

Assessment 6 (required) – Content Based Assessment – Application of Content

Section IV – Evidence for Meeting Standards

Educational Leadership Case Study: Budgeting and Management

1. Description of the assessment and use in the program

Description of the Assessment

The Educational Leadership Case Study will result in a case study report that is approximately 8-10 pages in length and is conducted in a school setting that is approved by the KSC Education Leadership instructor. The Case Study will have four parts: (1) School and District Background, (2) Interview with a Building Principal and a District Financial Manager, (3) Review and Reflections on the Budget Process, and (4) Summary of the Case Study and Recommendations for Improvement for the management and budget process. The Case Study illustrates the student's knowledge and skills in the following areas: communicating a vision of success for all students, building shared commitment to the vision, working with the school and greater community to promote an environment for greater student achievement, communicating priorities based on effective needs assessments, promoting safe, effective and efficient facilities, involving families in the education of their children, mobilizing community resources and understanding the laws, policies and regulations on the local, state and federal levels that affect schools.

Through the combination of coursework and field experience, the student will experience the challenges and opportunities of constructing a school/district budget, work side-by-side with school/district personnel in assessing the community context, work with stakeholders in the budget process, suggest recommendations to improve the budget process, focus on the alignment of resources to student achievement and understand the economic factors that shape a local community.

Use in the Program

The Case Study is the culminating project in EDUCEL 652: Budget, Facilities and Safe Schools, which is taken during the second semester of the six-semester program. The Case Study continues the growth in knowledge and skills which is illustrated by the Vision Paper assignment that is completed during the candidate's first semester of the program, allowing students to continue building content knowledge while moving through the beginning of the program. The Case Study is the culmination of work in this specific course which includes readings, class discussions, and the field-based case study component. This is the first opportunity for students to show content mastery in the context of the work connected to the case study assignment. Once completed the students are asked to reflect on the case study in the context of the standards and professional growth. This assignment is then entered into their portfolio.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The assessment has been created in direct alignment to **ELCC Standards 1, 3, 4, and 6** to reflect the extent of content knowledge across standards.

Standard 1

Candidates are assessed on their ability to show understanding of how a vision can be developed to promote success of all learners, articulated to various stakeholders in the school and community, and implemented effectively in a school system. It also emphasizes the stewardship component of a school vision which involves various ways to communicate and nurture a vision as it is implemented.

Standard 3

Candidates are assessed on their ability to show understanding of how to manage the operations of a school, utilize data-driven decision-making, provide safe and efficient facilities, give priority to student learning, and organize financial and human resources.

Standard 4

Candidates are assessed on their ability to show understanding of how to collaborate with families, community members and stakeholders, respond to community needs and interests, understand ways of using public resources and funds appropriately, and provide new resources to address emerging student problems.

Standard 6

Candidates are assessed on their ability to show understanding of how legal and political systems have shaped a school and community, how laws and policies affect schools, and how economic factors shape schools and local communities.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2009-2010 academic year and reported in June 2010 in the Education Department TK20 system.

5. ATTACHMENT (A)

**Assessment 6 (required) – Content Based Assessment – Application of Content
Assessment Tool or Description of the Assignment**
Educational Leadership Case Study: Budgeting and Management

Instructions for Candidates

EDUCATIONAL LEADERSHIP CASE STUDY: BUDGETING AND MANAGEMENT

INTRODUCTION

The Educational Leadership Case Study is designed to illustrate your content knowledge of the management of resources and the budgeting process in a school. The case study revisits the visioning process and explores the connection between a vision for a school and the management and resources necessary to drive the mission. Management of the school organization in the context of the larger community context which is done in collaboration with families and community members is also addressed in this case study experience. The primary standards targeted by this assignment are ELCC standards 1, 2, 3, 4, 6. The attached scoring guide will provide additional guidance to the development of this case study project.

This case study project is conducted at the school/district where you are employed or at a school/district in collaboration with a faculty member. The activities of the case study are outlined below and include but are not limited to the following activities:

1. Collecting data and information about the school/district
2. Interviewing a building principal and a district budget manager (took out caps)
3. Reviewing materials related to the budget process, (e.g. policies, laws, timelines, budget guidelines)
4. Attending financial meetings related to the budget
5. Reflecting on the budget process and making recommendations for improvement to the process
6. Including relevant documentation in the appendix (e.g., minutes of budget meetings, department budgets, school budgets, district budget, guidelines for financial aid for school construction)

The results of these activities will be summarized in the report format outlined below. Candidates will also attach appendices with information relative to the report. Candidates will write up the process and receive ongoing feedback gaining an understanding of the thought processes involved in a systematic approach which supports the budget process in the school and the district.

SPECIFIC CASE STUDY REQUIREMENTS AND FORMAT

Note: Specific activities are included in the description of the format

Part I. School and District Background Information (ELCC standards 1 and 6)

The candidate will research the background of the school and school district, including student enrollment and enrollment trends, budgeting policies and procedures, per pupil expenditure, size of the teaching and other professional staff, the total budget, the amount of taxable property, the status of the physical plants, and other issues related to budgeting and management of the school. Additionally, a complete review of the school's mission and vision will be shared here including other overall resource issues encountered by the school. An explanation of the larger community context is also part of this section addressing issues of poverty and other

disadvantages affecting families and student learning. Community norms as well as other economic factors affecting the school are also shared.

Appendices to support this section could include the following:

- § Enrollment statistics
- § Statistics of teaching and professional staff
- § Per pupil expenditures
- § School budget
- § District budget
- § Maintenance plans
- § Taxable property in district
- § Mission statements
- § Vision statements

Part II. Interview Summaries (ELCC standards 1, 2, 3, 4, and 6)

- A. The candidate will interview the Building Principal to research the budget process of the school, including the identification of the community stakeholders in the process, the approach to mobilize families and community members, the manner in which priorities are set and to identify how the budget process is connected to the vision of the school in supporting student achievement in a safe and positive environment. Also, the candidate will include information about how the larger societal context influences the budgeting and management processes. Questions for this interview will be discussed and brainstormed in class.
- B. The candidate will interview the District Financial Manager to research the budget process of the district, including the identification of the community stakeholders in the process, the approach to mobilize families and community members, the manner in which priorities are set and to identify how the budget process is connected to the vision of the district in supporting student achievement in a safe and positive environment. Questions for this interview will be discussed and brainstormed in class. Also, the candidate will include information about how the larger societal context influences the budgeting and management processes.
- C. Appendices to support these interviews that may or may not be collected could include the following:
 - § School and district budget timelines
 - § Budget guidelines as set by the Budget Committee and/or School Board
 - § Budget process as delineated by the Building principal and/or District Financial Manager
 - § School budget
 - § District budget
 - § Information about the budget of the State of New Hampshire
- D. Each of these interviews will be summarized in this section.

Part III. Review and Reflections of Budgeting Process (ELCC standards 1, 3, 4, 6)

- A. Participate in or attend district sessions dealing with the budget. Students will participate in or follow the budget processes at the building level within the framework of school leadership and school vision developed in EDUCEL 621: Organizational Leadership during the previous semester of this program.
- B. Follow the budget process through public sessions until the end of the semester.
- C. Review material related to the budget process and summarize key issues (e.g. policies, laws, timelines, budget guidelines) and community resource implications
- D. After review of materials and attending various meetings, students will reflect on the budget process. The candidate will reflect on the concepts of collaborative decision-making, possible community and business-related resources, problem-solving, data-driven decision-making, dealing with individuals or groups with conflicting perspectives while reflecting on the budget process and the steps involved in the process.
- E. Appendices to support these interview that may or may not be collected could include the following:
 - § Minutes/notes from Budget Committee meetings
 - § Minutes from School Board meetings
 - § Minutes from any public sessions
 - § Articles from local and state newspapers
 - § Information from the New Hampshire Department of Education

Part IV. Overall Summary of Case Study and Recommendations for Improvement of Management and Budgeting Procedures and Processes (ELCC standards 1, 3, 4, 6)

As a culmination of the activities above, with the knowledge base from EDUCEL 621: Organizational Leadership and EDUCEL 652: Budget, Facilities and Safe Schools, the candidate will provide an overall summary of the case study and make recommendations for budget planning, data-based budget strategies, managing the operations and setting long-term goals, and collaborating with families and community members in the context of the local community in securing the needed resources to support the vision of student achievement in safe, effective and efficient schools. Finally, the candidate will reflect on his/her vision of schools based on information reflected on in the context of this case study to further develop and articulate his/her vision. The candidate will make recommendations for how an educational leader can steward a vision based on the need for resources and other budget implications.

ATTACHMENT B
Assessment 6 (required) – Content Based Assessment – Application of Content
Scoring Guides for the Assessment
Educational Leadership Case Study: Budgeting and Management

EDUCATIONAL LEADERSHIP CASE STUDY: BUDGETING AND MANAGEMENT

STUDENTS' NAME _____ **DATE** _____

COMPLETED BY:
 ○ KSC FACULTY _____

DIRECTIONS: PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 15 POINTS. CHECK BOXES IN FIRST COLUMN IF YOU HAVE SPECIFIC CONCERNS.

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>ELCC Standards: 1.1 and 6.1</p> <p>1. School and District Background Information</p>	<p>1 Background provided about the school is inconsistent and several major areas are either not included in this section of the report or inconsistently developed (e.g., school vision information, statistics and relevant budget background information). The larger community context is not referenced in this section. No appendices provided to support section.</p>	<p>2 Background information about the school addresses major components including mission and vision, budget data and information, status of the facilities, and general insights into other management issues. The explanation of the larger context includes issues of poverty, disadvantages that affect the school, and other economic issues affecting the local community. Includes 2 at least 2 materials for the appendix.</p>	<p>3 Background information about the school addresses major components including mission and vision, budget data and information, status of the facilities, and general insights into other management issues. The narrative provides additional information to enrich the understanding of the school context. The explanation of the larger context includes issues complete descriptions of poverty and other disadvantages that affect the school, including economic issues affecting the local community. Includes 3 at 2 or more materials for the appendix.</p>
	COMMENTS		

<p>ELCC Standards: 1.4, 1.5, 3.1, 3.2, 4.1, 6.1</p> <p>2a. School Principal Interview Summary</p>	<p>1 The interview summary provided is unclear and several major areas are either not included in this section of the report or inconsistently developed (e.g. school vision information, research strategies to improve student achievement, mobilizing families and community members, prioritizing student learning, aligning resources with the vision). The larger context is not referenced. No appendices provided to support section.</p>	<p>2 The interview summary addresses the major components including the school's mission and vision, ability to align the vision with resources, ability to communicate the vision, ability to involve staff and stakeholders in setting priorities, ability to use effective needs assessments, and the ability to effectively organize and manage fiscal and human resources. The summary also illustrates the ability to involve families and stakeholders in school-decision making processes and the ability to describe how economic factors shape a local community and local schools. Includes at least two materials for the appendix.</p>	<p>3 The interview summary addresses major components including the school's mission and vision, ability to align the vision with resources, ability to communicate the vision, ability to involve staff and stakeholders in setting priorities, ability to use effective needs assessments, and the ability to effectively organize and manage fiscal and human resources. The summary also illustrates multiple insights into leadership and management of the school as an organization. Multiple ways of engaging families and stakeholders in school-decision making processes are described, and the economic factors that shape a local community are explicit and detailed. Includes at 2 or more materials for the appendix.</p>
	<p>COMMENTS</p>		

ELCC Standards: 1.4, 1.5, 3.1, 3.2, 4.1, 6.1

2b. School District Interview Summary

	<p>1 The interview summary provided is unclear and several major areas are either not included in this section of the report or inconsistently developed (e.g. school vision information, research strategies to improve student achievement, mobilizing families and community members, prioritizing student learning, aligning resources with the vision). The larger context is not referenced. No appendices provided to support section.</p>	<p>2 The interview summary addresses the major components including mission and vision, the alignment of the vision with resources, the district's ability to communicate the vision, to involve staff and stakeholders in setting priorities, and using effective needs assessments to effectively organize and manage fiscal and human resources. The summary also illustrates involvement of families and stakeholders in school-decision making processes and the description of how economic factors shape a local community and local schools. Includes at least two materials for the appendix.</p>	<p>3 The interview summary addresses major components including the district's mission and vision, the alignment of the vision with resources, effective communication of the vision, to involve staff and stakeholders in setting priorities, and using effective needs assessments, effective organization and management of fiscal and human resources. The summary also illustrates multiple insights into leadership and management of the school as an organization with attention to indicators of equity, effectiveness, and efficiency. Multiple ways of engaging families and stakeholders in school-decision making processes are described and the economic factors that shape a local community are explicit and detailed. Includes at 2 or more materials for the appendix.</p>	<p>COMMENTS</p>
--	--	---	--	------------------------

<p>ELCC Standards: 1.3, 3.1, 3.2, 3.3, 4.1, 6.1</p> <p>3. Review and Reflections on the Budgeting Process</p> <p><input type="checkbox"/> Participated in or attend district budgeting sessions throughout the semester</p>	<p>1 The review and reflections provided about the process are inconsistent and several major areas are either not included in this section of the report or inconsistently developed (e.g., school vision information, budget data and information, collaborative decision-making, securing needed resources, using research-based knowledge and trends. The larger community context is not referenced in this section. No appendices provided to support section.</p>	<p>2 The review and reflections about the process address major components including mission and vision, budget data and information, status of the facilities, collaborative decision-making, securing needed resources, using research-based knowledge and trends and general insights into other management issues. The narrative provides additional information to enrich the understanding of the school context. The explanation of process references the larger context and issues of poverty, disadvantages that affect the school, inclusion of community and business partnerships and other economic issues affecting the local community. Includes at least 2 materials for the appendix.</p>	<p>3 The review and reflections about the process address major components including mission and vision, budget data and information, status of the facilities, collaborative decision-making, securing needed resources, using research-based knowledge and trends and general insights into other management issues. The narrative provides additional information to enrich the understanding of the school context. The explanation of the larger context includes issues with comprehensive descriptions of poverty and other disadvantages that affect the school, inclusion of community and business partnerships, and other economic issues affecting the local community. Includes at 2 or more materials for the appendix.</p>
	COMMENTS		

<p>ELCC Standards: 1.1, 1.4, 3.2, 4.2, 6.1</p> <p>4. Overall Summary of Case Study and Recommendations for Improvement of the Management and Budgeting Procedures and Process</p>	<p>1 The summary and recommendations provide an unclear and inconsistent picture of the budget process missing many important components when reflecting and summarizing the budgeting and management process. The summary reflection also does not summarize community issues or community or economic factors shaping the local community and the effect on schools.</p>	<p>2 The summary and recommendations provide clear and consistent information about the budget process including individual components of the process (e.g. mission based strategies and vision processes, data-based strategic planning, the involvement of staff in operations and setting priorities, and effective organization and management of resources. The report also indicates the involvement of community members with conflicting perspectives and consideration for the economic factors shaping the local community and their effects on schools. Includes at least 2 materials for the appendix.</p>	<p>3 The summary and recommendations provide clear and consistent information of the budget process including individual components of the process. The report includes more than one approach to these issues: mission and vision processes, data- based (strategies and strategic planning, the involvement of staff in operations and setting priorities, and effective organization and management of resources. The report also indicates several ways to involve the community in the budget process and to welcome members with conflicting perspectives. Detailed description of the economic factors shaping the local community and their effects on schools are included. Includes at least 2 materials for the appendix.</p>
	<p>COMMENTS</p>		

Overall Score on Case Study: _____/15

Needs Improvement (0-9); Meets Expectations (10-12); Exceeds Expectations (12-15)

ATTACHMENT C
Assessment 6 (required) – Content Based Assessment – Application of Content
Data Derived from Assessment
Educational Leadership Case Study: Budgeting and Management

Data will be collected during in fall 2009 academic year and reported in June 2010.