders will be involved in the decision-making, 4) how decisions will be communicated, and 5) how the budget expenditures will be monitored.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Program Rationale	The proposal gives a strong rationale for the program expenditures. The rationale is based on a thorough analysis of data and identifies the specific Candidates to be targeted.	The proposal gives a general rationale for the program expenditures. The rationale is based on a general analysis of data and identifies some Candidates to be targeted.	The proposal gives a limited or inappropriate rationale for the program expenditures. The rationale may not be based on an analysis of data and may not identify the specific Candidates to be targeted.
Stakeholder Involvement	The evidence indicates active participation of all stakeholders throughout the budget process.	The evidence indicates participation of most stakeholders throughout the budget process.	The evidence indicates limited participation of all stakeholders throughout the budget process.
Prioritization of Resources	The proposal describes in detail how options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is evident in the prioritization of resources.	The proposal describes how Options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is evident in the prioritization of resources.	The proposal is vague about how options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is not always evident in the prioritization of resources.
Legal considerations and barriers	The proposal provides clear evidence that the candidate understands the legal requirements that may impact the funding. The proposal clearly identifies any barriers that may occur and the plan to address them.	The proposal provides evidence that the candidate understands the legal requirements that may impact the funding. The proposal identifies some barriers that occur and may have a plan to address them.	The proposal provides limited evidence that the candidate understands the legal requirements that may impact school funding. The proposal may not identify barriers that may occur and may not indicate a plan to address the barriers.
Monitoring	Throughout the program implementation, the proposal offers detailed evidence of how the expenditures will be monitored on an on-going basis.	Throughout the program implementation, the proposal offers general evidence of how the expenditures will be monitored on an on-going basis.	Throughout the program implementation, the proposal offers limited evidence of how the expenditures will be monitored. there is little or not on-going monitoring.